

Allegany County Public Schools
2017 – 2018 School Improvement Plan

School: **Cresaptown**

Principal: **Scott Llewel**

| Part | Table of Contents | Page |
|--------------|---|------|
| | Title Page | 1 |
| I | Integrated Educational Framework | 2 |
| II | School Demographics | 12 |
| III | Administrative Leadership | 17 |
| IV | Academic Progress | 20 |
| V | Multi-tiered Systems of Support | 43 |
| VI | Early Learning | 44 |
| VII | Attendance | 46 |
| VIII | Habitual Truancy | 48 |
| IX | Graduation and Dropout Rates | N/A |
| X | School Safety/ Suspensions | 49 |
| XI | Positive Behavioral Intervention & Supports or Behavior Management Systems | 50 |
| XII | Family and Community Engagement; Non-Title I | 51 |
| XIII | Family and Community Engagement; Title I | N/A |
| XIV | Professional Community for Teachers and Staff | 61 |
| XV | Inclusive Policy Structure and Practice | 66 |
| XVI | Management Plan | 67 |
| XVII | Title I Components (Title I Schools Only) – Separate Document | N/A |
| XVIII | Title I Evaluation (Title I Schools Only) – Separate Document | N/A |

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

EDUCATIONAL FRAMEWORK
Mission, Vision, and Core Values

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

Mission Statement

Cresaptown Elementary is committed to providing students with optimal learning opportunities enabling them to reach their full academic and social potential. We will work collaboratively with the community to:

- Utilize a team approach to differentiate instruction based upon individual needs.

- Ensure each student experiences success, feels cared for, and feels positive about their involvement at Cresaptown Elementary.

- Challenge students to utilize critical thinking skills and problem solving strategies by focusing on rigorous and high quality instruction.

- Enhance instruction by providing teachers with professional growth.

- Involve our community by welcoming and valuing them as full participants in their child's education.

- Maintain a safe, supportive, and nurturing environment to foster emotional, social, and intellectual growth.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Vision

Cresaptown Elementary is a child oriented learning community dedicated to student achievement in a safe and caring environment.

Core Values-

At Cresaptown Elementary School we **ROAR:**

Respect

Resp**O**nsible

SAfe

Ready to Learn

ge to identify the members of the School Improvement Plan's team. Please include their affiliation/title.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

| Name (Print and Sign) | Affiliation/Title |
|--------------------------------|--------------------------|
| Llewellyn <i>Joe Llewellyn</i> | Principal |
| Rebecca Lawrence | Pre-Kindergarten Teacher |
| Debra McElvie | Kindergarten Teacher |
| Kara Sue Irons | 1st Grade Teacher |
| Merideth Irons | 2nd Grade Teacher |
| B. de L. Bauer | 3rd Grade Teacher |
| Mandy Abe | 4th Grade Teacher |
| Stacy Rank | 5th Grade Teacher |
| Shannon Green | Assistant Principal |
| Susan Willingham | Media Specialist |

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

| | | |
|----------------------|---------------------------|------------------------------|
| y Little | <i>Tracy Little</i> | Guidance Counselor |
| ir Lockard | <i>Janifer Lockard</i> | Reading Intervention Teacher |
| Jones | <i>Jan Q</i> | Special Education Teacher |
| ry Whitehead | <i>Sandra Whitehead</i> | Special Education Teacher |
| ney Slider-Martinson | <i>Courtney Martinson</i> | PTO Representative |

What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school community? The School's vision and mission was created collaboratively by the staff during the 2014-2015 school year. These statements

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

played in the school lobby and shared with parents and staff in handbooks that are distributed at the beginning of the school year. d mission is discussed during opening principal staff development meetings.

When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur? The vision and mission statements are reviewed at the beginning of each year by the School Leadership Team and then with the entire staff.

Have you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and students? If so, why? The only recent addition to the vision and mission is the addition of the "school slogan" in 2015-2016 school year: "The future starts here."

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

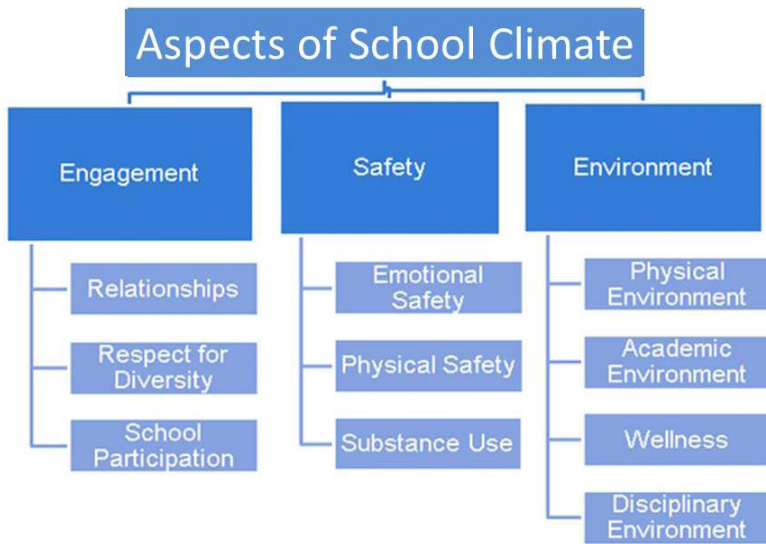
Culture, Climate, and Inclusive Community

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive sustainable school climate fosters learning and youth development.

School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experience school life. School climate refers to a school's social, physical, and academic environment. How does it make people feel? Safe? Welcoming? Connected?

November 2017

**Allegheny County Public Schools
2017 – 2018 School Improvement Plan**



**U.S. Department of Education's
Safe and Supportive Schools Model**

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. The concept is school culture, which refers to the “unwritten rules and expectations” among the school staff (Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to student fulfillment, and well-being. The following examples are commonly associated with positive school cultures:

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland’s public schools, regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

- A. Safe
- B. Appropriate for academic achievement; and
- C. Free from any form of harassment.

in e or bulleted form, address your school's **climate, culture, and inclusive community**. (Refer to Professional Standards for Educators Standards 2, 3 and the graph Aspects of School Climate) Please consider answering the following questions in your response.

Cresaptown Elementary consistently excels as a school demonstrating and modeling positive behaviors. The school consistently achieves for the PBIS school-wide program. One of the reasons for this achievement is that the PBIS team at Cresaptown analyzes and discusses discipline data in order to create a positive discipline environment as well as a physical and emotional environment and safety. Students learn and adhere to the four school rules of Being Responsible, Respectful, Safe, and Ready to Learn. Students do an outstanding job every year demonstrating examples of these school rules in action. Cresaptown Elementary discipline data indicates that there was an increase in office referrals between the 2016-2017 school year and the 2017-2018 school year. The number of referrals increased from 95 to 120. Of the 120 office referrals last year, 52% or 62 referrals were bus referrals. This is a 16% increase from the previous school year. In ac

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

referrals, resulted from the classroom area. Also, 17 referrals, (14%), of the referrals resulted from the playground. Data also indicate that the number of referrals was related to disruptions of which 44 of the 120 referrals, or 37% were related. Discipline data does indicate a number of referrals, including on the bus, therefore this will be an area of focus to implement strategies to promote positive bus behavior. Through the implementation of such activities as bus of the week, booster week incentives, and daily communication with bus drivers. Based on this discipline data, the PBIS program at Cresaptown will continue to focus on modeling and teaching expectations on the bus and bus drivers to continue a consistent program to reward students for exhibiting appropriate behavior. Booster weeks will be held and incentives for both positive behaviors on the bus and in the classroom. Students will be rewarded consistently, using the Pride tickets, for positive behaviors, specifically respect, responsibility, safety, and being ready to learn. Expectations will be explicitly taught at the beginning of the school year by classroom teachers as well as the counselor and administration. The focus of these lessons will be on appropriate behavior in the classroom, on the bus, and in the playground. The dismissal procedure has also been altered in that less students will be called to the hallway in order to create a more focused and safer environment when loading buses in hopes of continuing this focused and safe behavior on the bus ride home. How are paraeducators (IAs) utilized in your school?

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

The role of all paraeducators is to support students in instruction and work with teachers to provide appropriate accommodations. Paraeducators will also offer support to students upon arrival and throughout dismissal times by walking with students to ensure safety in hallways and to promote positive behaviors when preparing for bus rides home.

How do IAs provide support for students with and without disabilities?

IAs work directly with teachers to provide support for all students who require extra support.

What are IA responsibilities at your school?

A paraeducator's role is to support students in instruction and work with teachers to provide appropriate accommodations and support.

Have you created a schedule that allows IA collaboration with teachers?

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

The school works directly with special education teachers and grade level teachers to determine the amount of support re students. Schedules are then made and updated as the need arises.

e your general and special education teachers able to collaborate and plan together on behalf of the students for whom t tructional and learning responsibilities? If so, how often and when? If not, what challenges are preventing the collaboration and p

Co-planning meetings are scheduled each week on Monday. Special education teachers have built in planning time in th schedule to collaborate with grade level teachers and IA's, when possible, during scheduled grade level planning times. L planning sessions are scheduled for half day sessions once each nine weeks with the special education teacher to make long r: Individual student planning sessions for students are scheduled when necessary and collaboration between the grade lev special education teacher, instructional assistant, administration and support staff.

vide an example (s) of how your school engages students of all abilities with each other.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Cresaptown School is a fully inclusive school with students of all abilities. All students are included in the regular setting during of the day including the classroom, lunch, recess, resources, arrival, and dismissal. Processes are in place to ensure that if challenges arise including any student, plans can be made immediately to support that student to be fully included.

at professional learning and/or training needs, if applicable, do your faculty/staff have regarding making your school a more inclusive environment for students?

Cresaptown School has completed several years of training through the Maryland Coalition for Inclusive Education. This process has allowed our school to develop many processes to be prepared to support all students. Since all students are different and can provide unique challenges, professional development is often prompted by individual students. Resource support has also been an area of need for all students.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

**I
DEMOGRAPHICS**

Staff Demographics

STAFF DATA 2017-2018 School Year

Table 1

| School-based Personnel | Part Time | Full Time | Total |
|------------------------|-----------|-----------|-------|
| Administrators | | 2 | 2 |
| Teachers | | 18 | 18 |
| Itinerant staff | 11 | | 11 |
| Paraprofessionals | 4 | 4 | 8 |
| Support Staff | | 5 | 5 |
| Other | 11 | 3 | 14 |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | |
|-------------|----|----|----|
| Total Staff | 26 | 32 | 58 |
|-------------|----|----|----|

Table 2

| Under each year, indicate the percent as indicated of individual in each category. | 2014 – 2015 Official Data | 2015 – 2016 Official Data | 2016 – 2017 Official Data | 2017 – 2018 Official Data |
|---|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Percentage of faculty who are: <ul style="list-style-type: none"> ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s) | 100% | 100% | 100% | 100% |
| For those not certified, list name, grade level course | n/a | n/a | n/a | n/a |
| Number of years principal has been in the building | 2 | 3 | 4 | 5 |
| Teacher Average Daily Attendance | 95.6% | 95.3% | 95.7% | |

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Student Demographics

| Table 3: SUBGROUP DATA | | | |
|--------------------------------|----------------------------|------------------------------|----------------------------|
| SUBGROUP | 2015-2016 TOTAL | 2016 – 2017 TOTAL | 2017-2018 TOTAL |
| American Indian/Alaskan Native | ≤10 | n/a | n/a |
| Hawaiian/Pacific Islander | n/a | n/a | n/a |

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

| | | | |
|-------------------|-----|-----|-----|
| African American | ≤10 | ≤10 | ≤10 |
| White | 339 | 332 | 296 |
| Asian | ≤10 | ≤10 | ≤10 |
| Two or More Races | 11 | 15 | 16 |
| Special Education | 47 | 54 | 51 |
| LEP | n/a | n/a | n/a |
| Males | 191 | 192 | 165 |
| Females | 167 | 167 | 154 |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | |
|---------------------------------------|-----|-----|-----|
| Total Enrollment (Males + Females) | 358 | 357 | 319 |
|---------------------------------------|-----|-----|-----|

| | | | |
|--|------------------|--------------------|------------------|
| FARMS RATE Used for School Year | 2015-2016 | 2016 – 2017 | 2017-2018 |
| Percentage as of October 31 of Previous School Year | 53.72% | 54.78% | 51.71% |

Special Education Data 2017-2018 School Year (As of September 30, 2017)

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Table 4

| Disability | TOTAL | Disability | TOTAL | Disability | TOTAL |
|----------------------------|--------------|--------------------------|--------------|---------------------------|--------------|
| 01 Intellectual Disability | ≤10 | 06 Emotional Disturbance | | 12 Deaf-Blindness | |
| 02 Hard of Hearing | | 07 Orthopedic Impairment | | 13 Traumatic Brain Injury | |
| 03 Deaf | | 08 Other Health Impaired | ≤10 | 14 Autism | ≤10 |

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

| | | | | | |
|-----------------------------|----|---------------------------------|----|------------------------|-----|
| 04 Speech/Language Impaired | 20 | 09 Specific Learning Disability | 11 | 15 Developmental Delay | ≤10 |
| 05 Visual Impairment | | 10 Multiple Disabilities | | | |

**II
INSTRUMENTAL LEADERSHIP**

What is the role of the principal in the School Improvement Process at your school?
The principal is the facilitator of the team and the instructional leader.

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

What is the purpose of your school leadership team in the School Improvement Process?

Our team has this mission statement:

The Cresaptown School Improvement Team is comprised of stakeholders who are invested in the continual success of our school community. Through open communication we will work collaboratively to identify needs, actively problem solve, and select activities to enhance instruction that will make a positive impact on student learning.

We meet at least one time per month to use data to guide decisions concerning professional development, instructional programs, standards, and student groupings.

Does your school improvement team (SIT) represent your entire school community, including parents/guardians?

The team is represented by a teacher at each grade level, a resource teacher, both administrators, the special education teachers and a parent representative.

What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes?

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

ere are two scheduled staff meetings each month for staff members to discuss concerns and the principal meets with the PTO at least once a month.

L'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and baseline evidence (rubric)

INCIPAL SLO 1

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

The content focus of the SLO is to increase reading proficiency for students by grade 3.

Describe the information and/or data that was collected or used to create the SLO.

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

Spring 2017 PARCC data revealed that only 38.9% of students met or exceeded expectations. Only 21.4% of students with IEP that grade level. Only 4% of the students with an IEP in the past three years have met expectations on the 5th grade ELA. DIBELS data shows that only 13 of 142 students in grades 1-3 have met the expectation for oral reading fluency on the fall DIBI

How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

This SLO was developed based upon analyzing data from three years of PARCC and having the School Leadership Team go thro process of the ACPS Goal Planning Process. Strategies were based on district level initiatives and research based instructional :

Describe what evidence will be used to determine student growth for the SLO.

DIBELS results will be used to determine individual student growth. PARCC, district level benchmarks and DIBELS results will be as well.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

INCIPAL SLO 2

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

The content focus of the SLO is to increase students proficiency when working with fractions in grades 4 and 5.

Describe the information and/or data that was collected or used to create the SLO.

On the PARCC assessment, Cresaptown has been outperformed by the district in grade four during the last two school years. In 2016, the district scored 43% vs. 39% and in 2017 by three percent (40% vs 43%). Grade five scores have consistently been above the state district during the past three years. An assessment developed by the school has indicated the need for growth as well. In four years, only 1/47 students scored above 60% on the pretest and in grade five, 0/57 students scored about 60%.

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

This SLO was developed based upon analyzing data from three years of PARCC and having the School Leadership Team go through the process of the ACPs Goal Planning Process. Strategies were based on district level initiatives and research based instructional practices.

Describe what evidence will be used to determine student growth for the SLO.

School developed benchmarks will be used to determine individual student growth. PARCC results will be used to analyze as

V

C PROGRESS

remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan, schools are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their achievement and classroom practices. Schools in Allegany County are required to do the same.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

your analysis of ELA 3-5; 6-8; 10 for FARMS, SE and subgroup data, please address the following for students in your s

1. Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.

What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?

Describe the ACPS Goal Planning Process

- What is the Issue?
 1. Students that are Non FARMS are outperforming FARMS significantly in grades 3 and 4.
 2. 3rd Grade PARCC Scores are below the district and state average.
 3. Students with IEP's are being significantly outperformed by students without IEP's.
- What data support the need for a resolution to the identified issue?

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

1. The gap between FARMS/Non FARMS has increased each of the past three years on the 3rd Grade ELA (0.5' 26.2%).
 2. Only 38.3% of the students in third grade met or exceeded expectations on the 2017 PARCC. This was below district and state average.
 3. Only one of 25 students with IEP's have met or exceeded expectations on the fifth grade PARCC in the past tl years. Only seven of the 81 IEP test takers in grades 3-5 PARCC have met or exceeded expectations during tl three years.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
Yes. The standards come from the Common Core State Standards.
 - What is currently preventing the identified goal from being attained?
 1. Students' vocabulary is weak.
 2. The reading level of students entering testing grade levels can be too low to fix in one year.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

3. Class sizes are large causing flex groups to be large as well.
 4. The number of students in need of intervention are greater than the number of staff that we have to service.
 5. We have not been using the DIBELS assessment data to guide our instruction adequately.
- What outcome (s) will determine the identified goal has been met?
 1. DIBELS results will be used to determine whether students have met the grade level expectations.
 2. Student growth on the district level benchmark scores will be analyzed.
 3. Student and subgroup growth on PARCC is evident.
 - What resources are needed to meet the identified goal?
 - Phonemic Awareness Curriculum
 - Treasures Phonics Lessons
 - Treasures Fluency Reads
 - RAZ Kids

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

- Read Works
- Professional Development on Vocabulary Instruction from 101 Strategies to Make Academic Vocabulary Stick
- Skills Journals
- What resources are currently available to meet the identified goal?
 - Phonemic Awareness Curriculum
 - Treasures Phonic Lessons
 - Treasures Fluency Reads
 - RAZ Kids
 - Read Works
 - Professional Development on Vocabulary Instruction 101 Strategies to Make Academic Vocabulary Stick
 - Skills Journals
- What resources are not currently available to meet the identified goal?

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

- None
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
 1. Purchase and give professional development on implementing Phonemic Awareness Curriculum in October.
 2. Review Treasures' resources and implement fluency reads.
 3. Provide professional development on Read Works in grades 1 and 2 in November.
 4. Provide professional development on Skills Journals for all grade levels in November.
 5. Provide professional development on strategies for working with small groups throughout the year in grade level.
 6. Use the book 101 Strategies to Make Academic Vocabulary Stick to provide professional development month after month to the staff during faculty meetings.
- How will implementation be monitored to reach the identified goal?
 - Grade level team meetings to monitor plans/implementation of Treasures and resources such as Read Works, skills journals and small group strategies.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

- DIBELS Data Meetings
- The administration will use classroom walk-throughs and observations to determine if strategies are being use

Be Completed when 2018 PARCC data is available

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

- 2. Universal Design for Learning for ELA. How will UDL be used in the classroom to support attainment of your goals? List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and p positive academic outcomes for all students.**

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| Principle/Mode | Representation – Process |
|--|--|
| <p>Principles of Representation: <i>Providing the learner various ways of acquiring information and knowledge.</i></p> | <ul style="list-style-type: none"> ● Students have opportunities throughout the day to use technology to learn and share information. ● Classroom teachers use a variety of teaching strategies (such as vocabulary walls, interactive notebooks, and book reports) to meet the needs of all types of learners: auditory, visual, and kinesthetic. ● Classroom teachers in grades Pre-K - 3 are implementing the Phonemic Awareness in Young Children with identified groups of students in their classrooms based on DIBELS data. The curriculum is teacher guided with student's oral response to a variety of phonemic awareness skills. |
| Strategies for Expressions: | Expression/Action- Product |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | |
|---|--|
| <i>ing the learner tives for demonstrating nowledge and skills they know).</i> | <ul style="list-style-type: none"> ● Students use written and oral expression to communicate their understanding. ● Students will have opportunities to see writing examples modeled by the teacher. Students then practice using the models before writing independently. ● Students will be provided long term opportunities to communicate knowledge. (ex. Fluency Reads, Read Alouds) ● Students complete a variety of writing assignments throughout the year covering narrative, opinion, and informative topics that allow the students to express their knowledge and understanding. At the end of the school year, students review their writing samples and the writing pieces are added to each student's writing folder. |
| s for Engagement: tap | Multiple Options for Engagement |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

*arners interests,
nge them appropriately,
otivate them to learn.*

- Students are given choices on how to complete certain tasks.
- Students work in flex groups based on ability.
- Students in grades 4-5, utilize Discovery ED to complete tasks that require students to read nonfiction text and respond to questions.

3. Reading/ELA Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Short Term Goal: To reduce the gap for FARMS, Special Education and lowest performing subgroup students.

Reading – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015, 2016, 2017 Data Results

| 2015 | | | | 2016 | | | | 2017 | | | |
|-------|--------------|---------|--------------|-------|--------------|---------|--------------|-------|--------------|---------|--------------|
| Total | Level 1 or 2 | Level 3 | Level 4 or 5 | Total | Level 1 or 2 | Level 3 | Level 4 or 5 | Total | Level 1 or 2 | Level 3 | Level 4 or 5 |

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

| | # | # | % | # | % | # | % | # | # | % | # | % | # | % | # | # | % | # | % | # |
|------------------------|-----|----|------|-----|------|-----|------|-----|----|------|----|------|-----|------|-----|----|------|-----|------|----|
| s | 43 | 16 | 37.2 | 12 | 27.9 | 15 | 34.9 | 55 | 18 | 32.7 | 12 | 21.8 | 25 | 45.4 | 47 | 19 | 40.4 | ≤10 | 21.3 | 18 |
| ndian or ve | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| | n/a | | | | | | | ≤10 | | | | | ≤10 | 100 | n/a | | | | | |
| rican | ≤10 | | | ≤10 | 50 | ≤10 | 50 | n/a | | | | | | | n/a | | | | | |
| itino of | ≤10 | | | | | ≤10 | 100 | n/a | | | | | | | n/a | | | | | |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|----|
| Latino or Hispanic | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| | 38 | 16 | 42.1 | 9 | 23.7 | 13 | 34.2 | 52 | 17 | 32.7 | 12 | 23.1 | 23 | 44.2 | 43 | 16 | 37.3 | 10 | 23.3 | 17 |
| Free Lunch | ≤10 | | | ≤10 | 100 | | | ≤10 | ≤10 | 50 | | | ≤10 | 50 | ≤10 | ≤10 | 75 | ≤10 | 0 | ≤1 |
| Attendance | ≤10 | ≤10 | 80 | ≤10 | 20 | | | ≤10 | ≤10 | 42.5 | ≤10 | 25 | ≤10 | 12.5 | 14 | ≤10 | 71.4 | ≤10 | 7.1 | ≤1 |
| English Learners (LEP) | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| Reduced Meals | 22 | 11 | 50 | ≤10 | 27.3 | ≤10 | 22.7 | 33 | 14 | 42.4 | ≤10 | 21.2 | 12 | 36.4 | 21 | ≤10 | 42.8 | ≤10 | 33.3 | ≤1 |

November 2017

Allegany County Public Schools **2017 – 2018 School Improvement Plan**

| | | | | | | | | | | | | | | | | | | | | |
|--|----|-----|------|-----|------|-----|----|----|-----|------|-----|------|----|------|----|-----|------|-----|------|----|
| | 18 | ≤10 | 33.4 | ≤10 | 16.7 | ≤10 | 50 | 22 | ≤10 | 22.7 | ≤10 | 27.3 | 11 | 50 | 26 | ≤10 | 30.8 | ≤10 | 26.9 | 11 |
| | 25 | ≤10 | 40 | ≤10 | 36 | ≤10 | 24 | 33 | 13 | 39.4 | ≤10 | 18.2 | 14 | 42.4 | 21 | 11 | 52.4 | ≤10 | 14.3 | ≤1 |

| | 2015 | | | | | | | 2016 | | | | | | | 2017 | | | | | |
|----------------|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|------|--------------|------|------------|--------------|----|---------|------|--------------|
| | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | |
| s | 54 | 14 | 26.0 | 14 | 25.9 | 26 | 48.1 | 49 | 11 | 22.5 | 17 | 34.7 | 21 | 42.9 | 60 | 12 | 20 | 16 | 26.7 | 32 |
| ndian or ve | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|-----|-----|----|----|----|-----|----|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|----|
| | n/a | | | | | | | n/a | | | | | | | ≤10 | | | | | ≤1 |
| African American | n/a | | | | | | | ≤10 | | | ≤10 | 100 | | | n/a | | | | | |
| Latino of Hispanic or Mexican | n/a | | | | | | | ≤10 | | | ≤10 | 100 | | | n/a | | | | | |
| Asian or Pacific Islander | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| Other races | 52 | 13 | 25 | 14 | 26 | 25 | 48 | 44 | 10 | 22.7 | 15 | 34.1 | 19 | 43.2 | 55 | 11 | 20 | 14 | 25.5 | 30 |
| | ≤10 | ≤10 | 50 | | | ≤10 | 50 | ≤10 | ≤10 | 33.3 | | | ≤10 | 66.7 | ≤10 | ≤10 | 33.3 | ≤10 | 66.7 | |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | | | | | | | | | | | | | | | | | | |
|-----------------------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|----|
| ation | ≤10 | ≤10 | 57.2 | ≤10 | 14.3 | ≤10 | 28.6 | ≤10 | ≤10 | 55.5 | ≤10 | 22.2 | ≤10 | 22.2 | 13 | ≤10 | 53.9 | ≤10 | 46.2 | |
| glish LEP) | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| ed Meals | | | | | | | | | | | | | | | | | | | | |
| | 32 | 14 | 43.8 | ≤10 | 25 | ≤10 | 31.2 | 21 | ≤10 | 28.5 | ≤10 | 47.6 | ≤10 | 13.8 | 33 | ≤10 | 27.3 | 11 | 33.3 | 13 |
| | 25 | ≤10 | 36 | ≤10 | 24 | ≤10 | 40 | 20 | ≤10 | 10 | ≤10 | 35 | 11 | 55 | 22 | ≤10 | 13.6 | ≤10 | 13.6 | 16 |
| | 29 | ≤10 | 17.2 | ≤10 | 27.6 | 16 | 55.2 | 29 | ≤10 | 31 | ≤10 | 34.5 | ≤10 | 34.5 | 38 | ≤10 | 23.7 | 13 | 34.2 | 16 |

| | | | | | | | | | | | | | | | | | | | | |
|--|-------------|--|--|--|--|--|--|-------------|--|--|--|--|--|--|-------------|--|--|--|--|--|
| | 2015 | | | | | | | 2016 | | | | | | | 2017 | | | | | |
|--|-------------|--|--|--|--|--|--|-------------|--|--|--|--|--|--|-------------|--|--|--|--|--|

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | Total | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total | Level 1 or 2 | | Level 3 | | Level 4 or 5 |
|------------------------|-------|--------------|------|---------|------|--------------|------|-------|--------------|------|---------|------|--------------|------|-------|--------------|------|---------|------|--------------|
| | # | # | % | # | % | # | % | # | # | % | # | % | # | % | # | # | % | # | % | # |
| s | 55 | 12 | 21.8 | 18 | 32.7 | 25 | 45.5 | 57 | 13 | 22.8 | 14 | 24.6 | 30 | 52.7 | 52 | 18 | 34.6 | ≤10 | 15.4 | 26 |
| ndian or ve | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| | n/a | | | | | | | n/a | ≤10 | | | | | | n/a | | | | | |
| rican | ≤10 | | | | | ≤10 | 100 | n/a | | | | | | | ≤10 | ≤10 | 100 | | | |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | | | | | | | | | | | | | | | | | | |
|-----------------------|-----|-----|------|-----|------|----|------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|----|
| Ratio of | n/a | | | | | | | ≤10 | ≤10 | 100 | | | | | ≤10 | | | | | ≤1 |
| Ratio of | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| | 54 | 12 | 22.2 | 18 | 33.3 | 24 | 44.4 | 54 | 11 | 20.4 | 13 | 24.1 | 30 | 55.6 | 47 | 15 | 31.9 | ≤10 | 17 | 24 |
| re races | n/a | | | | | | | ≤10 | ≤10 | 50 | ≤10 | 50 | | | ≤10 | ≤10 | 66.7 | | | ≤1 |
| cation | ≤10 | ≤10 | 80 | ≤10 | 20 | | | ≤10 | ≤10 | 75.0 | ≤10 | 12.5 | ≤10 | 12.5 | ≤10 | ≤10 | 85.7 | ≤10 | 14.3 | |
| lish (LEP) | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

| | | | | | | | | | | | | | | | | | | | | |
|----------|----|-----|------|-----|------|-----|------|----|-----|------|-----|------|-----|------|----|-----|------|-----|------|-----|
| ed Meals | 27 | ≤10 | 33.3 | ≤10 | 29.6 | ≤10 | 37 | 32 | 11 | 34.4 | 11 | 34.4 | ≤10 | 31.2 | 22 | 12 | 54.5 | ≤10 | 18.2 | ≤10 |
| | 31 | ≤10 | ≤10 | ≤10 | 25.8 | 20 | 64.5 | 26 | ≤10 | 19.2 | ≤10 | 30.8 | 13 | 50 | 21 | ≤10 | 9.5 | ≤10 | 19 | 15 |
| | 24 | ≤10 | 37.5 | ≤10 | 41.7 | ≤10 | 20.8 | 31 | ≤10 | 25.8 | ≤10 | 19.4 | 17 | 54.9 | 31 | 16 | 51.6 | ≤10 | 12.9 | 11 |

our analysis of Math 3-5; 6-8; Alg I for FARMS, SE, and subgroup data, please address the following for students in you

1. Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.

What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?

ie the ACPS Goal Planning Process

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

- What is the Issue?
 - Non IEP students are outperforming IEP students in grades 4 and 5.
- What data support the need for a resolution to the identified issue?
 - During the 2017 PARCC Assessment, 51% of non IEP students met expectations in grade 4, while less than ≤ students with IEP's met expectations. In grade 5, 55% of non IEP students met expectations, while 14% of students with IEP's met expectations. Fourth grade overall scores were below the district average.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
 - Yes. The standards are from the Common Core State Standards.
- What is currently preventing the identified goal from being attained?
 - Class sizes are large causing flex groups to be large as well.
 - We do not have a core math series that spirals from year to year and the textbook that we have is not sufficient meeting the rigor of PARCC.
 - The reading levels of students entering testing grades can be too low to fix in one year and can affect students' comprehension and complete tasks that require reading on the math assessment.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

- We have not had an intervention program for students who are behind in math.
- The academic vocabulary for students is weak.
- What outcome (s) will determine the identified goal has been met?
 - Student growth will be determined through student performance on school created benchmarks and through ar data on the Spring 2018 administration of PARCC.
- What resources are needed to meet the identified goal?
 - Imagine Math intervention program
 - Daily Number Talks
 - Academic Vocabulary Strategies from 101 Strategies to Make Academic Vocabulary Stick
 - Interactive math strategy notebooks
 - I Ready Math Resource
- What resources are currently available to meet the identified goal?
 - Imagine Math
 - Number Talks

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

- 101 Strategies to Make Academic Vocabulary Stick
- I Ready Math Resource
- What resources are not currently available to meet the identified goal?
 - None
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
 - Professional development will occur monthly on strategies for academic vocabulary.
 - Professional development for implementing math strategy notebooks will occur in October and November.
 - I Ready math resource professional development will occur in November and December.
 - Imagine Learning professional development will occur in August.
- How will implementation be monitored to reach the identified goal?
 - Administration Walk Through
 - Administrator will monitor student growth on Imagine Math

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Completed when 2018 PARCC data is available

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

2. Universal Design for Learning for Mathematics- How will UDL be used in the classroom to support attainment of your goals? strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| Principle/Mode | Representation – Process |
|--|--|
| Principle of Representation: <i>Providing the learner various methods of acquiring information and knowledge.</i> | <ul style="list-style-type: none"> ● Students have opportunities throughout the day to use technology to learn and share information (ex. Imagine Math, iReady and IXL) ● Classroom teachers use a variety of teaching strategies (such as vocabulary walls, skills journals) to meet the needs of all types of learners: auditory, visual, and kinesthetic. ● Students participate and share their understanding through Number Talks. |
| Principle for Expressions: <i>Providing the learner various opportunities for demonstrating knowledge and skills they know).</i> | Expression/Action- Product <ul style="list-style-type: none"> ● Students use written and oral expression to communicate their understanding. ● Students will have opportunities to see models of how to solve math problems and written examples of explanations. Students will then practice together using the models before solving on their own. |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | |
|--|--|
| | <p>math problems and writing explanations independently.</p> <ul style="list-style-type: none"> Students will be provided long term opportunities to communicate knowledge. (ex. Math assessments, Math Talks) |
| <p>is for Engagement: <i>tap learners interests, engage them appropriately, motivate them to learn.</i></p> | <p>Multiple Options for Engagement</p> |
| | <ul style="list-style-type: none"> Students are given choices on how to complete certain tasks. Students work in flex groups based on ability. Students work independently and at their own pace and instructional level while using Im Math. |

3. Mathematics Data Overview

November 2017

Allegany County Public Schools **2017 – 2018 School Improvement Plan**

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To reduce the gap for FARMS, Special Education and lowest performing subgroup students.

Reading – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015, 2016, 2017 PARCC results.

| | 2015 | | | | | | | 2016 | | | | | | | 2017 | | | | | | |
|----|-------|--------------|------|---------|------|--------------|------|-------|--------------|------|---------|------|--------------|------|-------|--------------|------|---------|------|--------------|--|
| | Total | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total | Level 1 or 2 | | Level 3 | | Level 4 or 5 | |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | | | | |
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | | |
| ss | 43 | 15 | 34.9 | 14 | 32.6 | 14 | 32.6 | 55 | 16 | 29.1 | 16 | 29.1 | 23 | 41.8 | 47 | 20 | 42.5 | ≤10 | 14.9 | 20 | |

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

| | | | | | | | | | | | | | | | | | | | | |
|------------------|-----|--|--|-----|-----|-----|----|-----|--|--|--|--|-----|-----|-----|--|--|--|--|--|
| ndian or ve | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| | n/a | | | | | | | ≤10 | | | | | ≤10 | 100 | n/a | | | | | |
| rican | ≤10 | | | ≤10 | 50 | ≤10 | 50 | n/a | | | | | | | n/a | | | | | |
| antino of | ≤10 | | | ≤10 | 100 | | | n/a | | | | | | | n/a | | | | | |
| raiiian or ic | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | | | | | | | | | | | | | | | | | | |
|---------------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|----|
| | 38 | 14 | 36.8 | 12 | 31.6 | 12 | 31.6 | 52 | 15 | 28.9 | 15 | 28.8 | 22 | 42.3 | 43 | 18 | 41.8 | ≤10 | 11.6 | 20 |
| re races | ≤10 | | | ≤10 | 50 | ≤10 | 50 | ≤10 | ≤10 | 50 | ≤10 | 50 | | | ≤10 | ≤10 | 50 | ≤10 | 50 | ≤1 |
| cation | ≤10 | ≤10 | 80 | ≤10 | 10 | ≤10 | 10 | ≤10 | ≤10 | 75 | ≤10 | 12.5 | ≤10 | 12.5 | 14 | ≤10 | 71.5 | ≤10 | 7.1 | ≤1 |
| glish LEP) | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| ed Meals | 22 | 11 | 50 | ≤10 | 27.3 | ≤10 | 22.7 | 33 | 12 | 36.3 | ≤10 | 24.2 | 13 | 39.4 | 21 | ≤10 | 47.6 | ≤10 | 19 | ≤1 |
| | 18 | ≤10 | 33.3 | ≤10 | 33.3 | ≤10 | 33.3 | 22 | ≤10 | 22.7 | ≤10 | 40.9 | ≤10 | 36.3 | 26 | 12 | 46.1 | ≤10 | 11.5 | 11 |
| | 25 | ≤10 | 36 | ≤10 | 32 | ≤10 | 32 | 33 | 11 | 33.3 | ≤10 | 21.2 | 15 | 45.5 | 21 | ≤10 | 38 | ≤10 | 19 | ≤1 |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | 2015 | | | | | | | 2016 | | | | | | | 2017 | | | | | |
|------------------------|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|----|--------------|
| | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | |
| s | 54 | 19 | 35.2 | 16 | 29.6 | 19 | 35.2 | 49 | 11 | 22.5 | 17 | 34.7 | 21 | 42.9 | 60 | 13 | 21.7 | 33 | 55 | 24 |
| ndian or ve | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| | n/a | | | | | | | n/a | | | | | | | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤1 |
| rican | n/a | | | | | | | ≤10 | | | ≤10 | 100 | | | n/a | | | | | |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | | | | | | | | | | | | | | | | | | |
|--------------------------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|----|
| ntino of | n/a | | | | | | | ≤10 | | | ≤10 | 100 | | | n/a | | | | | |
| raiiian or ic | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| | 52 | 18 | 34.6 | 15 | 28.8 | 19 | 36.5 | 44 | ≤10 | 22.7 | 15 | 34.1 | 19 | 43.2 | 55 | 13 | 23.7 | 21 | 38.2 | 21 |
| re races | ≤10 | ≤10 | 50 | ≤10 | 50 | | | ≤10 | ≤10 | 33.3 | ≤10 | 66.7 | | | ≤10 | ≤10 | 0 | ≤10 | 66.7 | ≤1 |
| cation | ≤10 | ≤10 | 57.1 | ≤10 | 28.6 | ≤10 | 14.3 | ≤10 | ≤10 | 55.5 | ≤10 | 22.2 | ≤10 | 22.2 | 13 | ≤10 | 46.2 | ≤10 | 53.8 | ≤1 |
| glish LEP) | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

| | | | | | | | | | | | | | | | | | | | | |
|-----------------|----|-----|------|-----|------|-----|------|----|-----|------|-----|------|-----|------|----|-----|------|-----|------|----|
| ed Meals | 32 | 16 | 50.1 | ≤10 | 31.3 | ≤10 | 18.8 | 21 | ≤10 | 28.5 | ≤10 | 47.6 | ≤10 | 23.8 | 33 | ≤10 | 30.3 | 14 | 42.4 | ≤1 |
| | 25 | 13 | 52 | ≤10 | 20 | ≤10 | 28 | 20 | ≤10 | 10 | ≤10 | 35 | 11 | 55 | 22 | ≤10 | 18.1 | ≤10 | 40.9 | ≤1 |
| | 29 | ≤10 | 20.7 | 11 | 37.9 | 12 | 41.3 | 29 | ≤10 | 31 | ≤10 | 34.5 | ≤10 | 34.5 | 38 | ≤10 | 23.7 | 14 | 36.8 | 15 |

| | 2015 | | | | | | | 2016 | | | | | | | 2017 | | | | | |
|----------|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|------|----|
| | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Le |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | |
| s | 55 | 14 | 25.4 | 20 | 36.4 | 21 | 38.3 | 57 | 12 | 21.1 | 18 | 31.6 | 27 | 47.3 | 52 | 14 | 26.9 | 12 | 23.1 | 26 |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | | | | | | | | | | | | | | | | | | |
|------------------|-----|--|--|-----|-----|--|--|-----|--|--|-----|-----|--|--|-----|-----|-----|-----|---|----|
| ndian or ve | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| frican | ≤10 | | | ≤10 | 100 | | | n/a | | | | | | | ≤10 | ≤10 | 100 | ≤10 | 0 | ≤1 |
| ntino of | n/a | | | | | | | ≤10 | | | ≤10 | 100 | | | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤1 |
| raiiian or ic | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | | | | | | | | | | | | | | | | | | |
|---------------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|----|
| | 54 | 14 | 25.9 | 19 | 35.2 | 21 | 38.9 | 54 | 11 | 20.4 | 16 | 29.6 | 27 | 50 | 47 | 12 | 25.5 | ≤10 | 21.3 | 25 |
| re races | n/a | | | | | | | ≤10 | ≤10 | 50 | ≤10 | 50 | | | ≤10 | ≤10 | 33.3 | ≤10 | 66.7 | ≤1 |
| cation | ≤10 | ≤10 | 70 | ≤10 | 30 | | | ≤10 | ≤10 | 62.5 | ≤10 | 12.5 | ≤10 | 25 | ≤10 | ≤10 | 57.2 | ≤10 | 28.6 | ≤1 |
| glish LEP) | n/a | | | | | | | n/a | | | | | | | n/a | | | | | |
| ed Meals | 27 | ≤10 | 25.9 | ≤10 | 37 | ≤10 | 37 | 32 | ≤10 | 28.1 | 16 | 50 | ≤10 | 21.9 | 22 | ≤10 | 36.3 | ≤10 | 31.8 | ≤1 |
| | 31 | ≤10 | 16.1 | 11 | 35.5 | 15 | 48.4 | 26 | ≤10 | 23 | ≤10 | 34.6 | 1 | 42.3 | 21 | ≤10 | 23.8 | ≤10 | 19 | 12 |
| | 24 | ≤10 | 37.5 | ≤10 | 37.5 | ≤10 | 25 | 31 | ≤10 | 19.4 | ≤10 | 29.0 | 16 | 51.6 | 31 | ≤10 | 29 | ≤10 | 25.8 | 14 |

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Science section will be omitted for the 2017-2018 year as the transition is made to the NGSS and MISA.

V

IMPLEMENTED SYSTEM OF SUPPORT

Include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan. Make sure to review your process to show the integration and linkage between your goal planning process and your MTSS priorities.

Based upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?

Appropriate Tier II academic strategies will be in place in all grade levels in reading.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

i. How will the priority/ priorities be addressed?

- › The DIBELS screening tool will be used for all students.
- › Data meetings will be held in October, February and May to determine the appropriate Tier II interventions.
- › Professional development will be provided by the school administration and reading intervention teacher.
- › Fidelity protocol will be used in group interventions to ensure the program is in place with fidelity.

ii. What district support is needed to address your priority/priorities?

- › None

vi

ARNING

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

he examination of the 2017-2018 R4K Kindergarten Readiness Assessment Data:

scribe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. cussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment and the data that will be collected to show that the best practices have been effective.

nd Kindergarten Readiness Assessment (KRA) was given during the 2017-18 school year. At Cresaptown Elementary School we had who scored Approaching Readiness, 15 students who scored Emerging Readiness, and ≤10 whose results were non-scorable. Due to i nd a large number of students who scored below demonstrating readiness on the KRA, our pre-kindergarten teacher now spends ha ng kindergarten. Students were divided into 3 classes to lower class size and better address the needs of all students in the ELA bloc en teachers are utilizing UDL, differentiated instruction, and flexible groups in their classrooms. Reading intervention is also being u ents identified as intensive or strategic on the DIBELS Next Assessments. ELA and Math benchmarks are given throughout the schoo e collected to track student growth in those subject areas. Our pre-K and kindergarten classrooms are utilizing new technologies to

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

arning. Students have access to a computer lab, laptops, Smartboards, and a Smart Table. Our Kindergarten teachers assess students on their letter recognition, letter sound knowledge, sight word knowledge, number recognition, counting to 100, handwriting, as well as important kindergarten skills as identified in the Common Core State Standards. Our Pre-K and Kindergarten education program successfully met the Maryland State Department of Education's Early Childhood Validation process during the 2015-16 school year.

Describe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure children are entering kindergarten "demonstrating readiness".

Our Elementary School has 1 half-day pre-K classroom as well as students who participate in the Head Start program. Our kindergarten works with our pre-K teacher and the head start program as needed throughout the school year. During the 2017-18 school year, Cresap Elementary HRDC pre-K classroom in our building. This classroom has 17 students, 1 classroom teacher and 2 instructional assistants.

VII

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

NCE

| Table 12: School Progress Attendance Rate | All Students AMO = 94.0% | |
|--|---------------------------------|----------------|
| Grade Level – School Level Data | Attendance Rate | MET Y/N |
| All Students | 94.8% | Y |
| Grade 1 | 94.8% | Y |
| Grade 2 | 94.3% | Y |
| Grade 3 | 95.0% | Y |
| Grade 4 | 95.6% | Y |
| Grade 5 | 95.3% | Y |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| Table 13: Attendance Rate | | | |
|---|------------------|------------------|------------------|
| Subgroups – School Level Data | 2014-2015 | 2015-2016 | 2016-2017 |
| All Students | 94.8% | 94.4% | 94.8% |
| Hispanic/Latino of any race | 97.3% | 94.9% | 94.7% |
| American Indian or Alaska Native | n/a | n/a | n/a |
| Asian | 93.1% | ≥95.0% | 96.2% |
| Black or African American | 91.9% | 89.5% | 92.2% |
| Native Hawaiian or Other Pacific Islander | n/a | n/a | n/a |
| White | 94.9% | 94.5% | 94.9% |
| Two or more races | 93.8% | 93.1% | 93.2% |
| Special Education | 91.6% | 92.3% | 93.5% |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | |
|----------------------------------|-------|-------|-------|
| Limited English Proficient (LEP) | n/a | n/a | n/a |
| Free/Reduced Meals (FARMS) | 93.8% | 93.6% | 93.5% |

be where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, ELL and lowest attending.

challenges include the following subgroups: African-American, two or more races, special education, and FARMS.

be 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.

Special Education subgroup attendance data will be monitored monthly and discussed at School Leadership Team meetings. Ms. Little, school counselor, will monitor the students in this subgroup for individual motivation and rewards for good attendance. Ms. Little is also using the Check-In/Check-Out program with certain students who have been identified with attendance concerns. The Pupil Service Team will monitor students' attendance.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

parent conferences when needed. Parents are automatically called to notify them of their child's daily absences. In extreme cases, s will make phone calls to parents to check on students for absences. Students are rewarded quarterly during a school assembly for p e with a certificate and a pencil.

VIII

L TRUANCY

of Maryland Regulations COMAR 13!.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from s of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy at meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in memb 91 or less days.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

sed on the Examination of the Habitual Truancy Data, respond to the following:

w many students were identified as habitual truants? ≤10 students met the criteria for habitual truancy.
scribe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.
s are made daily to students who are absent. The pupil service team meets with parents to develop plans. The counselor creates be
to encourage attendance. Daily announcements are made to recognize classrooms with perfect attendance.

K

SAFETY – SUSPENSIONS

sension – In school and out of school suspensions

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

School Safety – Suspension for Sexual Harassment, Harassment, and Bullying

the number of in school and out of school suspensions for the 2015-2016 and 2016-2017 school year. Analyze the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and provide a target number, if applicable.

During the 2015-16 school year, there were 18 out of school suspensions and <10 for sexual harassment, harassment and bullying. During the 2016-17 school year, Cresaptown Elementary School had 6 out of school suspensions. There were 0 suspensions for sexual harassment, harassment, and bullying. We plan to continue to use the PBIS program to promote positive behavior in our school, model positive behaviors, and reward exemplary behaviors throughout the school. We also plan to implement restorative practices as presented to the Assistant Principal and School Counselor to increase understanding on understanding how behaviors affect others, and using cooperative strategies to take action to repair harm and to make changes so that behaviors do not reoccur.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

KI

BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems adopted by the State Board to:

- Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
- Improve the link between research –validated practices and the environments in which teaching and learning occur.

Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework for your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

- Continue to focus on bus behaviors and recognize buses with zero referrals as the bus of the week.
 - Continue to support the bus driver in rewarding positive behaviors.
 - Continue to model the behavior expectations in all locations throughout the school: classroom, hallway, cafeteria, playground, restrooms.
 - Continue to recognize students for demonstrating positive behaviors by distributing school-wide Pride ticket incentives which are redeemed for tokens to be used at the Token Tower for a reward.
 - Students will have the opportunity to participate in monthly grade-level or school-wide booster activities as a reward for positive behavior.
 - Implement Tier 2 strategies, including the Check-In/Check-Out activity for students needing additional behavior support.
 - Implement informal behavior plans for students needing additional Tier 2 level support.
- Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.
- Social Stories

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

- Check in and Check Out
- Counselor Sessions
- Behavior Contracts

II.

d Community Engagement; Non-Title I School

Parent/Community Involvement Needs

in a narrative your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.).

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

n School's parent involvement remains strong as parents and grandparents are given numerous opportunities to participate on school; attend many PTO and school conducted functions; learn about various reading and math interventions and strategies; and to communicate with the school through assignment notebooks, newsletters, school website, emails, telephone calls, daily take home folders, and parent conferences.

n parents can participate in a wide variety of extracurricular activities with his/her child(ren). We strive to obtain greater participation so that parents can join with the Cresaptown staff to further strengthen the positive home-school relationship. In addition to special events, n School and the PTO will continue to provide opportunities for volunteers to assist with Career Day, field trips, school book fairs, Saturday Workshop, regularly-scheduled volunteer workshops, and other needs as they arise. Due to a large number of grandparents that are the primary caretaker or actively involved in the day to day care of the child(ren), the term parent also includes grandparents.

n School works to maintain a strong business relationship with Martin's, McDonald's Bel Air, the Cresaptown Eagles, and the Cresaptown Improvement Association.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

ent volunteers helped Cresaptown during the 2016-17 school year. Volunteers spent time attending and assisting with the extra-curricular activities on the following pages. One of our largest activities attended by parents and community members is Back to School Night in August where 150 parents were in attendance.

Parent Advisory Committee 2017 – 2018

| Name | Position |
|--------------------|----------------|
| Courtney Martinson | Representative |
| Joy Tabb | Alternate |

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

| | |
|---------------|-----------|
| Jana Powell | Alternate |
| Camille Blank | Alternate |
| Carli Rice | Alternate |

Part I Parent Involvement Plan

In the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school community.**

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Cresaptown PARENT INVOLVEMENT PLAN

Expectations

Elementary School recognizes the importance of forming a strong partnership with parent/family and community members in order to support the success of all students in our school. To promote effective parent/family engagement, the staff welcomes and encourages parents and community members to participate in activities identified in the Action Plan as follows:

- Shared decision-making opportunities
- Opportunities to build and increase understanding, communication, and support between home and school
- Formal and informal evaluation of the effectiveness of parent/family engagement activities

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

– Activities that promote a positive environment of high expectations shared by home and school

Offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skill at home, the school will meet their targeted goals.

Action Plan

| Requirements | Description of Activities/ Actions/Initiatives | Date(s) | Who should you contact for more information? |
|---|---|---------|---|
| Shared Decision Making ➤ The parent involvement | School Leadership Team - Team includes parent/community members which have input on the | Monthly | Meredith Irons - School Leadership Chair |

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

| | | | |
|--|---|----------------------|---------------------------|
| plan is developed with input from parents. | different activities planned for the students. | | |
| Building Parental Capacity | Parent Conferences - Materials are shared with parents during parent conference day that include standards, strategies and assessments. | October and February | Classroom Teachers |
| ➤ Provide assistance to parents in understanding the State's academic content standards and students academic achievement standards, and State and local academic assessments. | Back to School Night - Classroom teachers introduce students and parents to their new classrooms. | August | Classroom Teachers |
| ➤ Provide materials and | Parent Newsletter & School Website - Parents will receive a monthly newsletter updating them on | Monthly | Mandy Abe/Scott Llewellyn |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | |
|--|--|-------------------|--|
| parent trainings/ workshops to help parents improve their child's academic achievement | activities happening in the school. The school website will be updated with information throughout the year. | August and May | Pre-K & Kindergarten Staff, |
| ➤ Ensure information is presented in a format and/or language parents can understand. | Orientation - Parents of Pre-K and Kindergarten meet staff and are given information and packets to work with their child. This preparation will help improve their child's academic achievement. | February | Guidance Counselor, Nurse, Administration |
| ➤ Provide full opportunities for participation of parents of students from diverse backgrounds. | Reading/Math Day (Curriculum Information Sessions) - Parents/Grandparents observe and participate in Common Core curriculum based reading/math activities that will focus on PARCC | | Meredith Irons |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | |
|--|--|----------------------------|---|
| | <p>preparation.</p> <p>Assignments Notebooks & Daily Take Home Folders - Teachers use assignment notebooks and daily take home folders to communicate daily with parents about their children's assignments, behavior, and upcoming events.</p> <p>Career Day - A variety of speakers from diverse careers will share information about their career path.</p> <p>Food Drive - Students, parents, and staff donate</p> | <p>Daily</p> <p>Spring</p> | <p>Classroom Teachers</p> <p>Tracey Little, Guidance counse</p> |
|--|--|----------------------------|---|

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | |
|--|---|---|--|
| | <p>food to needy families in the area through the Union Rescue Mission.</p> <p>Recycling Plastic Bags - Students and parents collect Allegany County plastic bags to be recycled so they don't go to our landfills.</p> <p>Art/Tech/Science/AEP Expo - AEP students demonstrate their inquiry projects. Art projects are chosen and displayed. Classroom technology projects are demonstrated. Science/Interest</p> | <p>January</p> <p>April</p> <p>Spring</p> | <p>Office Staff & Faculty</p> <p>Scott Llewellyn</p> <p>Susan Willingham, Marne Troi</p> |
|--|---|---|--|

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

| | | | |
|---------------------|---|----------------|---|
| | projects are created by students in grades K-5 (at home) and displayed. Many of these projects are an extension of a curriculum interest. | | Office Staff, and Faculty |
| Requirements | Description of Activities/ Actions/Initiatives | Date(s) | Who should you contact for more information? |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | |
|--|--|---------|---|
| Review the Effectiveness effectiveness of the school's parental involvement activities will be reviewed. | Effectiveness of Cresaptown's parental involvement is reviewed by the evaluation and calculation of each activity at school leadership team meetings. | Monthly | Office Staff/Meredith Irons - S Leadership Chair |
| Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering | Homeroom Parents/Chaperones - Homeroom parents coordinate activities for the students or attend field trips as chaperones. Parent Volunteers - Parents laminate, collate miniature books and classroom papers. Parents | Ongoing | PTO Members |

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

| | | | |
|--|--|--|--|
| | also volunteer to help with the Book Fair and other school activities. | | |
|--|--|--|--|

Two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities. Please include a timeline for implementation.

We have held a reading/math night for the last four years. Attendance has declined every year. In order to increase attendance at these events, we are going to change the time of the event to during the school day. Our hope is that with changing the time we will increase attendance. This day will occur in February 2018.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

side teachers are implementing a new math resource this school year called iReady. Teachers are sending home introductory letters at the beginning of each unit.

Parent conferences, classroom teachers will share DIBELS data results and progress with parents. October 2017 and February 2018.

IV.

Professional Community for Teachers and Staff- Standard 7

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is essential.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

ature of the school improvement effort. What school based professional learning will be/has been coordinated this year
our school's achievement gaps?

Professional Learning Title: Book Study 101 Strategies to Make Academic Vocabulary Stick by Marilee Sprenger

te (s): Monday, Augst 28 and then monthly during the first Wednesday faculty meeting on the month.

cation and Time: Cresaptown Elementary School

ended Audience: All teachers

What changes are expected to occur in the classroom as a result of this professional learning?

- a. Teachers will use strategies learned from the book study and use it in all subjects when teaching vocabulary.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

- b. Students will learn academic vocabulary.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

- a. Teachers will learn strategies for teaching vocabulary.

How will you measure the implementation of the the knowledge and skills in the classroom?

- a. Teachers will use these strategies in daily lesson plans.
- b. The administration will observe these strategies in walk throughs and formal observations.
- c. Student scores on formative and summative assessments including PARCC.

Professional Learning Title: Phonemic Awareness Curriculum and Small Group Strategies

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

te (s): Monthly Grade Level Team Meetings starting in November. January 24 and June 4 Principal Staff Development Days

cation and Time: Cresaptown Elementary School

ended Audience: Pre K to Grade 3 Teachers

What changes are expected to occur in the classroom as a result of this professional learning?

- a. Teachers will use strategies and skills learned in professional development in daily lesson plans.
- b. Small groups will be utilized based upon assessed needs.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

- a. Teachers will learn how to use the Phonemic Awareness Curriculum to practice phonemic strategies.
- b. Teachers will learn phonemic awareness strategies to use in small groups for students who need additional practice.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

How will you measure the implementation of the the knowledge and skills in the classroom?

- a. Teachers will use these strategies in daily lesson plans.
- b. The administration will observe these strategies in walk throughs and formal observations.
- a. Student scores on formative and summative assessments including the DIBELS Screener, PARCC in grade 3.

Professional Learning Title: Academic Skills Journals

Month(s): November

Location and Time: November Faculty Meeting and Grade Level Team Meetings in November and December

Intended Audience: Teachers in grades 2-5

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

What changes are expected to occur in the classroom as a result of this professional learning?

- a. Teachers will use the skills notebooks with students.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

- a. Teachers will learn to develop academic skills journals with students.
- b. Teachers will develop plans for students to utilize journals as reference tools.

How will you measure the implementation of the the knowledge and skills in the classroom?

- b. Teachers will use these strategies in daily lesson plans.
- c. The administration will observe these strategies in walk throughs and formal observations.
- d. Student scores on formative and summative assessments including benchmarks and PARCC.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Professional Learning Title: Grade 4 I Ready

Month(s): November, December and January

Location and Time: Grade Level Team Meetings

Intended Audience: Teachers in grades 4

What changes are expected to occur in the classroom as a result of this professional learning?

- a. Teachers will use the resources using the I Ready materials during daily math instruction.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

- a. Teachers will learn how to integrate interactive videos, hands on materials and I Ready materials in instruction to supplement the 4th grade math curriculum.

How will you measure the implementation of the the knowledge and skills in the classroom?

- a. Teachers will use the I Ready resources in daily lesson plans.
- b. The administration will observe resources being utilized in walk throughs and formal observations.
- c. Student scores on post lesson quizzes, benchmarks and 4th grade math PARCC will increase..

V.

POLICY STRUCTURE AND PRACTICE

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

your school's mission and vision support the district's mission and vision?

's mission and vision align with the district mission and vision because both are student centered and focused on preparing students for career readiness.

ome ways your school and district can jointly establish buy in with teachers for the GRR and UDL?

DL are apart of professional learning at the school

tional professional learning, if any, is needed at your school to support GRR and UDL within the classroom?

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

I
ent Plan

will the plan be shared with the faculty and staff?

initial plan will be shared with faculty during a faculty meeting in January and future faculty meetings as needed.

will student progress data be collected, reported to, and evaluated by the SIT?

grade level will utilize the AMS (Assessment Management System) to retrieve and disaggregate benchmark data and implement actional changes as needed. ELA and Math benchmarks will be given using the Engrade computer program. Classroom teachers will be able to view their own classroom data and share at team meetings. The reading intervention teacher will collect DIBELS data to share

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

appropriate grade level teachers, action team chairs, and SIT. Data from county intervention specialists will be collected by the ipal and shared at grade level team meetings.

will the SIP be revised based on student progress and the method(s) used to measure student progress?

SIP will be revised as the Climate/PBIS and the School Leadership Team analyze data. Adjustments will be made when necessary.

What role will classroom teachers and/or departments have in implementing and monitoring the plan?

Classroom teachers will meet in team meetings and discuss classroom data from benchmarks and assessments. Classroom teachers also participate in the Climate and Student Achievement committees which will be responsible for completing various activities throughout the year as designated in the plan.

Will the initial plan be shared with parents and community members?

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

nts and community members will be notified through a school newsletter that a copy of the SIP is in the office for their consideration. SIP will also be discussed at a PTO meeting. The SIP will also be available to preview on the school website.

will revisions to the SIP be presented to the staff, parents, and community?

staff will be notified of changes to the plan during faculty meetings, team meetings, and/or staff development meetings. Parents and nunity members will be notified of changes to the SIP at PTO meetings and/or Action team meetings.

t assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

ptown School will utilize the Elementary Office to develop the plan. Funds were provided by the Central Office to develop the SIP. A ing will be held with Central Office staff to review the plan.

he approximate dates and/or calendar for sharing, monitoring, and revising the plan.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

School Improvement Team meets the first Wednesday of every month in the school library. The SI team will share, monitor, and evaluate the plan throughout the school year.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**



MTSS Multi-Tiered System of Support Action Planning

School: Cresaptown Elementary

Date: January 9, 2018

| PRIORITY: An opportunity identified by the team in order to achieve their vision. | | | |
|---|----------------------------|---|---|
| PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority. | | | |
| LAYING THE FOUNDATION Why/What? | INSTALLATION Where/How? | INITIAL IMPLEMENTATION How are we learning? | FULL IMPLEMENTATION How are we sustaining? |
| Learn Options | Prepare People and Systems | Try Out the Practice | Student and System Outcomes Show the Practice Works |
| Choose Practice | Train | Reflect and Recommend Improvements in Practice and System | Competent, Organized, Well Led System for Practice |

- 1) We know what options (practices) exist for this priority.
- 2) We agree on which practice we want to implement.
- 3) We have people and systems prepared to implement this practice.
- 4) We have well-trained people who will be trying-out this practice.
- 5) We have tried out this practice.
- 6) We have reflected and recommended improvements in the practice and systems that support it.
- 7) We have student and system outcomes that show this practice is working.
- 8) We have a competent, organized, well led system for this practice.

PRIORITY: #1 Tier II Reading Intervention

PRACTICE: Implements Tier II Interventions that supplement Core Instruction

| Action Step | Who | By When | Status Update / Next Steps |
|--|--|---|---|
| LAYING THE FOUNDATION | | | |
| Reviewed DiBELS <u>protocol</u> and conducted DiBELS data meetings with classroom teachers to review individual student scores. Analyzed PARCC scores and identified the gaps between Spec. Ed. and Non Spec. Ed. student performance. | Reading Intervention Teacher, Classroom Teachers, Special Education Teachers, Administrators | October 2017 February 2018 May 2018 | Create a PD calendar for staff Professional Development and grade level team meetings |
| INSTALLING | | | |

Allegany County Public Schools
2017 – 2018 School Improvement Plan

November 2017

PRIORITY: An opportunity identified by the team in order to achieve their vision.

PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.

| LAYING THE FOUNDATION Why/What? | INSTALLATION Where/How? | INITIAL IMPLEMENTATION How are we learning? | FULL IMPLEMENTATION How are we sustaining? |
|------------------------------------|----------------------------|---|---|
| Learn Options | Prepare People and Systems | Try Out the Practice | Student and System Outcomes Show the Practice Works |
| Choose Practice | Train | Reflect and Recommend Improvements in Practice and System | Competent, Organized, Well Led System for Practice |

We know what options (practices) exist for this priority.

We agree on which practice we want to implement.

We have people and systems prepared to implement this practice.

We have well-trained people who will be trying-out this practice.

We have tried out this practice.

We have reflected and recommended improvements in the practice and systems that support it.

We have student and system outcomes that show this practice is working.

We have a competent, organized, well led system for this practice.

/: #1 Tier II Reading Intervention

E: Implements Tier II Interventions that supplement Core Instruction

| Action Step | Who | By When | Status Update / Next Steps |
|--|---|--|--|
| THE FOUNDATION | | | |
| <p>Used DiBELS protocol and conducted data meetings with classroom teachers to review individual student scores. Analyzed PARCC scores and identified the difference between Spec. Ed. and Non Spec. Ed. performance.</p> | <p>Reading Intervention Teacher, Classroom Teachers, Special Education Teachers, Administrators</p> | <p>October 2017 February 2018 May 2018</p> | <p>Create a PD calendar for staff Professional Development and grade level team meetings</p> |
| ONGOING | | | |
| <p>Implemented Phonemic Awareness curriculum through Grade 3. Data analysis will be created based on data collected for all grade levels and all students and will occur daily during reading instruction. Provided professional development on Phonics activities to work with students in small group. Reading will occur in all grade levels. Teachers will use <i>ReadWorks</i> in grades 1-5 and focus on PARCC type questions. Assessments will be in place in all grade</p> | <p>Reading Intervention Teacher, Classroom Teachers, Special Education Teachers, Administrators</p> | <p>August 2017-June 2018 Book study-monthly</p> | <p>Continue evaluation and data analysis to determine next steps for small groups.</p> |

| | | | |
|--|--|--|--|
| focus on comprehension. dy for staff of all grade levels on egies to Make Vocabulary Stick | | | |
|--|--|--|--|

ENTING

| | | | |
|--|--|---|--|
| ng data meetings ing meetings weekly ps will occur daily el team meet bi-weekly to analyze plan for differentiated instruction | Reading Intervention Teacher, Classroom Teachers, Special Education Teachers, Administrators | Data Meetings held-October February May Flex groups- daily Grade level meetings- biweekly | During grade level planning, teams identify barriers, needs,and successes using data |
|--|--|---|--|

ING SCHOOLWIDE IMPLEMENTATION

| | | | |
|--|--|---------|--|
| LS screening data to identify that need further assessments to ie an instructional plan for Tier II eam meeting schedules to monitor progress using Tier II strategies. walk through data and determine, needs, and strengths. | Reading Intervention Teacher, Classroom Teachers, Special Education Teachers, Administrators | Ongoing | Share with staff the outcomes of the walk through data and DiBELS data. |
|--|--|---------|--|

ta will be analyzed for focus and maintaining progress for the 2018-2019 school year.

/: #2

E:

| Action Step | Who | By When | Status Update / Next Steps |
|-------------------------------|-----|---------|----------------------------|
| THE FOUNDATION | | | |
| | | | |
| NG | | | |
| | | | |
| ENTING | | | |
| | | | |
| ING SCHOOLWIDE IMPLEMENTATION | | | |
| | | | |
| | | | |
| | | | |



MTSS Multi-Tiered System of Support Action Planning

School: Cresaptown Elementa

Date: January 9, 2018

Allegany County Public Schools **2017 – 2018 School Improvement Plan**

At Cresaptown Elementary School we ROAR:
Respect
Responsible
Safe
Ready to Learn

Core Values:

Use this page to identify the members of the School Improvement Plan's team. Please include their affiliation/title.

| Name (Print and Sign) | Affiliation/Title |
|------------------------------|--------------------------|
| Scott Llewellyn | Principal |
| Rebecca Lawrence | Pre-Kindergarten Teacher |
| Debra McElvie | Kindergarten Teacher |
| Karen Sue Irons | 1st Grade Teacher |
| Meredith Irons | 2nd Grade Teacher |
| Brenda Bauer | 3rd Grade Teacher |
| Mandy Abe | 4th Grade Teacher |
| Staci Rank | 5th Grade Teacher |
| Shannon Green | Assistant Principal |
| Susan Willingham | Media Specialist |

November 2017

Allegheny County Public Schools 2017 – 2018 School Improvement Plan

| | | |
|----------------------------------|----------------------------------|-------------------------------------|
| Tracey Little | <i>Tracey Little</i> | Guidance Counselor |
| Jennifer Lockard | <i>Jennifer Lockard</i> | Reading Intervention Teacher |
| Justin Jones | <i>Justin Jones</i> | Special Education Teacher |
| Lindsay Whitehead | <i>Lindsay Whitehead</i> | Special Education Teacher |
| Courtney Slider-Martinson | <i>Courtney Slider-Martinson</i> | PTO Representative |

1. What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school and community? The School's vision and mission was created collaboratively by the staff during the 2014-2015 school year. These statements are displayed in the school lobby and shared with parents and staff in handbooks that are distributed at the beginning of the school year. The vision and mission is discussed during opening principal staff development meetings.
2. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur? The vision and mission statements are reviewed at the beginning of each year by the School Leadership Team and then with the entire staff.
3. Have you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and situations of students? If so, why? The only recent addition to the vision and mission is the addition of the "school slogan" in 2015-2016 school year which is "The future starts here."

November 2017