

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

School: Cash Valley Elementary

Principal: Mr. Scott Sisler

Section	Table of Contents	Page
	Title Page	0
I	Mission, Vision, Core Values	1
II	School Demographics	3
III	Attendance	4
IV	Graduation Rates (high school only)	n/a
V	School Safety/ Suspensions	9
VI	Early Learning (elementary only)	11
VII	Academic Progress	32
VIII	MD School Survey Results (student and staff)	50
IX	Positive Behavioral Intervention & Supports or Behavior Management Systems	56
X	Family and Community Engagement & Federal, State and Local Programs	58
XI	Professional Community for Teachers and Staff	66
XII	Management Plan	69

I. VISION, MISSION, AND CORE VALUE

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Mission Statement

The Cash Valley school community's priority is to effectively support the diverse health, safety, cultural, and learning needs of the whole child. The inclusive school community structure allows students to experience a comprehensive education in a safe environment that will prepare students to contribute to a changing society .

Vision

Cash Valley Elementary will establish an inclusive school community structure with the mindset that all children will reach their full potential, achieve success, and become productive citizens.

Core Values

1. High expectations for students, staff and parents
2. Opportunities to learn and student time on task - Learning for All
3. Safe and orderly environment
4. Frequent monitoring of student progress to improve instruction and student performance
5. Positive home-school relationships
6. Strong instructional leadership
7. Clear and focused mission

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

2024-2025 MD Report Card Star Rating (the number represents stars earned)	1	2	3	4	5
	No			Yes	
Is this school identified as Target Support of Improvement (TSI) ?	X				
If yes, state the identified subgroup(s).					
Is this school identified as Additional Target Support of Improvement (ATSI) ?	X				
If yes, state the identified subgroup(s).					
Is this school identified as Comprehensive Support and Improvement (CSI) ?	X				
If yes, state the identified area.					
Is this school identified as Low Performing?	X				

A response of yes to any of the above requires the plan to include specific focus of the identified subgroup(s). Goals should be specific with evidence based practices supporting the strategies and action steps. The process must ensure that all teachers are implementing the strategies to fidelity. Documentation must include ongoing monitoring of progress and improvement.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

II. SCHOOL DEMOGRAPHICS
building?

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	2	26	28
Itinerant staff	3	8	11
Paraprofessionals	9	15	24
Support Staff	1	3	4
Other	9	8	17
Total Staff	24	62	86

Number of years the principal has been in the

B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	< 10	< 10
Hawaiian/Pacific Islander	< 10	< 10
Hispanic	15	6%
African American	10	4%
White	221	82%
Asian	< 10	< 10
Two or More Races	18	7%
Hispanic/ Latino	n/a	< 10
Special Education	98	37%
LEP	< 10	< 10
Males	146	54%
Females	122	46%
Gender X	< 10	< 10
Total Enrollment	268	100%
FARMS Rate (2024-2025)	268	100%

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

III. ATTENDANCE

Table 4a	2022-2023	2023-2024	2024-2025
Grade Level – School Level	Attendance Rate	Attendance Rate	Attendance Rate
All (Excluding PreK & K)	90.1%	91%	91.5%
Grade 1	92%	88.8%	92.2%
Grade 2	89.5%	93.4%	91.1%
Grade 3	89.7%	90%	93.5%
Grade 4	89.8%	91.5%	89.6%
Grade 5	89.1%	91%	91%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	88.9%	89.9%	90.8%
Hispanic/Latino of any race	< 10	< 10	< 10
American Indian or Alaska Native	< 10	< 10	< 10
Asian	< 10	< 10	92.7%
Black or African American	87.1%	87.6%	91.5%
Native Hawaiian or Other Pacific Islander	< 10	< 10	< 10
White	88.9%	90.2%	90.8%
Two or more races	90.6%	88.7%	88.4%
Male	89.3%	89.7%	90.5%
Female	88.5%	90.2%	91.4%
EL	< 10	< 10	95.8%
Special Education	87.2%	87.9%	88.4%

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
Free/Reduced Meals (FARMS)	87.5%	88.7%	89.5%

Chronically Absent

Chronically absent is defined as missing 10% or more of days enrolled in a school year.

MD Report Card reports students NOT chronically absent.

Table 5	2023	2024	2025
Not Chronically Absent (percentage)	61.9%	63.1%	70.1%
Report Card Points Earned (out of 15)	2	2.5	5

ATTENDANCE FOCUS AREA 1: Grade Band (s) or Subgroup (s)	Increase student attendance in grades PreK 4- grade 5
Focus Area Goal	By the end of 2025-2026, increase attendance rate in grades PreK 4 to grade 5 from 90.8% to 91.8%, gradually increasing this goal each year to attain a 94% attendance rate.
Root Cause(s):	- Cash Valley has many students that are medically fragile and/or with pre-existing conditions that make being at school difficult. - Many students who miss the bus in the mornings do not have transportation to school. - Many students do not attend on half days or days where inclement weather adjusts the school day.
Barriers:	- Transportation - Weather related delays that cause disruptions in student transportation
Needed Resources:	N/A

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Strategies	• Students with attendance concerns will be identified at PST as Powerschool alerts admin. • Teachers, administration and the guidance counselor will keep an open communication in addressing daily attendance concerns, including tardies and early dismissals. • Classrooms with 100% attendance will be recognized daily on the announcements at the end of the day. • Each classroom will keep track of perfect attendance data using a seasonal or holiday-themed display. The first class(es) to earn ten days of perfect attendance will receive a class reward. • Students will be recognized for monthly perfect attendance with Cash Valley Brag Tags. • Students with perfect attendance for the marking period will be recognized with a Cash Valley Brag Tag. • On 3 hour early dismissal days, students will participate in Cougars Come to Class activities that are engaging and leveraged to encourage students to attend.
How will it be funded?	• Community Schools • Admin
Steps towards full implementation with timeline:	• The guidance counselor will begin monthly attendance incentives for December and continue through May. • The secretary will identify classrooms with perfect attendance and announce them during the afternoon announcements. • Cougars Come to Class activities will be planned for half days: December 23rd, January 16th & February 13th by classroom teachers, administration and resource teachers.
Monitoring Procedure:	• Powerschool data • PST Meetings
ATTENDANCE FOCUS AREA 2: Grade Band (s) or Subgroup (s)	Historically Chronically Absent Students
Focus Area Goal	By the end of 2025-2026, decrease the amount of students, in grades PreK 4 to grade 5 who are chronically absent over the 180 day school year from 29.9% to 25%.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Root Cause(s):	• If students miss the bus, transportation to school becomes a challenge. • The impact of missing school and having habitual absences is not fully understood by all stakeholders. • Students are not motivated to come to school. • 30% of students at Cash Valley are chronically absent
Barriers:	• Transportation • Weather related delays that cause disruptions in student transportation • Seasonal illnesses
Needed Resources:	N/A
Strategies:	• Identify students at risk for being chronically absent at PST meetings. • Use data from the previous school year to proactively identify at risk chronically absent students. • Phone calls will be made to parents when identified students are absent beginning with the first consecutive absence. • Conference with admin when phone calls do not improve attendance after the third consecutive absence notification. • Create Check in/Check out plans for identified chronically absent students with guidance counselor or other identified mentor.
How will it be funded?	• Community School • Admin
Steps towards full implementation with timeline:	• The PST will begin identifying students and monitoring attendance in September. • The PPW will assist in contacting families identified as not responding to routine calls due to absences.
Monitoring Procedure:	• Powerschool data • PST Meetings • Weekly meetings between admin and guidance counselor regarding chronically absent students.

IV. GRADUATION RATE– High Schools Only

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

V. SCHOOL SAFETY/ SUSPENSIONS

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2022-2023	2023-2024	2024-2025
Total Referrals	63	103	43
All Suspensions	0	1	0
In School	0	0	0
Out of School	0	0	0
Sexual Harassment Offenses	0	0	0
Harassment/Bullying Offenses	2	2	0

2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

The number of referrals has decreased, attributed to the following initiatives in place:

- School-wide PBIS focus, rewarding students with Cougar Paws when core school behaviors are demonstrated in and around the school to be safe, be respectful, be responsible and be ready to learn.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

- Students recite and sign the Cougar Pledge each morning on the announcements.
- Teachers select a student from their class each week to be recognized on the announcements as “Paw Pick” for demonstrating exemplary behavior. Students will be rewarded with a certificate and token tower coin or free ice-cream coupon.
- Intentionally promote the school-wide expectations throughout the culture and climate of the school and community (visuals such as bulletin boards and posters).
- The school counselor will provide lessons within the classroom that provide students with a toolbox of strategies to use when behaviors need regulated.
- The Citizen of the Month reception will recognize students, with family members in attendance, for demonstrating positive character traits..
- Quarterly awards celebrations will recognize the school-wide PBIS goals being met (Brag Tags).
- Students will earn classroom rewards through recognizing positive behavior with cougar paws.
- The guidance counselor will form lunch groups to encourage student belonging and relationships.

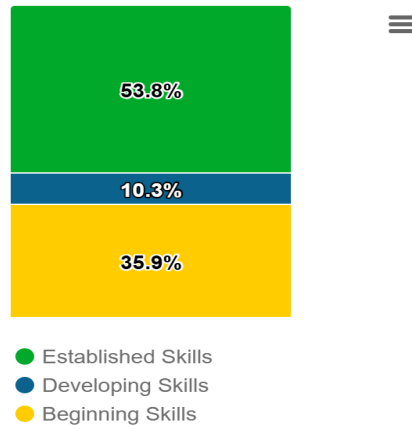
VI. EARLY LEARNING

A. Kindergarten Readiness

Allegany County Public Schools 2025-2026 School Improvement Plan for Title I Schools

Star Math Proficiency Rate (District Benchmark)

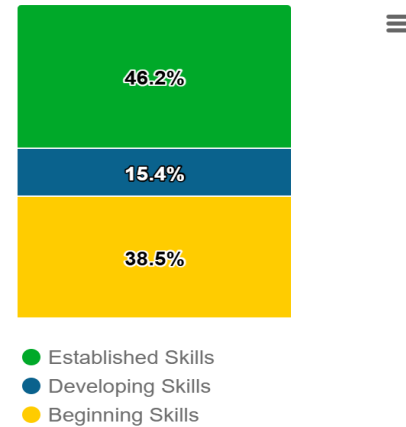
Fall 2025-2026



EXPLORE

Star Early Literacy Proficiency Rate (District Benchmark)

Fall 2025-2026



EXPLORE

Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

Language and Literacy:

- Build metacognition, self-regulation, executive function, and higher-order thinking through conscious discipline.
- Incorporate daily oral language development exercises to build vocabulary.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

- Use resources, manipulatives, and strategies from a variety of resources using HQIM.
- Plan strategically for small group interventions, including groupings based on screening and progress monitoring data using Dibels and PELI assessment data.
- Make vertical alignment connections with grades PK-1.
- Instruct through a kinesthetic approach for learning letters and handwriting.
- PreK4 uses Handwriting without Tears.
- Focus on phonemic awareness readiness skills (PreK4 Heggerty Phonemic Awareness Program).
- Provide exposure to various technology support, such as interactive Smartboard activities.

Mathematics:

- Build metacognition, self-regulation, executive function, and higher-order thinking through conscious discipline.
- Use resources, manipulatives, and strategies from a variety of resources (Edcite, Number Talks, iReady, etc.).
- Present concrete representations to support developmental learning needs prior to written and pictorial representations.
- Use formative practices to identify learning needs.
- Provide exposure to various technology support, such as interactive Smartboard activities.
- Follow a personalized individual pathway through the iReady diagnostics (BOY, MOY, EOY).

Evidenced-based practices implemented to address achievement gaps include the following:

- Articulation meetings between early childhood teachers (PK3, PK4, Kindergarten).
- Co-planning between early childhood and special education teachers.
- Flexible learning groups for differentiated and equitable instruction.
- Delivery of multiple styles of instructional approaches (kinesthetic, visual, auditory) for all types of student learners.

ELA practices

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

- Provide direct, explicit, and systematic instruction aligned with the current research base within the science of reading, using a gradual release of responsibility from teacher to student.
- Utilize core program materials and routines as the basis for instruction.
- Provide consistent, systematic instruction for phonemic awareness and phonics with multiple opportunities throughout the day for distributed practice of decoding and encoding.
- Ensure that all reading and writing activities are intentional- activities should include specific focus on meeting the demand of identified standards, leading to mastery.
- Utilize modeling reading strategies to ask and answer questions that are text dependent and inference based.
- Incorporate structures/practices for student accountability to go back into the text for evidence that supports responses.
- Provide instructional activities that are aligned to state standards, with a focus on early foundational reading skill instruction.
- Incorporate daily systematic, sequential phonemic awareness and beginning phonics instruction, with hands-on distributed practice opportunities occurring throughout the day.

Math practices:

- Provide direct, explicit, and systematic math instruction using a gradual release of responsibility from teacher to student.
- Use the iReady Classroom math program with fidelity, with the core program materials and routines as the basis for instruction.
- Utilize 30 minutes of the 90 minute math block 2 days a week for individual pathway or small group Tier 2 instruction each week.
- Utilize a minimum of 20 minutes for student pathways and flex group Tier 2 instruction on the other 3 days.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Data collection process to determine improvement effectiveness include the following:

- Classroom teachers use various basic skill screeners and checklists of informal/formal assessments to evaluate students' learning progress (exit tickets, self-evaluations/rubrics, graphic organizers, etc.).
- Team planning with grade-level teachers (weekly), reading/math specialists (monthly) and the reading intervention teacher to progress monitor (agenda, notes, charts) assessment data and student performance (DIBELS, KRA, CKLA Unit assessments)
- Specific content support approaches are designed between instruction provided by the classroom teachers, special education teachers, math/reading specialists, and the reading intervention teacher (agenda, notes, charts).
- Utilize a system of universal screening, data analysis, and collaborative planning to provide targeted Tier 2 and Tier 3 reading and math interventions for identified students, incorporating progress monitoring to measure growth.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

B. Dibels K2

DIBELS Composite Scores- EOY Year over Year Report: 22-23, 23-24, 24-25

22-23 EOY

Grade K	Composite Score	EOY	16% 18% 42% 24%	<u>38</u>
---------	-----------------	-----	---	-----------

23-24 EOY

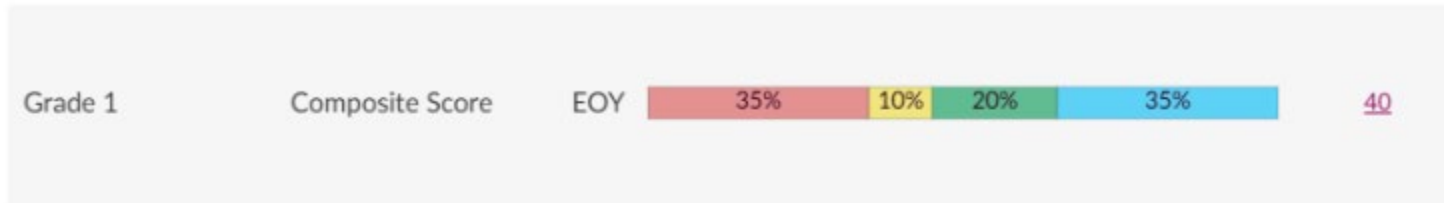
Grade K	Composite Score	EOY	17% 17% 39% 27%	<u>30</u>
---------	-----------------	-----	---	-----------

24-25 EOY

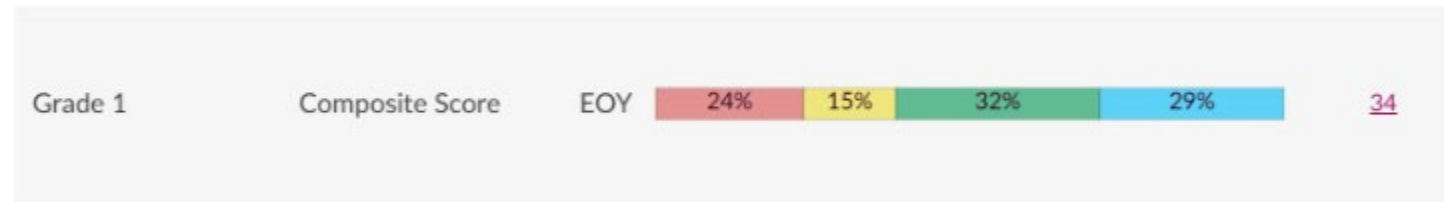
Grade K	Composite Score	EOY	11% 6% 44% 39%	<u>18</u>
---------	-----------------	-----	--	-----------

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

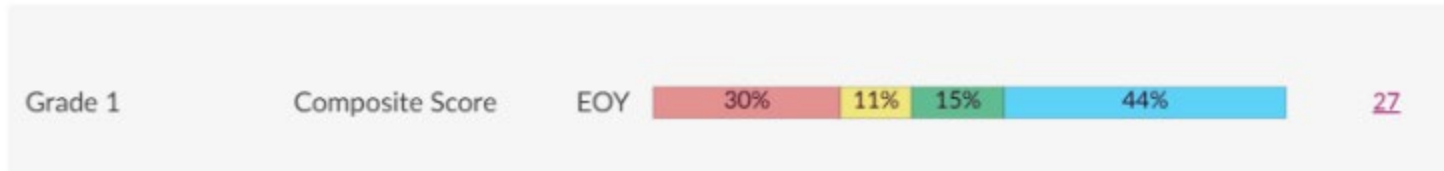
22-23 EOY



23-24 EOY



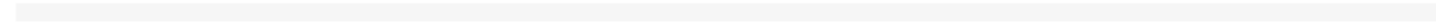
24-25 EOY



Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

22-23 EOY

Grade 2	Composite Score	EOY	41% 9% 25% 25%	<u>32</u>
---------	-----------------	-----	--	-----------



23-24 EOY

Grade 2	Composite Score	EOY	28% 8% 31% 33%	<u>39</u>
---------	-----------------	-----	--	-----------

24-25 EOY

Grade 2	Composite Score	EOY	22% 19% 28% 31%	<u>32</u>
---------	-----------------	-----	---	-----------

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

K-2 AREA 1:	Literacy
Focus Area Goal	By the end of the 2025-2026 school year, > 67% of students in grades K, 1 & 2 will score at or above on the Dibels assessments, decreasing the percentage of students below and well below benchmark. (33%)
Root Cause(s):	- Students struggle to persevere through the rigor of learning expectations in subsequent grade levels. - Teachers are internalizing lessons of a new program and developing an understanding regarding the instructional impact HQIM have on tiered instruction. - The previous reading program lacked rigor and fluidness as students progressed. - According to the BOY Dibel assessment, 44% of students in Kindergarten, grade 1 and grade 2 are proficient or advanced. - In kindergarten 81% of students are NOT proficient according to the BOY Dibel assessment.
Focus Early Literacy Component:	Foundational Skills
Barriers:	- Students' diverse needs impact the learning environment. 29.9% of the students are chronically absent, causing missed instruction including foundational skills. - Students have limited opportunities to apply skills through reading as an independent activity. - Approximately half of the students in Kindergarten have no early learning experience, creating a delayed response to instruction.
Needed Resources:	- Funding to provide families with books for Parent Reading Nights. (CoP/Title I) - Funding to provide students with Bedtime with Books in classrooms (CoP)
Strategies and/or evidence -based interventions:	- Teachers in grades K-2 are using a research based SoR program (CKLA). - Teachers are using additional skills lessons connected to the Tiel program for

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

	supplemental intervention with students who are well below and below on the Dibels screener. • The intervention teacher and Title I instructional assistant will be used for the literacy lab, providing students with more focused instruction on skill deficits. • The literacy coach will be used for instructional support and professional development. • Students are provided organized opportunities to encourage reading for enjoyment. (Bedtime with Books, Parent Reading Nights (2)) • Title I teacher used in grade 2 for classroom reduction. • Title I teachers and instructional assistants used to meet literacy lab and instructional needs.
How will it be funded?	• Community Schools • Title I
Steps towards full implementation with timeline:	• Quarterly data meetings will occur between the literacy coach, interventionist, administration, special education and classroom teachers. • Monthly meetings will be held with the literacy coach and classroom teachers. • Collaborative Planning (after school- Sept-May) • Teacher/Admin Collaborative planning weekly on Tuesdays (Sept-May)
Monitoring Procedure:	• Adjustments to Literacy Lab placements will occur during intercycle data meetings and monthly literacy team meetings using progress monitoring data. • Student progress and needs will be monitored during weekly team planning between classroom teachers and special education staff. • Parents will receive evaluations to provide feedback on Parent Reading Nights.

K-2 AREA 2:	Literacy
-------------	----------

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Focus Area Goal	By the end of 2025-2026, teachers will strengthen the implementation of core instruction to better meet the needs of struggling learners, with the intention of decreasing the percentage of students, in grades K, 1& 2, requiring additional support outside the core instructional program from 33% to 20% using Dibels data.
Root Cause(s):	- Inconsistent implementation of core instruction across classrooms - Diverse student skill levels with varied differentiated supports and scaffolds in place - Small groups are not always based on skill deficits, - According to the BOY Dibels assessment, 44% of students in Kindergarten, grade 1 and grade 2 are proficient or advanced. 56% of students in kindergarten, grade 1, and grade 2 are receiving reading interventions of supplemental support based on their BOY Dibels screener.
Focus Early Literacy Component:	Reading and English Language Arts
Barriers:	- Teachers are in year one of implementing a new program. - Students are often not provided with the independent release of responsibility. - Students' diverse needs require varied levels of support. - Chronic absenteeism affects consistency in instruction.
Needed Resources:	
Strategies and/or evidence-based interventions:	- Collaborative planning - Monthly meetings with the literacy coach and administration to discuss and monitor program implementation - Admin walk-throughs using the Tier I success criteria - Data meetings with literacy coach, intervention teachers, classroom teachers, special education teachers and admin - CKLA will be used with consistency and fidelity.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

	- Teachers will strengthen their knowledge and implementation of the program through lesson internalization and reflect on practices. - Implementation of daily explicit instruction using HQIM - Weekly formative assessment analysis - Targeted small group instruction
How will it be funded?	N/A
Steps towards full implementation with timeline:	- Quarterly data meetings will occur between the literacy coach, interventionist, administration, special education and classroom teachers. - Monthly meetings will be held with the literacy coach and classroom teachers. - Collaborative Planning (after school- Sept-May) - Teacher/Admin Collaborative planning weekly on Tuesdays (Sept-May)
Monitoring Procedure:	- Adjustments to Literacy Lab placements will occur during intercycle data meetings and monthly literacy team meetings. - Student progress and needs will be monitored during weekly team planning between classroom teachers and special education staff. - Reflective feedback from admin walkthroughs

VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

Long Term Goal: To prepare 100% of students to be college and career ready by graduation, to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

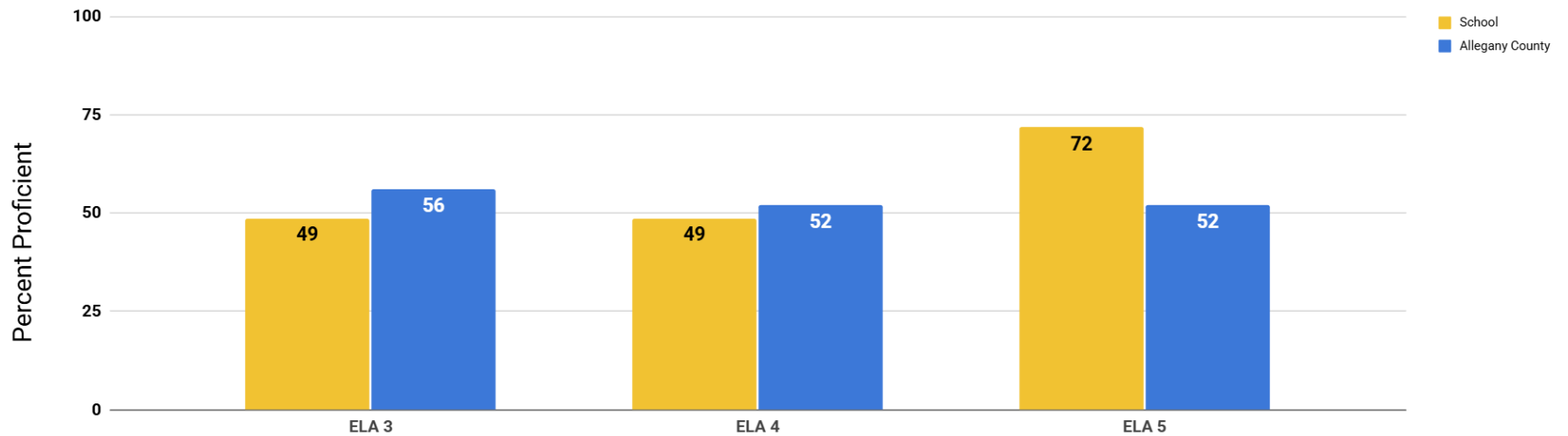
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

2025 ELA Report Card Results		
	2024	2025
ELA Proficiency out of 5	2.6	2.86
ELA Average levels out of 5	3	3.23
ELA Growth out of 12.5	12.5	11.5
Total ELA Report Card Points out of 22.5	18.1	17.59

1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

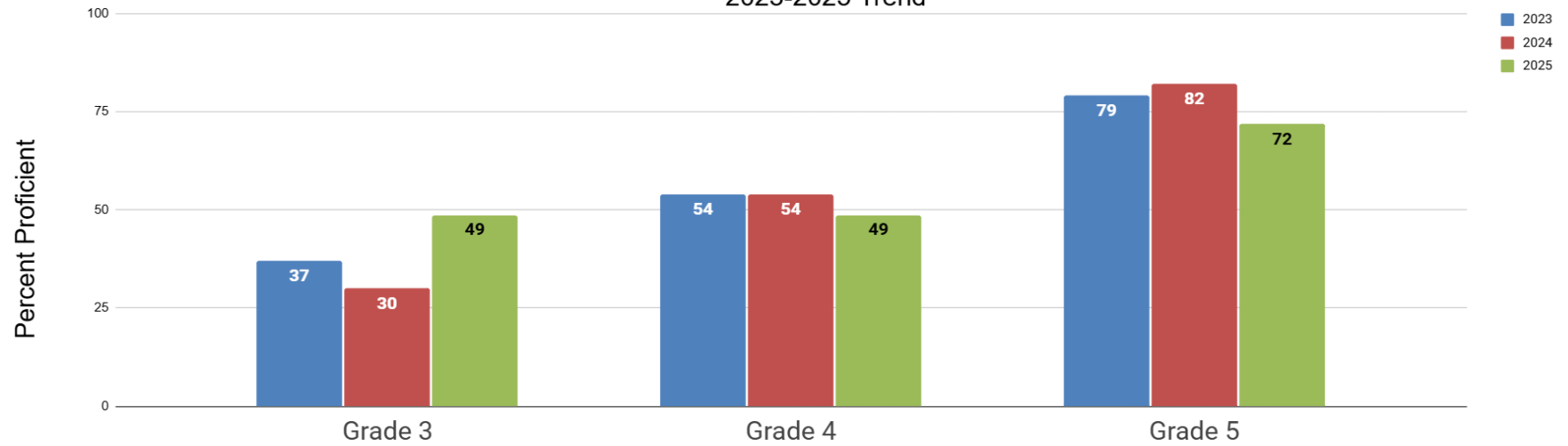
Cash Valley Elementary 2025 ELA Proficiency Rates



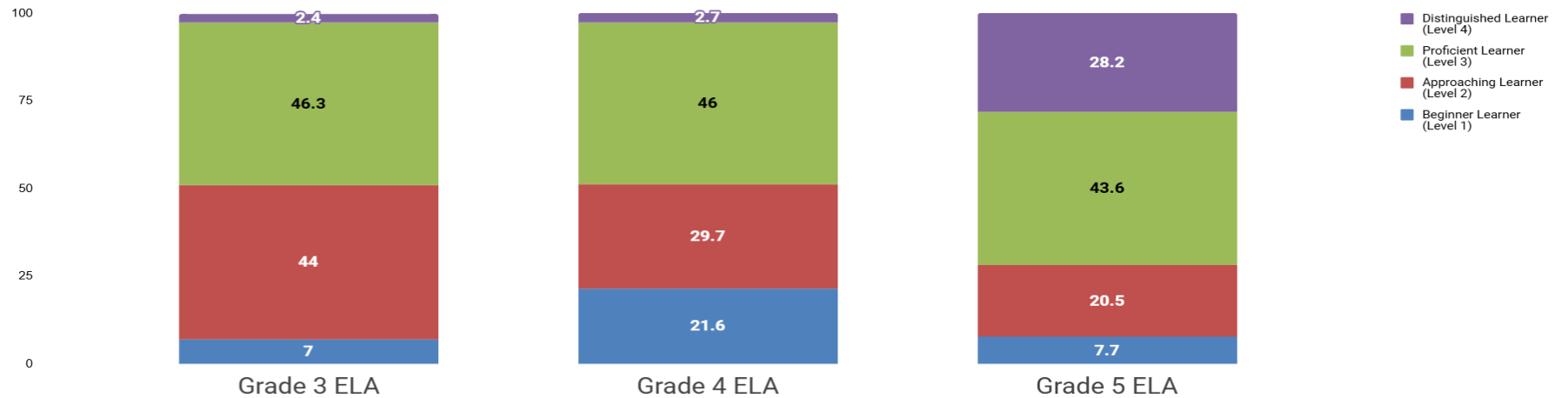
Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Cash Valley Elementary ELA Proficiency Trend

2023-2025 Trend

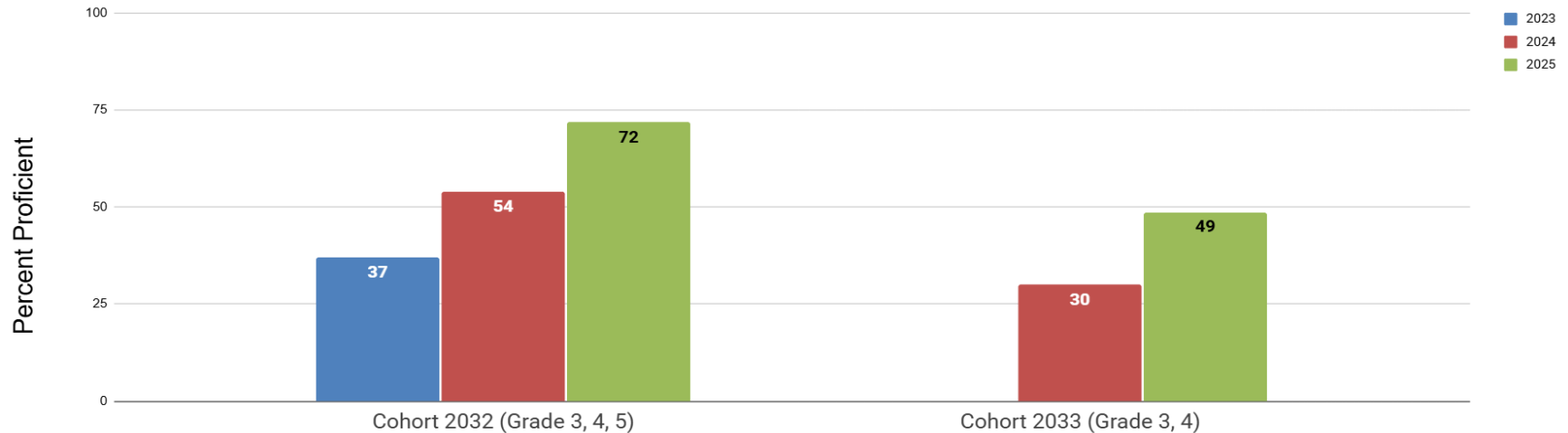


Cash Valley Elementary 2025 MCAP ELA Proficiency Levels



Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Cash Valley Elementary ELA Cohort Proficiency Growth



2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Class of 2033 Cohort Proficiency (current grade 5 students)
Focus Area Goal	By the end of the 2025-2026 school year, the percentage of students at approaching learner and beginning learner levels on MCAP, the current grade 5 cohort of students will decrease from 51.3% to 35.3%.
Root Cause(s):	- Students struggle to persevere through the rigor of learning expectations in subsequent grade levels. - Teachers continue to internalize lessons and develop an understanding regarding the instructional impact HQIM have on tiered instruction. - Students in this cohort have struggled to demonstrate application of skills and demonstrate proficiency on the MCAP. - In grade 3, only 30% of students were proficient in MCAP ELA, in grade 4, only 49% were proficient in MCAP ELA.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Focus Content Standard(s):	Reading Literature, Reading Informational Text
Barriers:	• This cohort of students present a high level of need, requiring many additional supports in place to be successful in grade level content. • There is a need for more higher level questioning and release of responsibility in core instruction. • 47% of students in this 2033 cohort are not proficient on the DIBELS assessment and therefore require additional supplemental support in reading.
Needed Resources:	• HQIM (CKLA)
Strategies and/or evidence-based interventions:	• Students who are well below grade level on the DIBELS screener are provided Tier II supplemental instruction during literacy lab time. • Teachers will intentionally include higher level thinking questions for students to answer orally and in writing. • Teachers will use formative assessments to identify students with skills deficits and target small group instruction to meet their needs. • Students will practice similar questioning prompts and multiple tiered questioning, similar to MCAP, to build stamina and familiarity with texts that require more perseverance, high level and critical thinking skills in order to demonstrate proficiency. • CKLA materials will be used with consistency and fidelity. • Data meetings will be held with the Literacy Coach and reading intervention teacher to monitor and adapt student instruction using progress monitoring data and classroom formative and summative assessments. (Edcite and DIBELS)
How will it be funded?	• District funded HQIM
Steps towards full implementation with timeline:	• Administrative learning walks, with feedback, will be provided during teacher/admin collaborative planning beginning in December. • Monthly meetings will be held with the literacy coach and classroom teachers.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

	• Collaborative Planning (after school - Sept-May) • Teacher/Admin collaborative planning weekly on Tuesdays (Sept-May)
Monitoring Procedure:	• Student progress and needs will be monitored during weekly team planning between classroom teachers and special education staff. • Feedback and reflection will be provided following administration learning walks. • The literacy coach will assist teachers in reading and interpreting Edcite and Dibels data to monitor the effectiveness of Tier I and Tier II instruction.

FOCUS AREA 2:	Literacy
Focus Area Goal	By the end of 2025-2026, teachers will strengthen the implementation of core instruction to better meet the needs of struggling learners, with the intention of increasing the percentage of students demonstrating proficient or distinguished levels in grades 3-5 from 56% to 67%.
Root Cause(s):	• Inconsistent implementation of core instruction occurs across classrooms. • Students' skill levels require varied differentiated supports and scaffolds in place. • Chronic absenteeism affects consistency in instruction. • Small groups are not always based on skill deficits. • According to the BOY Dibels screener, 64% students are at or above grade level. • Therefore, 35% of students demonstrate the need for Tier II or III instruction. • According to 2025 MCAP data, 44% of students in grades 3-5 were not proficient in English Language Arts.
Focus Content Standard(s):	Reading and English Language Arts
Barriers:	• Students have difficulty understanding the knowledge required to comprehend at a higher level. • Students have limited prior knowledge due to differing curriculums previously used. • Chronic absenteeism affects consistency in instruction.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Needed Resources:	● HQIM
Strategies and/or evidence-based interventions:	● Collaborative planning ● Monthly meetings will be held with the literacy coach and administration to discuss and monitor program implementation. ● Teachers will meet with the Literacy Coach to internalize and reflect on instructional practices and processes. ● Admin walk-throughs will be conducted. ● Data meetings will include the literacy coach, intervention teachers, classroom teachers, special education teachers and admin. ● CKLA will be used with consistency and fidelity. ● Implementation of daily explicit instruction using HQIM ● Weekly formative assessment analysis ● Targeted small group instruction
How will it be funded?	● District funded HQIM
Steps towards full implementation with timeline:	● Quarterly data meetings will occur between the literacy coach, interventionist, administration, special education and classroom teachers. ● Monthly meetings will be held with the literacy coach and classroom teachers. ● Teachers will assist in developing Tier I excellence criteria during professional development. (Oct/Nov)
Monitoring Procedure:	● Adjustments to Literacy Lab placements will occur during intercycle data meetings and monthly literacy team meetings. ● Student progress and needs will be monitored during weekly team planning between classroom teachers and special education staff. ● Reflective feedback from walkthroughs will be shared by administration.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

B. MATHEMATICS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation, to reduce the 2017 nonpass rate by 50% by the year 2030.

Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts .

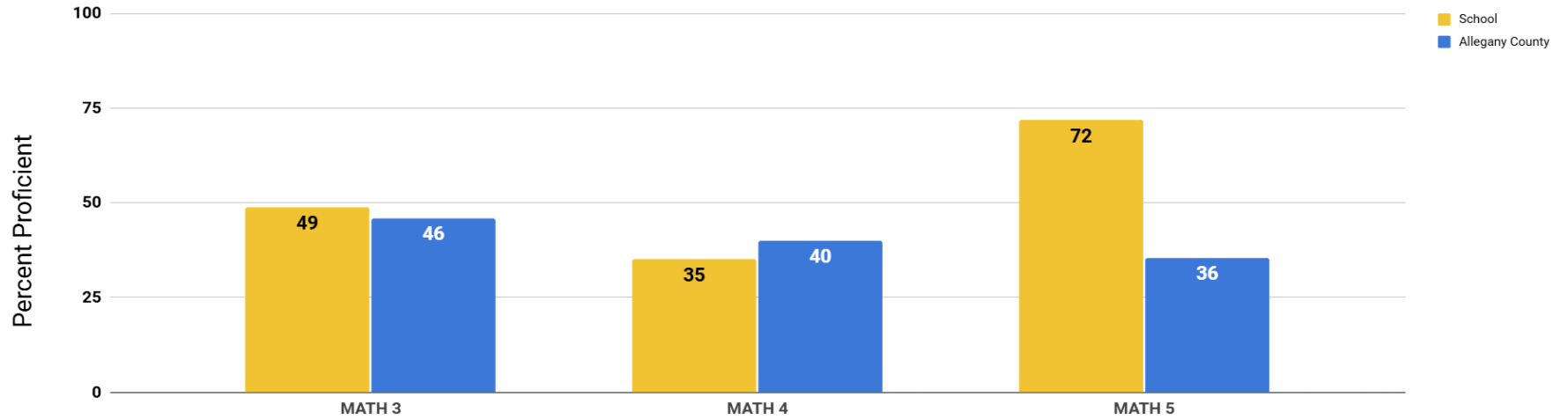
MD Report Card Data

2025 Math Report Card Results		
	2024	2025
Math Proficiency out of 5	2.2	2.59
Math Average levels out of 5	2.8	3
Math Growth out of 12.5	12.5	12.5
Total Math Report Card Points out of 22.5	17.5	18.09

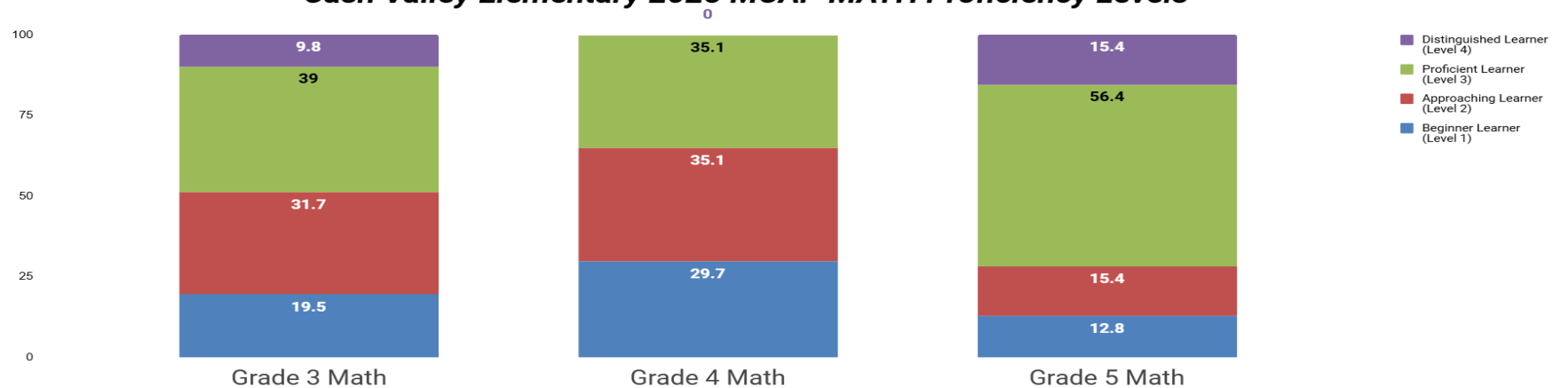
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Cash Valley Elementary 2025 Math Proficiency Rates

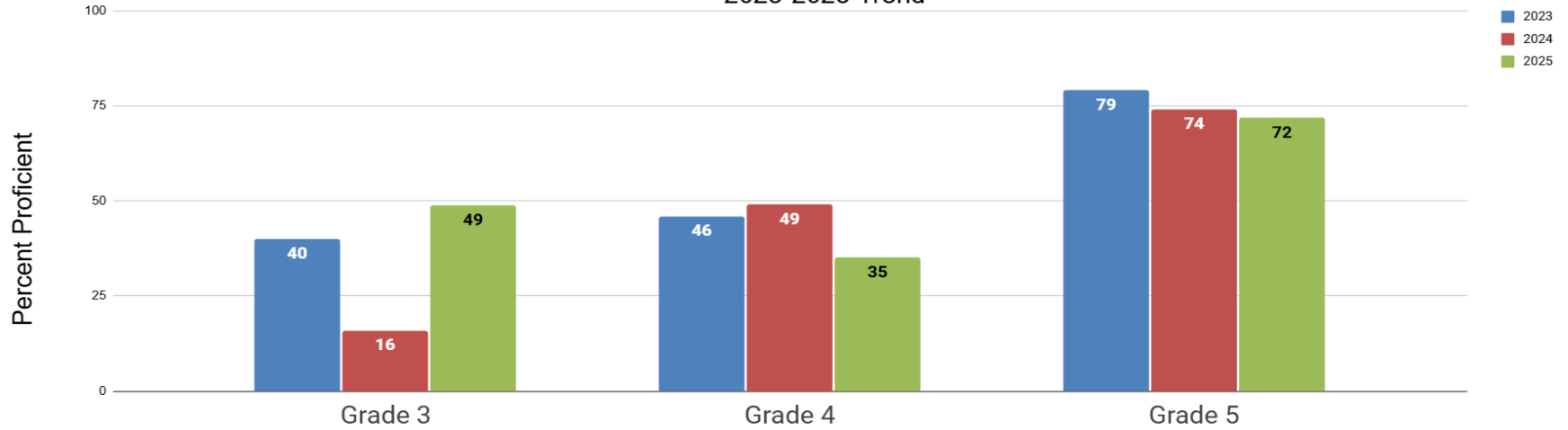


Cash Valley Elementary 2025 MCAP MATH Proficiency Levels

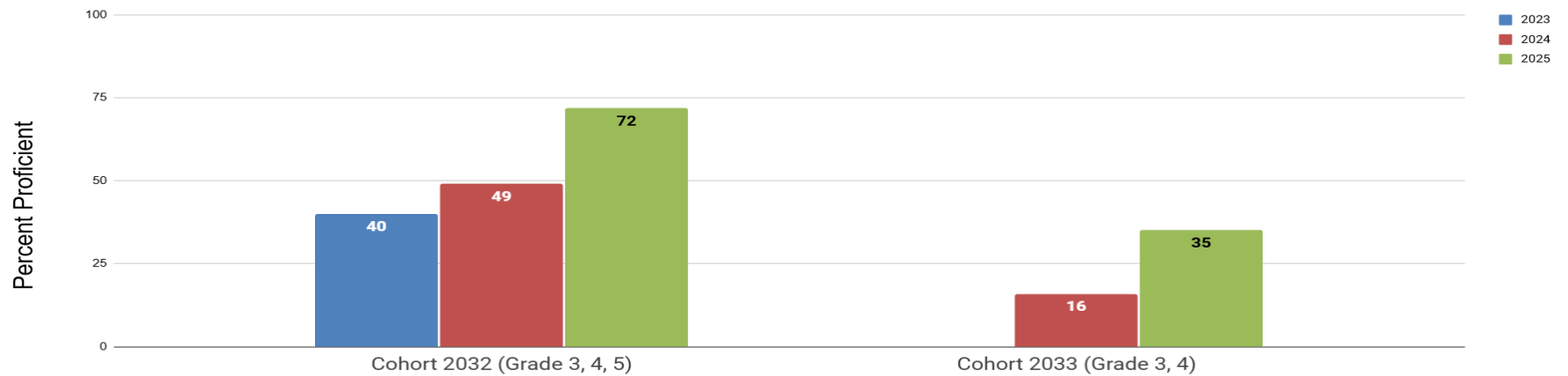


Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Cash Valley Elementary Math Proficiency Trend
2023-2025 Trend



Cash Valley Elementary Math Cohort Proficiency Growth



Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

MATH FOCUS AREA 1:	2033 Cohort of students (currently in grade 5)
Focus Area Goal	By the end of the 2025-2026 school year, the percentage of students at approaching learner and beginning learner levels on MCAP, in the current grade 5 cohort of students, will decrease from 65% to 50%.
Root Cause(s):	• In 2024, only 16% of grade 3 students were proficient on the MCAP Math • In 2025, only 35% of grade 4 students were proficient on the MCAP Math. • Lack of Tier 2 math interventions
Focus Content Standard(s):	3.OA Operations and Algebraic Thinking 3.NBT Number and Operations in Base Ten 3.NF Numbers and Operations- Fractions 3.MD Measurement and Data 3.G Geometry
Barriers:	• This cohort of students present a high level of need requiring many additional supports in place to be successful in grade level content. • There is a lack of tier 2 math interventions for students to strengthen foundational skills. • More instructional time is needed to teach prerequisite skills that will continue to close the gaps in their learning.
Needed Resources:	• HQIM (iReady)
Strategies and/or evidence - based interventions:	• Students will be provided with daily reviews which will allow them to spiral back into skills they have gaps in. • Teachers will use formative assessment strategies/practices to guide daily instruction and small groups. • Additional support for targeted students will be provided via small groups with the Math Specialist.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

	- Teachers will utilize small group time to focus on foundational math skills and two-step word problems. - Students will have opportunities to work on grade level content through the iReady My Path assignments.
How will it be funded?	District funded HQIM
Steps towards full implementation with timeline:	- Monthly Team/Data meetings with the Math Specialist will be held to determine student progress. - Students will complete iReady Diagnostic Assessments (BOY, MOY, EOY) to identify strengths and challenges. - Grade level teachers will continuously monitor student progress through various formative assessments and use data to make adjustments to instructional groupings.
Monitoring Procedure:	- Monthly Team meetings and data analysis with Math Specialist - Admin/Teacher Collaborative Planning - Reflective feedback from admin walkthroughs

MATH FOCUS AREA 2:	Strengthen Core Instruction
Focus Area Goal	By the end of 2025-2026, teachers will strengthen the implementation of core instruction to better meet the needs of struggling learners, with the intention of increasing the percentage of students demonstrating proficient or distinguished levels in grades 3-5 from 52% to 67%.
Root Cause(s):	- Inconsistent implementation of core instruction across classrooms - Diverse student skill levels with varied differentiated supports and scaffolds in place - Chronic absenteeism affects consistency in instruction - Small groups are not always based on skill deficits. - According to the 2025 MCAP data, only 52% of students were performing

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

	proficient or distinguished.
Focus Content Standard(s):	All Math Domains
Barriers:	• Limited professional development on MTSS processes. • Inconsistent use of differentiated materials provided with the HQIM • Grade 5 students demonstrate wider gaps in foundational skills and it is challenging to provide varied differentiated supports
Needed Resources:	
Strategies and/or evidence-based interventions:	• Utilize differentiated lessons and activities within the core curriculum to target small group instruction. • Utilize formative comprehension checks from iReady to adjust and plan for instruction. • Math Specialist will guide teachers when utilizing iReady instructional grouping reports to plan and implement small group instruction • Implementation of daily explicit instruction using HQIM
How will it be funded?	• District funded HQIM
Steps towards full implementation with timeline:	• Monthly Team/Data meetings with the Math Specialist and administration will be held to determine student progress and student needs. • Web-based program monitoring reports will be analyzed by teachers and used to determine next steps for instruction. • Weekly collaborative planning meetings will occur between classroom teachers, co-teachers, and inclusion teachers
Monitoring Procedure:	• The Math Specialist will meet with classroom teachers to analyze data gathered through iReady benchmarks, pathways and comprehension checks. • Reflective feedback from admin walkthroughs

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

C. SCIENCE

Long Term Goal: to prepare 100% of students to be college and career ready by graduation, to reduce the 2017 nonpass rate by 50% by the year 2030.

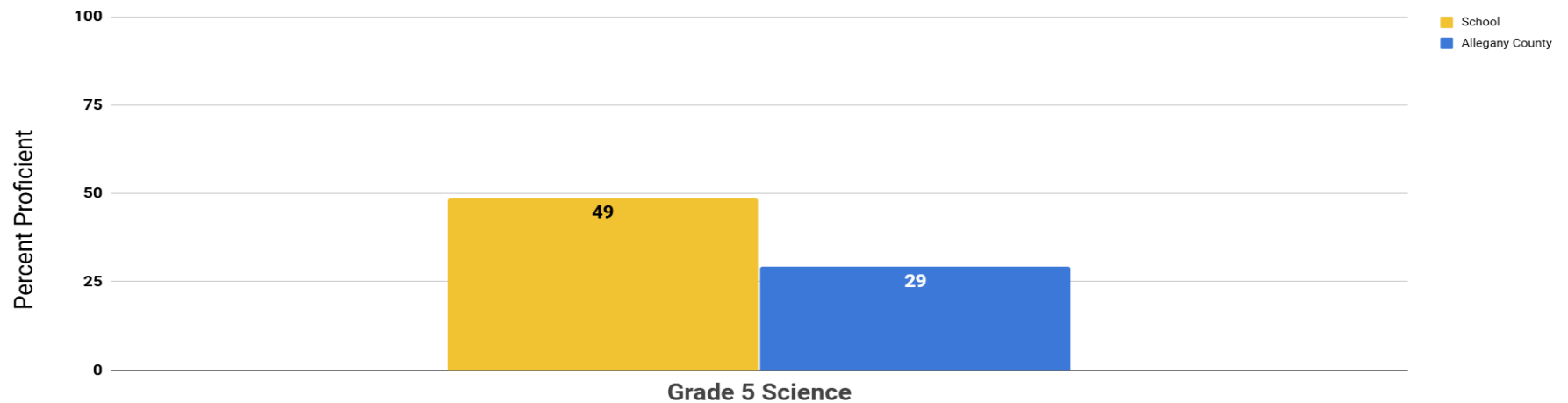
Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts .

MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 5	2.6	1.7	2.44

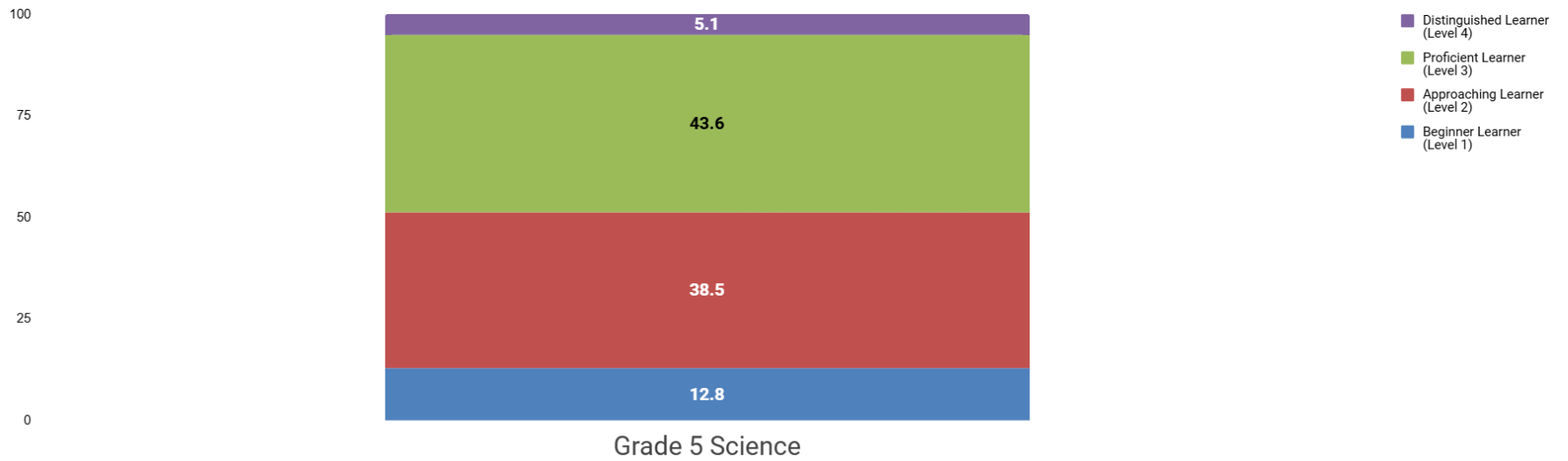
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

Cash Valley Elementary 2025 Science Proficiency Rates



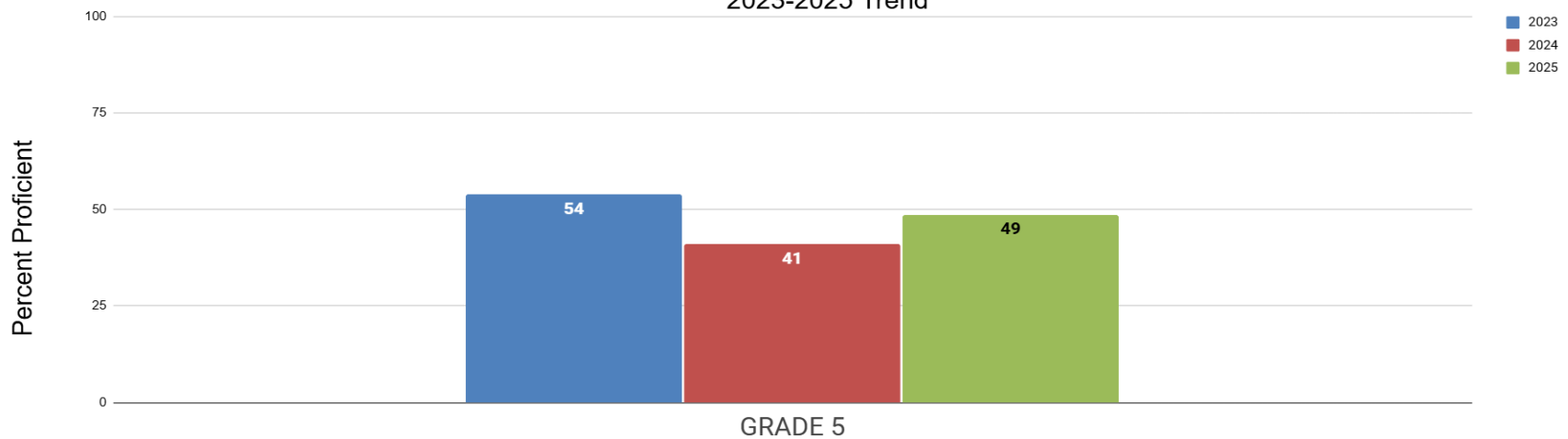
Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Cash Valley Elementary 2025 MCAP ELA Proficiency Levels



Cash Valley Elementary Science Proficiency Trend

2023-2025 Trend



Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

FOCUS AREA 1:	Physical Science, Life Science, Earth & Space Science
Focus Area Goal	By the end of 2025-2026, the percentage of students proficient in MISA will increase from 49% to 60%, therefore closing half the gap in correlation with students proficient or distinguished in ELA MCAP.
Root Cause(s):	• Not all students are reading on grade level and lack perseverance in applying the science skills and content to labs and science problems. • There is insufficient time for targeted small group instruction in science. ○ Only 49% of grade 5 students scored proficient or distinguished on the MISA.
Focus Content Standard(s):	PS1, PS2, PS3, LS1, LS2, ESS1, ESS2, and ESS3
Barriers:	• The majority of instruction across grade levels is focused on Life Science and Earth Science. • Students are not familiar with vocabulary due to limited exposure in previous grade levels. • Changes in daily schedule result in loss of instructional time for science.
Needed Resources:	• Materials for differentiation, such as those provided by Title I, will be incorporated into instruction. • Students will access online resources including Mystery Science/Discovery Ed, Scholastic and Super Stem • Students will participate in the Elementary Edibles Program and Evergreen Heritage Center lessons.
Strategies and/or evidence - based interventions:	• Instruction will include more application and analysis of the content and skills taught during hands-on lab activities. • Grades 3-5 teachers will incorporate the MISA released items for modeling and practice. • The GRRUDL process will be utilized to move students toward independence when applying and analyzing the content and skills taught during hands-on lab activities.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

	Teachers will utilize resources such as Mystery Science/Discovery Ed. Scholastic and Super Stem.
How will it be funded?	
Steps towards full implementation with timeline:	- Grades 3-5 teachers will complete MISA released items quarterly. - Science concepts need to be taught consistently across grade levels.
Monitoring Procedure:	- Grade level teachers will use formative assessment practices/strategies to make noted observations of students' scientific reasoning and thinking. - Teachers will use MISA released items to adjust instruction.
FOCUS AREA 2:	Physical Science
Focus Area Goal	By the end of 2025-2026, students performing proficient on the MISA in the Disciplinary Core Idea: Physical Science will increase from 36% to 50%
Root Cause(s):	- The majority of instruction across grade levels is focused on Life Science and Earth Science. - Not all students are reading on grade level and lack perseverance in applying the science skills and content to labs and science problems. - Only 36% of students are proficient in the Disciplinary Core Idea: Physical Science
Focus Content Standard(s):	Science and Engineering Practices 3 -Planning and carrying out investigations to answer questions or test solutions to problems in 3- 5 builds on K- 2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.
Barriers:	Students participating in specialized therapeutic services and elective fine arts are often out of the classroom during science instruction per recommendation.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

	• Changes in daily schedule result in loss of instructional time for science. • Physical Science instruction across grade levels does not consist of overlapping concepts such as those covered in Life Science and Earth Science.
Needed Resources:	• Students will access online resources including Mystery Science/Discovery Ed, Scholastic, Super Stem. • Students will participate in the Elementary Edibles Program and Evergreen Heritage Center lessons. • Materials for differentiation, such as those provided by Title I, will be incorporated into instruction.
Strategies and/or evidence-based interventions:	• Instruction will include more application and analysis of the content and skills taught during hands-on lab activities. • Grades 3-5 teachers will incorporate the MISA released items for modeling and practice. • The GRRUDL process will be utilized to move students toward independence when applying and analyzing the content and skills taught during hands-on lab activities. • Services and extra-curricular activity schedules will be reviewed to minimize time missed during Science instruction. • Teachers will utilize resources such as Mystery Science/Discovery Ed. Scholastic and Super Stem.
How will it be funded?	
Steps towards full implementation with timeline:	• Grades 3-5 teachers will complete MISA released items quarterly. • Science concepts need to be taught consistently across grade levels.
Monitoring Procedure:	• Grade level teachers will use formative assessment practices/strategies to make noted observations of students' scientific reasoning and thinking. • Teachers will use MISA released items to adjust instruction.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

VIII. MD School Survey Results and Plan

The MD School Survey is given to students in grades 5 - 11. The survey is 10 points of the school's MD Report Card; 3 points from educators' survey and 7 points from the students' survey. It includes questions in 10 areas of the following domains/topics. The school will identify the 2 least favorably scored topics for educators and students, and then create an action plan for improvement.

Community

1. Participation and Engagement
2. Respect for Diversity

Environment

3. Behavior and Academic Supports
4. Physical Environment

Relationships

5. Staff-student Relationships
6. Student-Student Relationships

Safety

7. Bullying
8. Physical Safety
9. Emotional Safety
10. Substance Abuse

2025 Educator Survey Results		
	2024	2025
School's Educator Score	8.5	7.8
ACPS All Educator Score	7.20	8.20

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

<i>Staff Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Safety Topic: Substance Abuse Average Score: 4.56
Topic Description:	The substance use topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies: What steps will be taken in order to obtain the desired outcome..	● Red Ribbon Week October 27-31, 2025 . The guidance counselor does focus lessons on healthy lifestyles including living drug and alcohol free ● Maryland Comprehensive Health Education Framework is taught by teachers in PreK-Grade 5, with a standard specifically addressing Substance Abuse Prevention ● Community School Coordinator will host a night with parents and students focusing on substance abuse awareness ● DARE program for students in grade 5 with culminating program.
Initiative leader and team: Who is responsible and involved in the work?	Guidance Counselor, Teachers, Community Schools Coordinator
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Funding for Substance Abuse Awareness Night with parents ● Red Ribbon Week incentives ● DARE officer and culminating program
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	● Maryland Student/Staff Survey ● Parent evaluation surveys

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Timeline: Include dates for implementation of action steps.	● Red Ribbon Week - October 2025 ● CoP Substance Abuse Awareness Night - March 2026 ● DARE for grade 5- May 2026
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Community Topic: Participation and Engagement Average Score: 4.79
Topic Description:	The participation and engagement topic describes the degree to which instructional staff feel students have chances to participate in school leadership, decision-making, and extracurricular activities, and whether administrators involve staff in decision making.
Strategies: What steps will be taken in order to obtain the desired outcome..	● Leadership team provide feedback and aide in decision making to support all stakeholders within the school ● Admin/Teacher collaborative planning bi -monthly to share and consider needs. ● Grade 4 & 5 students will participate on morning announcements with Mrs. Brantner. ● Teachers will recommend grade 4 & 5 students for the Leadership team in which students will meet monthly with administration to help in decision making.
Initiative leader and team: Who is responsible and involved in the work?	Classroom teachers, Community School Coordinator, Administration, Media Specialist
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Funds for incentive days for teachers to utilize ● Planning time for teachers to dissect survey and identify community needs ● Monthly meetings with admin/students for student based planning
Performance Metrics: What will you measure to gauge progress on your	● Maryland School Survey ● Roundtable discussion with teachers and students in shared decision

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

action steps and to determine if the identified goal has been met?	making.
Timeline: Include dates for implementation of action steps.	• Admin/teacher collaborative planning- ongoing year long • Incentive days- ongoing - targeted attendance days • Student leadership team - December 2025 • CoP survey • Leadership team meetings - Sept- May

2025 Student Survey Results		
	2024	2025
School's Student Score	5.41	6.96
ACPS Elementary Student Score	7.06	7.09
ACPS All Student Score	5.70	5.95

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score out of 10	Domain: Relationship Topic: Student-student relationships Average Score: 4.43
Topic Description:	The student-student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	● Guidance Lessons (Second Step bullying focus, Toolbox Project) ● Lunch Groups using teacher input and informal teacher observation ● Red Ribbon Week ● Class Dojo communication with parents ● Citizen of the month character trait recognitions ● Paw picks of the week demonstrating model school behavior ● Collaborative groups within classroom instruction focusing on teamwork ● PTO sponsored activities focusing on community ● CoP sponsored activities focusing on community
Initiative leader and team: Who is responsible and involved in the work?	Guidance Counselor, Administration, classroom teachers, Community School Coordinator, Cash Valley PTO officers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Funding for Red Ribbon Week ● Funding for rewards for Cougar Paw Picks and Citizen of the Month assemblies ● CoP funded events ● PTO support and planning

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Maryland School Survey • Event Evaluation surveys
Timeline: Include dates for implementation of action steps.	• Red Ribbon Week - October • PTO events - Sept- May • CoP events- ongoing • Lunch Groups- Oct-May • PBIS incentives - Sept- May
Secondary Area of Need State the Domain, Topic, and Score	Domain: Community Topic: Participation and Engagement Average Score: 4.92
Topic Description:	The participation and engagement topic describes the degree to which students feel there are chances to participate in class discussions and activities, school-sponsored events, extracurricular activities, and school rulemaking.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	• PTO sponsors BINGO nights and student dances • Community school coordinator sponsors cooking nights • Student leadership team consisting of grade 4 & 5 students • Literacy nights planned by teachers
Initiative leader and team: Who is responsible and involved in the work?	• PTO, Community School Coordinator, Administration, Leadership Team Teachers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• CoP funding • Monthly meetings with Admin/student leaders • PTO/Admin collaboration & Support
Performance Metrics: What will you measure to gauge progress on your	• Maryland School Survey • Event evaluation surveys

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

action steps and to determine if the identified goal has been met?	● Roundtable discussion with student leaders
Timeline: Include dates for implementation of action steps.	● PTO events- ongoing ● CoP events - ongoing ● Admin/Student Leader team - Dec-May

IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I Initial Observation of Persistent Behaviors:

- Occur sporadically over a short time period
- Infrequently disrupt or risk safety of self and others
- Corrected with a brief intervention in classroom setting by the teacher
- Managed without administrative intervention

PBIS Tier II Chronic Occurrence of Level 1 Behaviors:

- Repetitive incidences lasting over a period of time
- Significantly disrupt or risk safety of self and others
- Generally managed with a brief intervention in classroom setting by teacher
- After teacher intervention, may require administrative in-class support

PBIS Tier III Chronic Occurrence of LEVEL 2 Behaviors:

- Violation of county and/or state policies
- Instantly disrupt and risk safety of self and others
- Referral is immediate
- Requires administrative involvement

Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Cash Valley Elementary has been a PBIS school for 18 years and has been recognized for implementing tiered behaviors and supports and interventions. While referral data is limited due to the transfer of information in systems, we have identified the following focus areas for the 2025-2026 school year:

- The most common location for referrals was the bus. In response, consistent bus expectations have been established and classroom teachers are directly addressing these behaviors. Seating charts are implemented and reviewed frequently to address any outlying issues.
- We are working with the student leadership team so they may begin assisting with bus monitoring and modeling positive behaviors for all students.
- Also, many referrals occur during unstructured time during the day, including lunch, recess and transporting in the hallway. Teachers will set consistent rules and review them monthly. Students will not be in the hallways without an adult escort.
- School-wide behavior expectations will be posted throughout the school and referenced by all personnel in all areas.
- Students will be recognized daily with cougar paws, with classes working collectively towards a goal.
- One student from each class will be recognized weekly as the Paw Pick and they will be rewarded with ice-cream or a coin for the prize tower.
- Class Dojo will be used by classroom teachers to communicate behaviors to home support systems.
- Students will be recognized monthly for displaying positive character traits and families will be invited to attend and celebrate with the Student of the Month.
- The sensory hallway will be available for all students during transitions or as a brain break to promote regulation and readiness to learn.
- PBIS procedures will be implemented consistently by all staff and in all areas of the school community. Weekly PST meetings will be held to review discipline data (SRSS, referrals, Check In/Check Out), make recommendations for interventions, and monitor student progress.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Describe any research-based strategies/interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

- A Check In/Check Out (CICO) point system program is used to provide daily monitoring of expected behaviors and mentoring for identified students.
- Social groups are formed based on screening data (SRSS), teacher input, and PST team recommendations.
- Students have opportunities to visit the Mindful Moments Room to redirect behaviors and improve relaxation and coping skills.
- A counselor, under the direction of the Allegany County Health Department, consults weekly with identified students at the school site.
- A mental health specialist, with parent permission, meets with identified students weekly. Recommendations for service may come from school staff or families.
- Structured breaks are scheduled to assist with student engagement.
- Non-verbal visual cues, hand signals, and prompts are used as reminders for students to remain on task.
- Classroom and school-wide incentives provide recognition for students.
- Sensory tools (desk textures, fidgets, putty) are available for student use.
- The PST meets with classroom teachers to discuss and implement specific behavior interventions and strategies.

X. Parent and Family Engagement & Federal, State and Local Programs

TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

The Title I School Improvement Plan includes the Title I Four Components requirements. This plan was developed with the engagement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff. *(Reference the sign-off sheet at the end of this plan.)*

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

- How were parents, families, and community members involved in developing the School Improvement Plan?
 - Parent input was gathered to develop the schoolwide plan during the Title I Spring Meeting held in May of 2025..
 - Parents and community members were given an opportunity to review the plan and give feedback during the Meet the Teacher - Back to School Celebration/Annual Title I meeting held on August 21, 2025, 45 adults signed in to participate in giving input.
 - A spring parent interest survey was administered to all parents and input was reviewed and considered in the development of the plan.
 - The plan is available on the [acpsmd.org](https://www.acpsmd.org) web page and in the school office, and the school continuously welcomes input.

- How were teachers, principals, and other school staff involved in developing the School Improvement Plan?
 - The principal and assistant principal scheduled and facilitated meetings and oversaw the development of the plan.
 - Information from teachers was gathered to develop the schoolwide plan through monthly meetings of the Leadership team, PBIS Team, Family Engagement Committee, weekly faculty meetings, and school/district professional development days scheduled on the school calendar. In addition, decisions were made during weekly collaborative planning sessions.
 - Representatives from the Leadership team analyzed data to determine targeted areas of improvement and completed various sections of the improvement plan.
 - Other school staff such as the literacy coach, math coach, and the Title I school support specialist attended meetings and provided data and information.
 - The plan was shared electronically with team members to gather feedback and reflection regarding family engagement activities, support programs, data results, and established goals.
 - Once approval is received from the central office leadership, the final document and a plan overview will be provided electronically to all families and the school community with access through the school and district websites, along with the Schoology online learning platform.
 - The document will continuously be reviewed by the Leadership Team to revisit goals and make necessary revisions, which will then be revised and available to all families and the community.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Title I Annual Meeting/Back to School Night	August 21, 2025
Title I Mid-Year Monitoring Meeting with Parents	January 2026
Title I Spring Meeting with Parents	May 2026
School-Parent Compacts were created with parent input and are reviewed during parent and teacher conferences and as needed.	August, Parent Conference Days, and ongoing
A Veteran's Day Program was held, and 35 veterans attended.	November 11, 2025
Citizen of the Month Assemblies are held to recognize students who exhibit positive character traits.	Monthly
Math games and math manipulatives will be provided to parents during monthly grade-level parent sessions. The parent sessions will be held during the school day with one grade-level holding a session each week. Parents will enjoy lunch with their students and participate in classroom activities.	Grade-level dates to be determined. (March & April 2026)
Information such as grade level standards, expectations, and ways to help students at home are provided by Title I. In addition, fliers from Attendance Works are also provided to all parents.	ongoing
The district-level Title I office shares evidence-based strategies with ways to work with parents as equal partners prior to parent -teacher conference days.	ongoing
The Title I Family Engagement Coordinator holds weekly volunteer workshops with	ongoing

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

parents and family members. Volunteer training is provided. She also assists with translating key Title I documents such as the school-parent compact, the Parent's Right to Know letter, and invitations to decision-making meetings and parent-capacity building sessions.	
Title I purchases supplies for Family Engagement Coordinators and volunteers to create kindergarten and pre-k readiness packets for parents to use with students at home.	Ongoing, distribution in the spring
Title I funds are used to purchase Parent/Family Communicator folders for students to take home weekly to improve the home-school communication.	Weekly distribution

COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS

If appropriate and applicable, this School Improvement Plan has been developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and CSI and/or TSI activities.

The school and the community provide many additional services for students who are experiencing difficulties. These may include Head Start, nutrition programs, housing programs, violence prevention, adult education programs, career and technical education programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities as well as other safety nets for students as listed in the chart below. 111(d), 1114(b)(5)

Service	Provider	Explanation of Services
Raising a Reader	ACPS (Early Childhood)	Raise a Reader program supports families to build, practice, and grow reading routines with children.
Community Schools	Concentration of Poverty Grant, Luanne Kesecker,	COP provides wrap around services to improve the school and community such as Bedtime with Books, Crockpot

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

	Community School Coordinator	Cooking Class, and more.
ACPS Summer School Program	ACPS (Elementary/Special Education)	A three-week period offered to all students to reduce summer learning gaps, focusing on reading and math content.
Western Maryland Food Bank	Backpack Program, Katilin Shirko	This program allows the school to provide several families with bags filled with kid friendly foods to take home on Fridays for the weekend.
Flu & Dental Clinics	Allegany County Health Department	Students receive free flu and dental screenings.
Outdoor School	ACPS (Elementary)	Fifth grade students attend a five day residential outdoor school at the 4-H Center in Garrett County, MD in September 2025 to learn environmental science through hands-on activities.
School Health Care	ACPS (Special Education)	The school nurse provides health support to students and their families.
Counseling Services	School Counselor, Mental Health Specialist, Health Department Counselor	Counselors and specialists provide lessons to support character development, coping/calming strategies, therapeutic approaches, and resources for families.
Blended Learning	Special and General Education Teachers, Instructional Assistants	General and special education teachers collaborate to meet the needs of all learners in the regular classroom setting.
Extended School Year (ESY/Special Education)	Special Education Staff	Extended School Year (ESY/summer) is offered to identified IEP students at various school locations who require services and support to remain consistent and continuous across

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

		typical school breaks due to the nature and severity of their disability, work on critical life skills, and breakthrough opportunities.
Family and Student Support Services	Pupil Service Team	The Pupil Service Team meets bi-weekly to identify students and families in need of resources.
Dental Screening	Allegany County Health Department	Students are provided with dental screenings and sealants.
Vision Screening	Lions Club	Lions Club provides vision screening and access to glasses.
Positive Behavioral Interventions and Supports (PBIS)	PBIS Team, School Staff	Positive Behavioral Interventions and Supports strategies are implemented schoolwide to assist students in the area of behavior.
Breakfast in the Classroom, Community Eligibility Provisions (CEP)	ACPS Food Services	Free breakfast (daily), lunch (daily)
Safe and Snug Program	Social Services	The Safe and Snug Program provides coats to identified students.
Stuff the Bus	Community Organizations/Businesses	Stuff the Bus Program provides school supplies and backpacks to schools to support classrooms and students.
Classroom Supplies	ACPS (Finance)	Local school funding provides basic school supplies to students.
Parent Conferences	ACPS (Elementary)	Parent conferences are held twice during the school year.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Reading Intervention Programs	Reading Intervention Specialist, Instructional Assistant, Teachers	Various reading intervention programs are offered (Orton Gillingham, Fundations, Read Live, Wilson).
Data Dives (Five Whys) Process	Teachers, Specialists, Administration	Data dives of ELA/Math diagnostics to determine interventions, enrichments, and student groupings.
Career Day	School Counselor	Guest speakers from various vocations visit classrooms providing information about careers.
MTSS	School Staff	MTSS and data analysis meetings are held to identify student needs and plan instruction.
Drug Awareness	Cumberland City Police, Allegany County Sheriff Department	D.A.R.E. Program is offered to Grade 5 students to increase drug awareness and safety, along with Red Ribbon Week activities.
Math Intervention	Math Specialist, Teachers	The math specialist collaborates with teachers to support small group instruction and determine best practices.
Reading Intervention	ELA Specialist, Teachers	The ELA specialist collaborates with teachers to support small group instruction and determine best practices.
Homeless and Foster Care	ACPS (Title I)	Title I funding provides homeless and foster care students with assistance to remain in the home school, educational programs, acceptable “social-school” activities, as well as Title I-like academic services.
English Language Learners (ELL) Interpreters	ACPS (Special Education)	Interpreters are provided to families, as needed (parent conferences, family events, etc.).
Critical Incident Plan (CIP)	ACPS (Security)	CIP identifies safety protocol (Standard Response Protocol/SRP) and emergency drills that are practiced.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

School Security Employee	ACPS (Security)	The school has a full-time employee that monitors school safety and is daily on-site.
Cash Valley PTO	Cash Valley Parents and Teachers	The PTO provides school activities such as Trunk or Treat, Color Run, Spirit Nights, Holiday Shop, Glow Party, and more.

The supervisor of federal and state programs meets regularly with the instructional supervisory staff to ensure the coordination and integration of funding. During these staff meetings, personnel assignments, professional development opportunities, budget expenditures, and student assessment are discussed. The supervisor of federal programs also completes the Annual Comparability Report.

Additionally, supervisors hold monthly council meetings. The supervisor of federal programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Titles I, II, and IV, and Raising a Reader funding is utilized to supplement the local funding.

XI. 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 a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school's achievement gaps? (Please include Title I funded professional development activities.)

Professional Learning 1:	
Professional Learning Title	Title I Articulation Meetings
Date(s), Time, and Location	May 2026 TBD, 2-hour after-school sessions, Cash Valley

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Intended Audience	11 regular and special education teachers of grades 1-5
Method of Funding	Title I will pay stipends at the workshop rate of \$26.51/hour x 2 hours x 11 teachers = \$583.22 + fixed charges @ \$46.63 for a total of \$629.85.
Changes to occur as a result of Professional Learning	Advancing grade teachers will gain data and information on students, including subgroups, to help inform instruction and grouping.
Knowledge and skills the participant will attain	Teachers will gain knowledge and skills such as needs, strengths, goals, objectives, and accommodations for incoming students.
Method to measure implementation of knowledge and skills in the classroom	Preliminary class lists will be developed.

Professional Learning 2:	
Professional Learning Title	Teacher/Admin Collaborative Planning
Date(s), Time, and Location	Tuesdays November - May, 8:45 a.m.- 3:10 p.m., Cash Valley
Intended Audience	PreK4 - Grade 5 teachers, Inclusion Teachers
Method of Funding	

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

Changes to occur as a result of Professional Learning	Strengthen Tier I instructional delivery and communicate clear success criteria to teachers and staff working with students daily.
Knowledge and skills the participant will attain	Teachers will gain a better understanding of successful Tier I instruction criteria. Teachers will also receive productive feedback to strengthen daily instruction to meet student needs.
Method to measure implementation of knowledge and skills in the classroom	Walk through documentation / Feedback

XII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.

The plan will be shared with faculty and staff at leadership team meetings during the creation and implementation of the plan. In addition, the plan components will be shared at leadership meetings, PBIS meetings, Family Engagement Committee meetings, faculty and grade level team meetings during the monitoring of the plan. Meetings are held at least monthly.

- Prior to the submission of the document, the final draft of the plan was shared with staff to gather feedback and reflection regarding data, activities, and established goals.
- Once the Central Office approval is received, the final document and a plan overview will be provided to the staff during scheduled meetings, on Google Drive, and also available through the school and district websites.
- The SIP will continuously be reviewed by the Leadership and Action teams will revisit goals and make necessary revisions, then shared at weekly and monthly meetings.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

2. How will the plan be shared with parents and community members? Please include approximate dates.
The final document will be shared with families and the school community through the school and district websites (January 2025).
 - A hard copy of the entire plan will be available in the office and the parent resource center (February 2026)
 - The plan will be posted on the school's webpage. (February 2026).
 - Parents will be provided a QRcode on the principal's monthly memo for parents to easily access.

4. How will student progress data be collected, reported, and evaluated by the SIT?
 - The Leadership team is responsible for the overall implementation of the SIP components and data analysis, making necessary changes to continue learning progressions. Members serve as chairs of the action and support teams, collecting data and sharing results for monitoring purposes. This leveled approach allows for all staff to share input and remain aware of attainment of goals or changes that may be necessary.
 - The PBIS team monitors discipline and the implementation of the PBIS program. School-wide expectations are reviewed and evaluated to facilitate a safe and orderly environment. The focus is on restorative practices promoting "time on task." To increase academic achievement, discipline data (referrals, SRSS, logs, Sensory Room, Mindfulness Room, etc.) is monitored and analyzed by the PST Team, with the priority on positive interventions and support for students to be present during instruction in order to increase achievement.
 - The Family Engagement Team works to strengthen and sustain trusting family-school partnerships, strengthening parent involvement in school activities, establishing and communicating clear and open policies that support families' direct engagement (volunteer and visiting policies) They will work to plan activities that involve meaningful family engagement and communicating with other action team to help plan events.

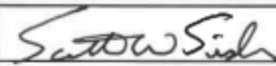
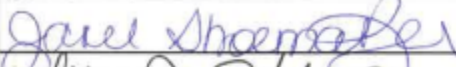
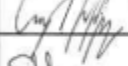
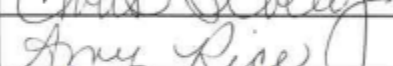
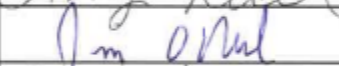
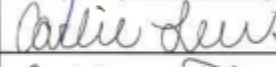
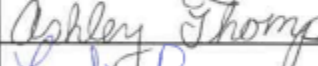
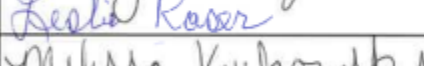
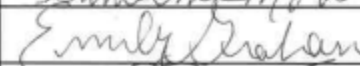
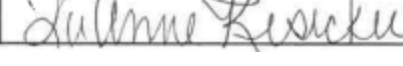
5. How will the administration monitor the plan?

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

- The administration serves as facilitating members on each team supporting instruction, behavior, safety and attendance. Administrators participate in open discussions during these action team meetings and with grade level teams to review assessments, identify barriers, and reflect with staff on SIP goals.
- SIP initiatives are observed during classroom observations for documented evidence.

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Scott Sisler		Principal
Janel Shoemaker		Assistant principal
Kaitlin Shirko		School Guidance Counselor, PBIS Co-Chair
Cody Jefferys		SLE Teacher, SLE Leadership Team
Shannon Pennigton		Teacher, EC LEadership Team
Chris Sibley		Teacher, Primary Leadership Team
Amy Rice		Teacher, Leadership Team Co-Chair
Jim O'Neal		Teacher, Intermediate Leadership Team
Carlie Lewis		Title I Instructional Assistant
Ashley Thompson		ACPS/School Reading Coach or Specialist
Leslie Roser		ACPS/School Math Coach or Specialist
Melissa Krukowsky		Reading Interventionist
Betsy Green		Title I School Support Specialist
Samantha Moon		Title I Family Engagement Coordinator
Emily Graham		Parent/Family Member
Penny Gary		Community Member
Luanne Kesecker		Community School Coordinator