

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

School: South Penn Elementary

Principal: Scott Sisler

I. School Progress Index: 0.8711 Please check the strand for which your school is identified.

(Please Check)	STRAND	Criteria
	1	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Minimal subgroups missing AMOs
	2	<ul style="list-style-type: none"> ➤ Meets academic standards ➤ Some subgroups missing AMOs
	3	<ul style="list-style-type: none"> ➤ Minimally meets or does not meet academic standards ➤ Multiple groups missing AMOs
	4	<ul style="list-style-type: none"> ➤ Usually does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed
X	5	<ul style="list-style-type: none"> ➤ Does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

Are you a Title I school? ☒ Yes ☐ No

Are you an Approaching Target School? ☒ Yes ☐ No

Have you ever been a Blue Ribbon School? ☐ Yes ☒ No

South Penn is a SWIFT school. Through the School-Wide Integrated Framework for Transformation process, school improvement initiatives are being aligned through the implementation of the SWIFT framework.

Please check if your school is identified in one of the Title I categories.

(Please check)	Category	Description
	Reward	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Closing the achievement gap
	Focus	<ul style="list-style-type: none"> ➤ Need to focus on subgroups not meeting AMOs ➤ Need to focus on the gap in subgroup performance
	Priority	<ul style="list-style-type: none"> ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Table of Contents

Part	Section Title	Page
I	Title Page	1
II	School Demographics	3
III	AMO Progress – ELA and Math	7
IV	Science	14
VI	SPI (School Progress Index)	16
	A. Achievement – Elementary, Middle and High	16
	B. Gap Reduction – Elementary, Middle and High	17
	C. Student Growth – Elementary and Middle	18
VII	Attendance	19
IX	Principal's SLO	21
X	Parent Involvement, Title I or Non-Title I	22
XII	TELL Survey Update	31
XIII	Management Plan	32
XIV	SIP Roster	34
XV	Title I Components (Title I Schools Only)	35

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

II. School Demographics

A. Staff Demographics

STAFF DATA 2014-2015 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		36	36
Itinerant staff	7		7
Paraprofessionals	4	15	19
Support Staff	0	5	5
Other	1	10	11
Total Staff	12	68	80

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data	2011 – 2012 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> Highly qualified to teach in assigned area(s) Not highly qualified to teach in assigned area(s) 	100%	100%	100%	100%
For those not highly qualified, list name, grade level course				
Number of years principal has been in the building	2 (Principal)	1 (Principal)	4 (Assistant Principal)	3 (Assistant Principal)
Teacher Average Daily Attendance		95.8%	94.8%	94.5%

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

B. STUDENT DEMOGRAPHICS CHART

Table 3

SUBGROUP DATA

Data from prior year's SIP

	2014 – 2015	2013-2014	2012-2013
	Total	TOTAL	TOTAL
American Indian/Alaskan Native	≤10	n/a	≤10
Hawaiian/Pacific Islander	≤10	n/a	n/a
African American	82	23	24
White	499	436	430
Asian	≤10	n/a	≤10
Two or More Races	48	46	36
Special Education	96	100	86
LEP	≤10	n/a	n/a
Males	279	270	260
Females	260	235	233
Total Enrollment (Males + Females)	539	505	493

Percentage of student eligible for Free and Reduced Meals as of October 31, 2013: 74.95%

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

SPECIAL EDUCATION DATA 2014-2015 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	0
02 Hard of Hearing	0
03 Deaf	0
04 Speech/Language Impaired	37
05 Visual Impairment	0
06 Emotional Disturbance	≤10
07 Orthopedic Impairment	0
08 Other Health Impaired	19
09 Specific Learning Disability	14
10 Multiple Disabilities	≤10
12 Deaf-Blindness	0
13 Traumatic Brain Injury	0
14 Autism	0
15 Developmental Delay	18

Allegany County Public Schools 2014 – 2015 School Improvement Plan

Discipline/Climate Narrative

The total number of school referrals exhibits a decreasing trend from 271 in 2011-2012, 163 in 2012-2013, to 148 in 2013-2014. This was a decrease of 40 referrals from the previous 2012-2013 school year. In 2013-2014, enrollment was 530 with 498 (94%) students receiving 0-1 referrals, 28 (5%) students received 2-5 referrals, 4 (1%) students received 6+ referrals. Of the 148 referrals, 51 were for disrespect and 35 for physical attack of student. Bus referrals accounted for 30% of the total amount of referrals for the 2013-2014 school year, which continues to be an area of concern. South Penn still continues to work with the Transportation Department to discuss bus safety concerns.

The school – wide PBIS program for the 2013- 2014 school year addressed problematic behaviors more closely by emphasizing individual behaviors on a regular basis through the use of a more proactive approach by the administration, teachers, and staff and through support from the PBIS/Climate team. Data was disaggregated and more recognition was given to students promoting positive behavior. Paw print coupons were given to students who displayed examples of being respectful, safe, responsible, and ready to learn. When a student received a paw print, the teacher stated the reason for receiving the paw print coupon. Paw pick students of the week are announced on the morning school announcements and receive a special prize for being recognized.

South Penn also continued the Check-In/Check-Out (CICO) program during the 2013-2014 school year. The Check-In/Check-Out program addressed the more severe “yellow zone” student behaviors by providing them with an individualized behavior management plan. Management plans were more specific and based on data from the 2012-2013 school year. Mentor teachers were assigned to each of these students and progress was shared with administration, which was shared with the school pupil service team.

South Penn feels the increase in engagement in the classroom with Arts Integration was another contribution to the decrease in referrals. Students were more actively involved and problematic behaviors decreased.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

III. AMO Progress – ELA and Math

School Level AMO Analysis

Annual Measurable Objective targets are unique to specific schools and subgroups; schools are striving to meet their individual targets to support the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. Through Maryland's ESEA Flexibility Waiver, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in the upcoming six years (2017).

Reading

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

Short Term Goal: To reduce the percent of non-proficient students for each subgroup and overall by half in six years (2017).

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

Table 5: ELA (Reading) MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	199	154	77.4	218	183	83.9	196	165	84.2
Hispanic/Latino of any race	≤10	≤10	67%	n/a	n/a	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	*	*	*	*	*	*
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	90%	*	*	≥95	*	*	*
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	*	*	*	*	*	*
White	168	128	76%	183	154	84.2	162	138	85.2
Two or more races	18	15	83%	21	16	76.2	23	16	69.6
Special Education	41	25	61	44	34	77.3	42	33	78.6
Limited English Proficient (LEP)	≤10	≤10	100	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	146	113	77.4	161	134	83.2	141	115	81.6

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

1. Based on available data, describe the challenges in English/Language Arts. In your response, identify challenges in terms of subgroups. White Subgroup, Special Education Subgroup, and the FARMS Subgroup
The rigor with the Maryland College and Career Ready Standards has impeded student performance as we align instruction accordingly.
2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.

*Instructional Consultation will provide a framework to address student needs that allows teachers to reflect on instructional practices. Teachers and Case Managers work collaboratively to make instructional decisions that will lead to success for the student(s). Our school goal is to fully integrate instructional consultation into the organizational structure and strengthen the inclusive educational framework.

* Each grade level team participates in a professional learning community comprised of teachers and support staff that meet weekly to promote commitment to resolve problems, contributions by staff from their experiences and alignment of ideas to improve classroom and school practices. PLC's work in collaborative teams to identify students' needs and plan for additional time and supports.

*Co-teaching exists in grades 2-5 to allow for more teacher-led small groups. Co-teachers collaborate to more effectively monitor and identify students at risk.

*South Penn utilizes various ongoing and frequent progress monitoring tools, curriculum-based measures, and grade-level annual assessments to measure student's response to instruction. Next Step Guided Reading Assessment Program is used to provide and monitor academic interventions in a timely manner across all three tiers. DIBELS is used as a universal screening tool to accurately identify students at risk. Data meetings will be used to determine placement and alignment of appropriate intervention students. Input from classroom teachers, inclusionists, county reading instructional specialist, and intervention teachers will collaborate to make educational decisions.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

*Arts Integration will continue to support and enhance the implementation of the Maryland College and Career Ready Standards by increasing motivation and utilizing UDL strategies to meet the needs of the total child. Arts Integration will also provide a focus on close analytic reading, text dependent questions, and writing during whole group and small group lessons.

*Grade level Professional Learning Communities will participate in the FAME (Formative Assessment for Maryland Educators) initiative. Teachers will gain a better understanding of learning progressions. Teachers will clearly define learning goals and success criteria to students. Descriptive feedback that is linked to the intended instructional outcomes and criteria for success will be frequently given to all students. Teachers will use self and peer assessments frequently to encourage student to understand and internalize the success criteria. Teachers and students will work as “partners” in the learning process. A community of practice will be used to deepen teacher understanding and consists of multiple grade levels and instructional personnel.

Objective Milestone: Using the Scholastic Next Step Reading Assessment, 70% of intermediate Special Education, White, and FARM students will gain two reading levels by May 2015. Assessments will be given in September to gather baseline, in January for midterm data, and May for end of year data.

1. In the 2014 School Improvement Plan, schools developed goals, objectives, timelines, and methods for measuring progress toward the goals. Based on available data, please identify any challenges to attaining the stated goal.

While growth was made in every grade level, the target of 80% was not met in second, third, fourth, and fifth grades. Special Education in Kindergarten and FARMS in First Grade also did not meet the target of 80%.

2. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

ACPS is also holding professional development sessions on unpacking the Maryland College and Career Ready Standards. The Reading Instructional Specialist will also provide support and professional development with the 6 +1 Writing Traits. The Reading Instructional Specialist will be doing individual class writing lessons aligned with the county SLO.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Title I:

Materials to Support Writing- \$2,000

Tablets- \$4,000

Materials to Support Teacher Workshops for Instructional Materials- \$597.50

Learning A-Z- \$1,500

Professional Development Library- \$253.12

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

Not Applicable

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Mathematics

Long Term Goal: To reduce the percent of non-proficient students for each subgroup and overall performance by half by 2017.

Short Term Goal: To meet the school specific established AMO for each subgroup and overall performance by 2014.

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

Table 9 : Mathematics MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	179	138	77.1	218	157	72	196	167	85.2
Hispanic/Latino of any race	≤10	≤10	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	*	*	*	*	*	*
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	≤10	≤10	90	10	6	60	*	*	*
Native Hawaiian or Other Pacific Islander	NA	NA	NA	*	*	*	*	*	*
White	154	119	77.3	183	135	73.8	162	139	85.8
Two or more races	14	≤10	71.4	21	13	61.9	23	19	82.6
Special Education	38	24	63.2	44	25	56.8	42	32	76.2
Limited English Proficient (LEP)	NA	NA	NA	NA	NA	NA	NA	NA	NA
Free/Reduced Meals (FARMS)	132	100	75.8	161	111	68.9	141	116	82.3

1. Based on available data, describe the challenges in Mathematics. In your response, identify challenges in terms of subgroups.

*Math is a challenge in all areas because the AMO was not met across all grade levels and subgroups (except all students in the subgroup of two or more races). Math performance has resulted in school being identified as an approaching target school.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.

* Each grade level team participates in a professional learning community comprised of teachers and support staff that meet weekly to promote commitment to resolve problems, contributions by staff from their experiences and alignment of ideas to improve classroom and school practices. PLC's work in collaborative teams to identify students' needs and plan for additional time and supports.

*Co-teaching exists in grades 2-5 to allow for more teacher-led small groups. Co-teachers collaborate to more effectively monitor and identify students at risk.

*Afterschool math academies will be provided for identified students using benchmark data. Academies will provide continues multi-leveled instruction through the use of differentiation and flexible grouping.

* Use technology resources to supplement learning, promote student engagement and inform instruction. IXL provides immediate feedback to the students and data for the teacher that informs instruction. IXL provides individualized learning situations based on CCRS. Pearson online testing provides pre and post assessments to guide instruction.

* South Penn uses UDL strategies as evidenced by students regularly being offered options for the way they express their understanding.

*Through Family Math Nights, families have genuine opportunities to support and be engaged in the school and their children's education.

*The Math Leadership Team is building internal capacity by participating in professional development/coaching provided by Math Solutions. The team is participating in book studies using Classroom Discussions and Number Talks. Team leader will attend conferences/workshops and the NCTM Conference through Title I and local funding.

*Math specialists are providing "unpacking the standards" CCRS professional development for grade level teams.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

1. In the 2014 School Improvement Plan, schools developed goals, objectives, timelines, and methods for measuring progress toward the goals. Based on available data, please identify any challenges to attaining the stated goal.

Goals were not met in Grades 3-5 in Operations and Algebraic Thinking, Number in Base Ten, and Number and Operations of Fractions.

2. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

As an approaching target school, we are receiving professional development from a math coach for math leadership team members to share with their grade levels. School is implementing number talks. This will directly address numbers and algebraic thinking and numbers in base ten. ACPS is also holding professional development sessions on unpacking the Maryland College and Career Ready Standards. The Math Instructional Specialist will also provide support.

Title I:

Soki.com License- \$6,000

Tablets- \$4,000

Materials to Support Math Instruction- \$2,000

Professional Development Stipends- \$1604.88

Professional Development Books and Materials- \$600

Professional Development Library- \$253.12

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

Not Applicable

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

IV. Science

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	62	36	58.1	85	49	57.6	67	43	64.2
Hispanic/Latino of any race	n/a	n/a	n/a	*	*	*	*	*	*
American Indian or Alaska Native	n/a	n/a	n/a	*	*	*	*	*	*
Asian	n/a	n/a	n/a	*	*	*	*	*	*
Black or African American	≤10	≤10	50%	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	*	*	*	*	*	*
White	54	32	59.3	66	38	57.6	53	35	66.0
Two or more races	≤10	≤10	50%	≤10	≤10	50	*	*	*
Special Education	15	≤10	46.7	17	≤10	41.2	*	*	*
Limited English Proficient (LEP)	n/a	n/a	n/a	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	44	24	54.5	64	34	53.1	49	30	61.2

1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups. FARMS, Special Education, African American, White, as well as all students
2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.
 - To engage all students lesson planning will focus on incorporating STEMified lessons, UDL strategies, and Arts Integration.
 - The instruction will provide opportunities for students to engage in project based investigation.
 - Science kits and hands-on manipulatives will be used to reinforce science concepts and provide real world connections
 - SMART Technology, scientific tools, and Discovery Education will be used as resources to supplement student learning.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

- Teachers will participate in internal Professional Learning Communities driven by teacher and student needs reflected in formal and informal assessments.
 - 82% of the 5th grades will show growth and score 75% or higher on the country benchmarks
1. In the 2014 School Improvement Plan, schools developed goals, objectives, timelines, and methods for measuring progress toward the goals. Based on available data, please identify any challenges to attaining the stated goal.
 - Challenges with our sub-groups attaining 75% or higher on benchmarks and other formal assessments.
 - New form of formal assessment - Online
 2. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.
 - More intentional in our instruction using available resources and incorporation of STEM UDL, and Arts Integration.
 - Provide more opportunities of problem solving strategies and higher level thinking skills in solving real world problems.

Title I:

Materials to Support Science and Math STEAM- \$2,512.56

Professional Development Library- \$253.12

3. *If applicable*, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

Not applicable.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

VI. SPI (School Progress Index) – Use 2013 SPI Data

The 2013 School Progress Index is 0.8711

This SPI places our school in Strand 5

- A. Achievement – Elementary, Middle and High** The Achievement Contribution Value represents your school's performance on the MSA, MOD MSA and MOD HSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school's targets.

Table 20

2013 Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced or Proficient	72.02%	83.95%	55.29%	
2013 Achievement AMOs	89.05%	86.31%	71.39%	
Measure Progress Scale Values	0.8088	0.9726	0.7745	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.2696	+0.3242	+0.2582	
Achievement Contribution Value				+0.2582

List any content area where the Measure Progress Scale Value is less than 1. Math, Reading, Science
Any content area listed should be addressed in the AMO Progress section of the plan.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

- B. Gap Reduction – Elementary, Middle** The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA and MSA for elementary and middle.

Table 21

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013 Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	White 85.80%	White 85.19%	White 68.63%	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	Special Education 56.82%	Two or More Races 76.19%	FARMS 51.61%	
This Year's Gap (complement)	71.02%	91.01%	82.99%	
2013 Gap Reduction AMO (complement)	88.99%	86.23%	89.53%	
Measure Progress Scale Values	0.7980	1.0554	0.9269	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.2660	+0.3518	+0.3090	
Gap Reduction Value				0.3707

List any content area where the Measure Progress Scale Value is less than 1. Math, Science
Any area listed should be addressed in the AMO Progress section of the plan.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

- C. Student Growth – Elementary and Middle Schools Only** Student Growth is defined as the progress a student makes from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school for the following measures: Mathematics Proficiency (MSA Math) and Reading Proficiency (MSA Reading)

Table 23

2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	48.51%	84.85%	
2013 Growth AMO	69.87%	91.09%	
Measure Progress Scale Values	0.6942	0.9314	
Proportional Significance	50%	50%	
Measure Contribution	0.3471	+0.4657	
Growth Contribution Value			0.2439

List any content area where the Measure Progress Scale Value is less than 1. Math, Reading
Any content area listed should be addressed in the AMO Progress section of the plan.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

VII. Attendance – Elementary and Middle Schools

Table 25: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	93.4%	N
Grade 1	93.7%	N
Grade 2	93.9%	N
Grade 3	93.3%	N
Grade 4	94.5%	Y
Grade 5	94.7%	Y

Table 26: Attendance Rate	All Students				
Subgroups – School Level Data	94%	90%*	94%	94%	94%
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	94.8%	94.8%	94.9%	94.6%	93.4%
Hispanic/Latino of any race			*	*	96.8%
American Indian or Alaska Native			*	*	0%
Asian			*	*	0%
Black or African American			92.2%	93.9%	92.2%
Native Hawaiian or Other Pacific Islander			*	*	0%
White			≥95.0%	94.7%	93.5%
Two or more races			≥95.0%	94.1%	92.7%
Special Education	94.2%	≥95.0%	93.7%	93.9%	92.2%
Limited English Proficient (LEP)	*	*	*	*	97.7%
Free/Reduced Meals (FARMS)	94.3%	94.3%	94.2%	94.0%	92.5%

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.

All Students did not meet the AMO by 0.6%.

Grades 1, 2, and 3 also did not meet the AMO by 0.3%, 0.1%, and 0.7% respectively.

Black or African American, White, Two or More Races, Special Education and FARMS subgroups did not meet the AMO by 1.8%, 0.5%, 1.3%, 1.8% and 1.5% respectively.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

The Allegany County attendance policy identifies students with attendance issues and the school pupil service team can intervene. This is initiated through a letter generated through the Board of Education. Phone calls or parent conferences are scheduled based on a case by case situation. The goal of the pupil service team is to work with the students and families to take a proactive approach and provide supports if needed. Support plans are created to help individual students based on the situation. This year the school counselor and Judy Center staff are collaborating and communicating with parents when absences become more frequent or are identified with specific days absent.

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

Phone calls are made to the parents/guardians of students that are absent and have not called the school when a student is absent. This procedure is completed daily and is a change from past practices. Continuous contact and communication with parents is a goal to better ensure consistent attendance of all students. Five students contributed greatly to the decrease in the attendance rate, all being absent more than 36 days each or one quarter of the school year.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

IX. Principal's SLO

PRINCIPAL SLO 1

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

At this point the Principal SLO's have not been developed. A possible focus is listed below.

Writing K-2 – Students will increase the level of writing competency by 2 levels according to the 6+1 Writing traits rubric

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

How does the SLO support School Improvement Needs and/or Goals?

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

PRINCIPAL SLO 2

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

Students in Grades K - 5 will increase math computation fluency by using computation strategies. By using Number Talks students will increase their number sense and understanding in Numbers and Operations in Base 10

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

How does the SLO support School Improvement Needs and/or Goals?

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

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

X. Title I Parent Involvement

Parent/Community Involvement Needs

Describe 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.). Title I schools must analyze information from the Title I Parent Interest Survey.

South Penn Elementary School is supported by a small but very dedicated group of parents. Sharon Talley, Parent Involvement Coordinator, hosts a volunteer workshop each Thursday morning where a faithful group of volunteers cut, paste, laminate and assemble materials for classroom use. These workers and additional volunteers logged over 1305 volunteer hours for the 2013-2014 school year. Our fall parent/teacher conference day was well attended with over 305 conferences held for approximately 58% of our student population; having a parent engaged in meeting the classroom teacher.

The Family Engagement Team coordinates different activities during the school year that are intended to help parents become more aware of the school curriculum and expectations. The Back to School Carnival is a welcoming activity for the school community. All of the money raised from this event goes directly into parent involvement activities and supplements the Title I Parent Involvement budget. A Martin's Bonus Card sheet was sent home to get participation from families to complete. As an incentive for returning the form, the school gets a percentage of money spent at Martin's every time the bonus card is used. MSA night, hosted by our teachers, math instructional specialist, and reading instructional specialist, enables parents to have a better understanding of the PARCC assessments. The committee also conducts two canned food drives in conjunction with the community and has financially supported other community projects or has given food or clothing to a needy family or other altruistic causes. PAT has also honored requests from classroom teachers to help with payment for student school field trip money. The committee also sponsors Operation Santa and the faculty "adopts" families for Christmas.

A Title I parent survey was sent home in the spring of 2014 asking parents to select the topics on which they would like information. The number one response was, "Helping my child improve his/her attitude and behavior at home and/or school." Responses for second were, "How to help my child with reading." and "How to help my child with Math." These topics will be addressed in the Assessment Night and other sessions being offered throughout the year related to literacy and curriculum. Family Literacy Night through the Judy Center is offered monthly. This workshop is open to students in grades PreK through first (although no one is turned away). The purpose of these meetings is to provide parents information to help them work with their children at home.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Through the SWIFT (School-wide integrated framework for transformation) – In an effort to increase the effectiveness of family engagement at South Penn, administrator will take a more active role in identifying family needs through increased collaboration with teachers.

Parent Advisory/ Title I Parent Committee 2014 – 2015

Name	Grade Level	Position
	Representation	
Wesley Brown	3	PAC Representative
Theresa Brown	3	PAC Alternate
Holly Hamilton	K	
Tara Fair	5	
Latoya Mundy	preK/1	
Julie O’Haver	3	
Amanda Llewellyn	2	
Sharon Talley		Parent Involvement Coordinator
Alice McCullough	2/5	
Debra Paugh	4	
Scott Sisler		Principal

Under the “Grade Level Representation” column, identify the grade level being represented by this parent. Under the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent,

Page **23** of **67**

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Teacher, Community Member, and so forth. **The parent committee must represent a cross section of the school community. Title I schools must have representations from all grade levels.**

SOUTH PENN’S PARENT INVOLVEMENT PLAN

Expectations

As a schoolwide Title I school, South Penn’s Parent Involvement Plan meets and exceeds the requirements of the Title I, Part A Section 1118 No Child Left Behind Act of 2001 (NCLB).

South Penn recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff at South Penn welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

- I – Shared decision-making opportunities
- II – Annual meeting to explain the school-wide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school
- IV - Formal and informal evaluation of the effectiveness of parent involvement activities
- V – Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.
(MAEC)
- VI – Activities that promote a positive environment of high expectations shared by home and school

South Penn accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent Involvement Plan with the district’s Parent Involvement Plan.

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

increasing skills to support academics at home, the school will meet all AMO targets on the MSA for 2014-2015.

Action Plan

Title I Requirements	Description of Activities/ Actions/ Initiatives	Date(s)	Whom should you contact for more information?
I. Shared Decision Making <ul style="list-style-type: none"> ◆ The school improvement plan is developed with input from parents. ◆ The school improvement plan is available for parent review and input at any time. ◆ The parent involvement plan is developed with input from parents. 	<p>A Title I parent meeting is held prior to the submission of the plan. At this meeting As well a notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office Technical Assistance Team. We are working towards Parent representatives on the Leadership Team to help collaborate with school staff on the development of the plan.</p> <p>A synopsis of the school improvement plan and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.</p> <p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year’s plan and make revisions. The Leadership Team will review the proposed plan. In October, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is</p>	<p>October 2014</p> <p>Ongoing</p> <p>October 2014</p>	<p>Administrators</p> <p>Leadership Team</p> <p>Administrators, Parent Involvement Coordinator (PIC)</p>

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

◆ The parent involvement plan is distributed to all parents	submitted to the Leadership Team for approval. A summary of the parent involvement plan is distributed to all families after the Central Office Technical Assistance Team has approved the school improvement plan.	December 2014	Administrators, Leadership Team
◆ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.	A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's Home-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by the Leadership Team. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the Leadership Team for approval.	May 2014, May 2015	Administrators, Leadership Team
◆ Parents are involved in the decisions regarding the spending of the parent involvement funds.	A committee that includes a least one parent representative from each grade level will meet in April or May to review the proposed budget. The proposed budget will be reviewed by the Leadership Team. In September, parents of all students will have an opportunity to review the budget and provide feedback. Comments will be reviewed and revisions made as needed. The final budgets will be submitted to the Leadership Team for approval.	May 2014, May 2015	Administrators, Leadership Team
II. Annual Meeting	*Title I Informational Meeting-	October 14, 2014	Principal

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

<p>◆ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental involvement.</p>	<p>Principal will share and discuss a Powerpoint that will introduce the Title I staff and review the Title I program. Parents have an opportunity to review Home School Compacts, PI budget and plan, School Improvement Plan for input.</p>		
<p>III. Building Parental Capacity</p> <p>◆ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.</p>	<p>* Meet the Teacher Night provides parents an opportunity to meet their child's teacher. The teacher shares information regarding grade level curriculum, classroom expectations, and addresses any questions.</p> <p>* Report Cards are distributed quarterly</p> <p>* Parent conferences are held according to the county schedule and as requested.</p> <p>* Grade level orientation meetings are held to inform parents of the expectations for the upcoming school year.</p>	<p>August 20, 2014</p> <p>November 10, 2014,; January 28, 2015; April 7, 2015; June 18, 2015</p> <p>October 2, 2014 February 26, 27</p> <p>May 2015</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p>

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

♦ Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	<p>*Family Literacy Night –sponsored by the Judy Center and hosted by a first grade Teacher. Parents of students in PreK through grade 1</p> <p>*Math Night will focus on math practices. Budget: Stipends (\$707.40), Materials (\$1,200), ~Babysitting Stipend (\$267.48)</p> <p>*PARC Assessment Night Budget: Stipends (\$471.60), Materials (\$1,200) ~Babysitting Stipend (\$267.48)</p> <p>*ELA/STEAM Night will be held for parents. Activities will demonstrate how ELA and STEAM are integrated into other content areas. Budget: Stipends (\$707.40), Materials- (\$1,200) ~Babysitting Stipend (\$267.48) FOOD for Parent Meetings (\$523.55)</p>	<p>Monthly: September through April</p> <p>January 2015</p> <p>February 2015</p> <p>April 2015</p>	<p>1st grade teachers</p> <p>Grade K-5 Teachers and Support Staff</p> <p>Administrators, Instructional Specialists Grade 3-5 Teachers and Support Staff</p> <p>Grade Level Teachers, Resource Teachers</p>

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

♦ Educate school personnel on how to work with parents as equal partners in their child' education.	<p>*A midyear survey is sent home in February to families regarding the implementation of the Title I school wide program. Results are shared with staff and concerns are addressed.</p> <p>*Title I interest survey is distributed to parents in the spring which gives feedback on parent interest and concerns.</p> <p>*Coffee with the Principal / Dinner with the Principal – open agenda and Specific Agendas - parents are free to discuss concerns or ask questions. Future times will follow. Budget: Materials- (\$208.07) , Food- (\$523.55)</p>	<p>February 2015</p> <p>April 2015</p> <p>Monthly – October - May</p>	<p>Administrators, PIC</p> <p>Administrators, PIC</p> <p>Principal/AP</p>
♦ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., library, 21 st Century After School Program, Head Start, etc.	<p>The 21st Century Afterschool program runs from September through April and services fifty students.</p> <p>*Transportation is provided so prekindergarten students can attend both South Penn and Head Start</p> <p>*Early childhood trainings and articulation meetings are attended by PreK and K teachers as well as Head Start staff to promote collaboration between agencies.</p> <p>*The Judy Center provides support to early childhood families by providing services and workshops.</p>	<p>September 2014 through April 2015</p> <p>Throughout the school year.</p> <p>May 2014</p> <p>Ongoing</p>	<p>After School Coordinator and staff</p> <p>Pre K & K teachers, Head Start</p> <p>Pre K & K teachers</p> <p>Judy Center Facilitators</p>
♦ Ensure information is presented in a format and /or language	*An information bulletin board is located in the main lobby with parent information.	Throughout the year	PIC

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

parents can understand.	<p>*School monthly newsletters are distributed.</p> <p>*A school and county web page is maintained.</p> <p>*Parent Institute newsletter is sent home with information and tips on how to parents can support their child's education. Budget: Subscriptions (\$350)</p>	<p>Monthly</p> <p>Throughout the Year</p> <p>Monthly</p>	<p>Administration</p> <p>Administrator</p> <p>PIC</p>
◆ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities	<p>*PIC maintains a log of parent contacts and often personally invites parents or may extend a second written invitation.</p> <p>*Babysitting is provided to make school visits possible for all parents. Budget: Stipends for babysitting (\$267.48)</p>	<p>Throughout the year</p> <p>As needed</p>	<p>PIC /School Counselor</p> <p>Administration</p>
<p>IV. Review the Effectiveness</p> <p>◆ The effectiveness of the school's parental involvement activities will be reviewed.</p>	<p>*A parent survey is sent home in February to allow parents to give feedback on school climate and topics of interest.</p> <p>* Parents are given the opportunity and are encouraged to complete evaluation forms following each parent involvement activity.</p> <p>* Forms are reviewed and discussed by staff.</p>	<p>February 2015</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Administrators, PIC</p> <p>Leadership Team, PIC</p> <p>Leadership Team</p>
<p>V. Mid Atlantic Equity Consortium, (MAEC)</p> <p>◆ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org</p>	<p>*Information is displayed in the lobby and sent in the September and other monthly newsletter throughout the year. The website is also shared with parents at the Title I meeting. The link is also posted on the school's website.</p>	<p>Ongoing</p>	<p>Administrators, PIC</p>
IV. Joyce Epstein's Third Type	<p>*Every Thursday, a parent workshop is conducted where parents may help make</p>	<p>Thursday</p>	<p>PIC</p>

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

of Parent Involvement	materials to support students' education. Materials are submitted by classroom teachers. Budget: PIC Materials (\$597.50)		
◆ Volunteering	*Classroom teachers also might request parent volunteers for fieldtrips and to support learning in the classroom.	Various times	Classroom Teachers

XII. Tell Survey Update- Data not displayed due to the lack of 50% participation.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Section XIII. Management Plan

1. How will the plan be shared with the faculty and staff?

After the School Improvement Plan is adopted by the School Improvement Team and reviewed by the staff of the Board of Education, it will be presented at a faculty meeting and distributed to the entire faculty and staff. A condensed outline version of the Reading and Math activities will also be printed and distributed to faculty.

2. How will student progress data be collected, reported to, and evaluated by the Leadership Team?

DIBELS will be administered in September, January and May by classroom teachers. Reading intervention teachers will record data and print the statistic charts to be shared and discussed at grade level data meetings. Reading Benchmark data will be recorded on classroom teacher student growth charts. This data will be monitored by the Reading Specialist and Administration. Reading Intervention Teachers will keep the Leadership Team informed of progress on all Reading milestone data.

Math Benchmark data will be recorded quarterly. Data will be monitored and discussed at grade level data meetings and will be reviewed by the Math Focus team and reported back to the Leadership Team. Continuous review of individual math facts data will be completed by classroom teachers. The math focus team will continue to look at best practices and will share findings with grade level teams.

Attendance Data will be organized and reviewed by PST. The AP and guidance counselor will report to the Leadership Team.

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

The School Improvement Plan is considered a “living” document. Milestone and assessment data will be disaggregated and reviewed to determine if sub-group performance is improving. The overall effectiveness of the program will be assessed based on data results and student response to instructional strategies addressed by the school improvement document. Teacher and administration collaborative conversations will also be used to evaluate the effectiveness of the the School Improvement plan strategies being implemented. Revisions will be made based on the findings of both the collaborative conversations and review of data.

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

All classroom teachers will have access to the SIPlan through Edmodo.com and a condensed outline version of the Reading and Math activities. Teachers will be aware of school goals and proposed activities. During Data meetings teachers will discuss, review, analyze and monitor data and to review the appropriate portion of the plan making the necessary revisions as needed.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

5. How will the initial plan be shared with parents and community members?

The initial plans identified areas of needs and responses to them are shared at the initial Title I parent meeting. A copy of the plan will be placed on the school's website. A condensed version of the plan will be sent home to parents to share the activities the school is using to address Reading, Math, Science and Attendance.

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

Updates to the plan will be uploaded to the school's website. Revisions to the plan will be shared during coffee with the principal and at designated PTA meetings. The staff will receive updates to the plan and will have discussions in regards to instructional shifts needed during PLC meetings.

7. How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?

Central office staff provides technical support, professional development opportunities, and assistance in the on-going school program. Mr. John Logsdon, Supervisor of Federal Programs; Mrs. Dee Blank, Supervisor of Elementary Education; and Mr. Mike McGowan, Supervisor of Elementary Education, or their representative provide technical assistance and support, for the mission of South Penn School. Title I School Support Specialist, Ellen Sause, funded by the Federal Office offer technical support. Mrs. Sause is also a member of South Penn's School Leadership Team and meets regularly with the SIT Chair and administration to discuss Title I expectations and goals. Tessa Fairall, locally funded math specialist, and Krista Trenum, locally funded ELA specialist, also provide assistance to the South Penn staff. Mrs. Fairall and Mrs. Trenum have been assigned to South Penn 2.5 days to provide needed assistance in mathematics and ELA. Both specialists collaborate with the administration, Stacey Bradley, Reading Specialist, and Karen Snurr, Intervention Coordinator/SIT chair and the focus team chairs to analyze data, provide professional development opportunities, and other additional specific requests

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

The Leadership Team meets monthly and data meetings are held to discuss, review, analyze and monitor data and to review the appropriate portion of the plan making the necessary revisions as needed.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Section XIV. Leadership Team Roster

Name	Position	Signature	Date
Scott Sisler	Principal		
Tessa Fairall	Assistant Principal		
Karen Snurr	Reading Intervention/SIT Chair		
Stacey Bradley	Title I Teacher		
Charlene Beeman	ICT Facilitator/SWIFT LEA Coordinator		
Shayna Welsh	Kindergarten		
Margaret Garver	First Grade		
Jennifer Ramsey	Second Grade		
Sindy Paris	Third Grade		
Christy Bucy	Fourth Grade		
Karen Goetschius	Fifth Grade		
Lauri Whetzel	Instructional Assistant		
Jennifer Miller	Inclusion Teacher		
Jennifer Kauffman	Music Teacher/AI		
Whitney Gotay	Art Teacher/AI		

Principal:

(Signature)

(Date)

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

XV. Title I Schools – Ten Components

The Ten Components section is an elaboration of the School Improvement Plan. Please include activities/strategies that you use in your school to support each of the Ten Components. Between the activities and strategies that are identified in the School Improvement Plan and the Ten Components, a snapshot of your efforts to meet the requirements of No Child Left Behind will be evident. These efforts should include new activities/strategies as well as the ones that you have been using to help students, staff, and parents be successful.

ALLEGANY COUNTY PUBLIC SCHOOLS

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The Comprehensive Needs Assessment (Data Examination) identifying areas of strengths and areas of needs may be found on the following pages:

ELA Needs Assessment	pages __7__
Math Needs Assessment	pages __11__
Science Needs Assessment	pages __14__
Attendance Needs Assessment	pages __19__
TELL Survey	page(s) __31__

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT TWO: SCIENTIFICALLY- BASED

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SCHOOLWIDE REFORM STRATEGIES

ELA

Maryland’s College and Career-Ready Standards for ELA instruction are utilized. In Fall 2010, the 2011 *Treasures* Series from Macmillan McGraw-Hill was implemented as the core reading program during 120 minute language arts block. Scientifically research based strategies and best practices are the foundation of the instructional program. Include reading intervention programs such as ERI, Read Naturally, SRA, Foundations, Wilson Reading, etc.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages ____8____. Please complete the chart with additional best practices and strategies that support reading achievement.

SBR/Best Practice Strategies	Materials/Resources for Implementation
Systematic and Explicit Reading Instruction	Maryland’s College and Career Ready Standards, Macmillan McGraw Hill Reading Program, Selected Literature
Small Group Instruction	Scholastic NEXT assessments, MCCF, MacMillan McGraw Hill Reading Program, Selected Literature, Graphic organizers
Individual Student Conferencing	Scholastic NEXT assessments, Intervention staff
Reading Interventions	Intervention Teachers, Foundations Interventions Program, Read Naturally
Inclusion Model	Inclusion Teachers, Inclusion planning sheets, Small groups, Co-Teaching Model, SWIFT
UDL Strategies	IRIS website resources, UDL Frameworks, Technology
Differentiated Instruction	Small Groups, Inclusion teachers, Inclusive planning practices, Scaffolding, Leveled Readers
Arts Integration Strategies	Resource Teachers, Artist in Residency workshops, AI Professional Development
Instructional Shifts – Text Complexity, Close Reading, Text dependent questions	Maryland’s College and Career Ready Standards, EEA resources, PARCC assessment resources
Technology	Ipads, APPs, Laptops, Connect ED, Book Share, Tablets, SMART Tables, SMART Boards , DRAFT Builder
Formative Assessment	FAME

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

MATH

The math instructional program is based on Maryland’s College and Career-Ready Standards. The 2012 *enVISION* series by Pearson is utilized as the core program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math pacing guide. Math benchmarks are administered in grades K-5, four times per year. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages ____12____. Please complete the chart with additional best practices and strategies that support math achievement.

Best Practice Strategies	Materials/Resources for Implementation
Systematic and Explicit Instruction	envision math series by Pearson , Number Talk, Math Solutions Information
UDL	Principles of UDL
Differentiated Instruction	Pearson pre-assessments, diagnostic and Intervention kit, small groups
Station Teaching and Independent Learning	IXL, Pearson Math Centers, Center Stage Activities, math fact fluency games and strategies
Technology	Apps, SMART Technologies, Tablets , Soki.com
Vocabulary Development	Math Focus Walls
Assessment and Data driven instruction	Pearson, IXL
CRA Sequence (Concrete, Representation, Abstract)	Manipulatives, Pearson Site, EnVISION Series, graphic organizers, process charts
Inclusive Practices	Inclusion Teachers, Inclusion planning sheets, Small groups, Co-Teaching Model , SWIFT
Math Coaching	Math Solutions
Formative Assessments	FAME

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT THREE: HIGHLY QUALIFIED STAFF

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PROFESSIONAL STAFF:

According to the teacher requirements of the NCLB and the State of Maryland, 36 of 36 teachers (100 per cent) are highly qualified for the grade level in which they provide core subject instruction and are the teacher of record. (Core subjects: English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, Geography)

89% of teachers holds an advanced professional certificate.

0% of teachers with National Board Certification.

PARAPROFESSIONAL STAFF:

According to the NCLB requirements for all instructional assistants (Title I funded, Special Education funded, and locally funded), 19 of 19 instructional assistants (100 per cent) have met one of the three qualification requirements. Instructional assistants work under the direct supervision and in close proximity of the classroom teacher.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

STAFF Funded by Title I:

Complete the following chart to identify the Title I funded personnel assigned to your school. Include his/her job responsibilities.

Personnel Name	HQ Status/Position	Job Responsibilities	Rationale for the Position
Sharon Talley	Highly Qualified/ Parent Involvement Coordinator (PIC)	PIC serves as a member on the Title I Parent Committee. She encourages the participation of parents from diverse backgrounds through personal contacts. She organizes volunteer workshops to assist teachers in making instructional materials.	Provides services needed to increase parent involvement within the school.
Stacey Bradley	Highly Qualified/ Reading Specialist	Organizes and gives direction to the various intervention groups. Helps to collect, maintain, and monitor reading data. Works with small groups for reading intervention in grades 1 - 3. Co-teaches with various grade levels. Provides instructional coaching to teachers.	Maintains the overall picture of interventions throughout the school. Allows for needed interventions for at-risk students. Provides information and training for parents. Works to improve the quality of instruction.
Candice Miller	Highly Qualified/ Teacher	Helps to collect, maintain, and monitor reading data. Works with small groups for reading intervention in grades K - 5.	Offers intervention to students in both Math and Reading to increase student achievement.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Lauren Finster	Highly Qualified/Teacher	Class size reduction teacher for Grade 5.	Allows for smaller instructional groups to facilitate greater student engagement and target at risk students to increase student achievement.
Sheri Corley	Highly Qualified/Teacher	Class size reduction teacher for grade 3.	Allows for smaller instructional groups to facilitate greater student engagement and target at risk students to increase student achievement.
Robin Everline	Highly Qualified/ Instructional Assistant	Under the direct supervision and in close proximity of the classroom teacher, the IA works with teacher identified students in grades K-3 for reading and math.	Offers intervention to students in both Math and Reading to increase student achievement. Works directly with classroom teachers and special education teachers to co-teach and provide small group assistance to identified students.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT FOUR: HIGH QUALITY

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PROFESSIONAL DEVELOPMENT

Staff development is an on-going commitment. Supervisors provide county staff development related to the state curriculum, best teaching practices, and differentiated instruction. School level teams continue these professional development initiatives at the school level. In addition, specific high quality professional development activities identified in the needs assessment process are included in the School Improvement Plan. ELA and math benchmark assessments, *DIBELS Next*, and unit tests are analyzed to monitor student progress and drive instructional changes. The goal of professional development is to provide teachers with effective instructional strategies that will increase achievement for the identified subgroups.

Please see School Improvement Plan:

ELA pages __7__

Math pages __11__

Science pages __14__

In the table below are additional Professional Development activities that will support the implementation of the plan, but are not listed in the plan due to the narrow focus on subgroup performance.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Professional Development Calendar/ Funding Table

Initiative Focus	School Improvement Plan Alignment	What/How (Content/Process)	Date(s)	Evidence of Successful Completion	Presenters/ Facilitators Audience	Funding Source	Budget Calculation
<input checked="" type="checkbox"/> Title I Districtwide Initiative <input type="checkbox"/> School Initiative	Strategy: Improve effective math instruction.	One staff member will attend the NCTM conference. Follow up: Participant will share information, strategies, etc at the school	Nov 12- 14, 2014 Ongoing at school level	Conference attended Facilitator shared information at PD sessions	Presenters/ Facilitators: Jenny Ramsey Audience: Title I teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I districtwide <input type="checkbox"/> Other	
<input type="checkbox"/> District Initiative <input checked="" type="checkbox"/> School Initiative	Strategy: To provide for more effective Professional Learning Communities	Professional Learning Communities will provide teachers an opportunity to engage in deep conversation on content that will increase their understanding, impact instruction, and increase student achievement. Follow up: Observations and walk-throughs by administration and staff	TBD	Common goals and authentic experiences shared with faculty and staff	Facilitators: Admin, Lead Teachers Audience: PLC members	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I districtwide <input type="checkbox"/> Other	4 subs x 4 days = \$1,472

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

<input type="checkbox"/> District Initiative <input checked="" type="checkbox"/> School Initiative	Strategy: To support effective classroom instruction	Principal will attend National Title I Conference that will support instruction in reading and math Follow up: Principal will share information with appropriate staff during faculty and/or team meetings.	February 5-8, 2015	Conference attended Information shared with staff	Presenters/ Facilitators: TBD Audience: Teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I districtwide <input type="checkbox"/> Other	\$2,500- See Professional Development budget
<input checked="" type="checkbox"/> MSDE Initiative <input type="checkbox"/> School Initiative	Strategy: To support effective classroom instruction	Instructional Teaching Staff will participate in 5 Modules of FAME with Communities of Practice Follow up: Continued community of practice and implementation	Monthly	Completion of Modules and Communities of Practice	Presenters/ Facilitators: Stacey Bradley, Peggy Garver, Kyla Dunn Audience: Teachers	<input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Title I districtwide <input type="checkbox"/> Other	MSDE Budget
<input checked="" type="checkbox"/> District Initiative <input type="checkbox"/> School Initiative	Strategy: To support effective classroom instruction	Implement Coaching Model in Math Follow up: Share information with grade level teams and apply Number Talk principles	6 visits	Implementation through use of walk-throughs	Presenters/ Facilitators: Math Solutions Audience: Teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input type="checkbox"/> Title I districtwide <input checked="" type="checkbox"/> Other- Approaching Target	See District Budget
<input type="checkbox"/> District Initiative <input checked="" type="checkbox"/> School Initiative	Strategy: Book Study Group	Staff members will meet to discuss a book	Ongoing	Group Meetings were held	Presenters/ Facilitators: Admin	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I districtwide <input type="checkbox"/> Other	6 weeks x 1 hour x 12 teachers x \$22.29 = \$1,604.88 Materials- \$600

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS

NO CHILD LEFT BEHIND

COMPONENT FIVE: ATTRACT AND

RETAIN HIGH QUALITY TEACHERS

- **ACPS**

The recruitment and hiring of teachers is the role of the Human Resources Department of the Allegany County Public Schools. Human Resources follows a recruiting process. Representatives from ACPS travel to job fairs to interview and share information about the school system and about Allegany County. Long term substitutes and student interns are observed by principals and supervisors, and recommendations for hiring are made. A team from the Central Office and a principal interviews candidates and forms a pool of applicants. The Supervisors of Elementary Education make recommendations to principals for candidates to be personally interviewed. The principal informs Human Resources of a selection for final approval for hiring.

ACPS and Frostburg State University collaborate closely in the Professional Development School Program. This program places student interns in the schools. Frostburg State responds to the concerns of the ACPS. An added benefit for teachers is that the tuition for college classes is free for a designated number of participants per semester. Professors from Frostburg State University serve as members of School Improvement Teams at various county schools. This provides an opportunity for them to participate in school decision-making and to understand the needs of the schools. The professors are also available to provide professional development to schools upon request.

A Mentoring Program for first year teachers has been established. First year teachers are provided the opportunity to participate in professional development sessions to enhance their understanding of the role of a teacher, delineate the expectations of ACPS, and give background information about system initiatives. Another important part of the mentoring program is the pairing of a first year teacher with a more experienced teacher in the school. The teachers meet weekly to share concerns and to offer support.

Allegany County Public Schools 2014 – 2015 School Improvement Plan

There are many factors which make ACPS an attractive employer. Elementary schools maintain a low student/teacher ratio. Teachers have many opportunities to participate in school decision-making through membership on the School Improvement Team, Student Achievement Team, Climate Action Team, or Partnership Action Teams. In addition, all teachers newly hired as well as current employees will be given credit for their years of teaching experience.

The quality of life in Allegany County is good. The county is located in a rural area, yet the metropolitan areas of Baltimore, Pittsburgh, and Washington, D.C. are within a two and one-half hour drive. Lower real estate prices allow young families to purchase homes at more reasonable costs. Traffic congestion is minimal. The crime rate is low. The close proximity of Frostburg State University allows minimal disruption to schedules for completion of a Master's degree or Doctor of Education in Educational Leadership (Ed.D).

Therefore, attracting and retaining high quality teacher is not a concern at this time

- **School Level**

How are you attracting teachers to your building?

A shared and collaborative commitment to the development and maintenance of a professional learning community that is grounded in a caring and compassionate environment and is dedicated to being an effective, child-centered place for learning for all, whatever it takes. Our staff welcomes and is invigorated by the almost overwhelming opportunity to make a difference in a child's life every day. Additional factors include small class sizes, various staff development opportunities, and collaborative conversations embedded in weekly team meetings.

How are you attempting to retain teachers in your building?

South Penn is comprised of a caring and dedicated staff who wants to be here. The staff feels trusted with open communication and professional integrity. The staff has administrative support and is a part of shared decision making. There are weekly parent workshops to provide assistance to classroom teachers. At South Penn, there is a climate that values the academic contributions of each staff member. A special relationship exists between our staff and students, and an awareness by the staff of our student's needs and the belief that we are able to meet those various and challenging needs.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Please complete the chart counting only those teachers who are responsible for instructing students in the following areas: ELA, Math, Writing, Science, Social Studies, Art, or Music. Special Education teachers who teach these subjects must be included.

Years Teaching in this School	Number of Teachers	Percentage
First year teaching	0	0%
2 – 5 years teaching	3	8.3%
6 – 10 years teaching	10	27.8%
More than 10 years teaching	25	69.4%

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT SIX: BUILDING PARENT CAPACITY

NO CHILD LEFT BEHIND

Educators in the school recognize the importance of the home-school connection. Involving parents in the school is a crucial step toward enhancing student performance. The Allegany County Public Schools' Parent Involvement Policy is posted on the ACPS website. Title I schools post and distribute a copy of the Allegany County Parent Involvement Plan to the families of the students in the school. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is posted and also distributed to parents.

The Title I School Support Specialists assist all Title I schools and the Parent Involvement Coordinators in implementing high quality programs for parents. A Parent Involvement Coordinator is on-site at South Penn School for 2 days per week. In this position, the Parent Involvement Coordinator serves as a liaison between the home and school and assists in planning parent activities.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. NCLB identifies six requirements designed to build parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the school's Parent Involvement Plan. **Please refer to the Parent Involvement section on pages __22__ for a description of the implementation of these standards.**

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND

**COMPONENT SEVEN: TRANSITIONS FROM
EARLY CHILDHOOD PROGRAMS**

Program	Date/ Timeline
Meetings with Head Start and Pre-K teachers	May 2015
Transition reports provided by Head Start for entering Kindergarten students	May 2015
Pre-K and Kindergarten Parent interviews	August 2014
IEP meetings	Tuesdays or as needed
Pre-K and Kindergarten Orientation Meetings- include dates	May 2015
Buster the Bus Program	September 30, 2014
Joint registration with Head Start and Pre-K	March 2015
Transportation between Head Start and Pre-K	Daily
Open House	August 20, 2014
Articulation meetings between Pre-K and K	May 2015
Articulation meetings between K and Grade One	May 2015
Articulation meetings between grades 1-5	May 2015
Data analysis meetings	Monthly

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Articulation meetings with middle school staff	May 2015
Grade 5 middle school visitation	May 2015
Annual Title I Meeting	May 2015

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT EIGHT: TEACHER INVOLVEMENT

NO CHILD LEFT BEHIND

IN DECISION-MAKING

Teachers are members of the School Leadership Team and other Instructional leadership teams as well as non-instructional committees. Instructional decision-making reflects student assessments and data from the School Climate Survey.

The School Leadership Team membership is comprised of teachers representing all grade levels and areas of expertise. The Leadership Team manages the development, implementation, and evaluation of the School Improvement Plan. The team makes site-based decisions regarding school operations and procedures, curriculum, parent involvement activities, and budget items based upon assessment data, survey data, and observations. Serving as required members of the Leadership Team are the chairpersons from each Action Team..

In addition to the Leadership Team, five other decision making Professional Learning Teams operate in our school: Math PLC w/Math Solutions, Grade Level PLC Reading/Math, Collaborative Planning Team UDL/AI PLC, FAME PLC, and PBIS Team/Family Engagement Team. Each team includes teacher representation.

Based on SWIFT PLC/PD Structure, the teams provide the governance structure for shared leadership and decision making. They effectively engage the school community in an ongoing, problem solving, goal setting, and decision making process. However, the Leadership Team is ultimately responsible for providing leadership and for monitoring the school plan.

SWIFT PLC/PD STRUCTURE

The Leadership Team focuses on the correlates of:

- Shared Instructional Leadership that is collaborative and promotes clear and focused school improvement efforts as the team works and shares the responsibility necessary for accomplishing their mission.
- Clear and Focused Mission which reduces fragmentation of effort, encourages continued development of commitment to and accountability for improving the agreed upon indicators of success for all.
- Increased Opportunities to Learn/Time on Task through interdisciplinary integration of subject matter performance based instruction, and real world application of knowledge and problem solving skills.
- Frequent Monitoring of Student Progress and Instructional Approaches and Programs ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.

Math PLC with Math Solutions:

- Team comprised of one teacher from each grade level
- Builds capacity while focusing on number talks and differentiated tasks
- Instructional coaching tailored to individual teacher needs

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

- Book studies with *Number Talks* and *Classroom Discussions*

Grade Level PLC

- Transdisciplinary approach to instruction planning
- Rigorous and reliable teaming processes are used for groups of teachers to collaborate on the ongoing exploration of student learning and are focused on results

Collaborative Planning Team UDL/AI PLC

- General and support teachers work together using a teaming process to provide and monitor academic instruction across all three tiers
- Explores teaching and learning strategies based on evidence-based practices aligned to the CCRS
- Utilizes instructional practices such as UDL, differentiated instruction, and flexible grouping to include all students in Tier I instruction
- Data drives instructional decisions

FAME PLC

- Gain a better understanding of learning progressions
- Clearly define learning goals and success criteria to students
- Descriptive feedback is linked to the intended instructional outcomes
- Implementation of self and peer assessments
- Teachers and students will work as “partners” in the learning process

PBIS Team/Family Engagement Team

- Collaboration with community organizations and members to strengthen school programs and student learning
- Families have the opportunity to provide feedback on school processes as well as enrichment activities that could help them achieve family goals and improve student outcomes
- School uses universal (Tier I) Positive Behavior Intervention and Support (PBIS) strategies
- School has evidence based (Tier II) strategic interventions for behavior support
- Families have opportunities to be engaged in before and after school activities to enhance their children’s education

If your school has modified this decision making model as a result of site based management, please describe in detail how teachers are involved in decision making. If the description of your Management Plan in your School Improvement Plan is detailed, please cite the pages. If the description is not detailed please describe your Management Plan in detail in this section.

Please see the Management Plan page(s) 32 of the SIP.

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT NINE: EFFECTIVE, TIMELY ADDITIONAL

NO CHILD LEFT BEHIND

ASSISTANCE

The school provides many additional services for students who are experiencing difficulties. These safety nets include:

Academic	Explanation of Service
<input type="checkbox"/> Reading intervention programs	Foundations©, Wilson, Read Naturally by intervention teachers to support at risk students
<input type="checkbox"/> Differentiated and small group instruction	Special Education Inclusion Staff, Classroom Teachers to meet the needs of diverse students
<input type="checkbox"/> Inclusion in general education classes	Special Education Inclusion Staff and other Support Staff to scaffold instruction for at risk students
<input type="checkbox"/> Opportunity to address student academic needs	Instructional Consultation Team to identifying at risk students
<input type="checkbox"/> Academic support with homework and tutoring	21 st Century Afterschool Program directed by Ms. Miller and a highly qualified staff to support at risk students Title I After School Tutoring
<input type="checkbox"/> Early identification of early childhood students	Maryland Model for School Readiness; Early Identification and Intervention Program by identifying students needing extra support, eCAS Pilot
<input type="checkbox"/> Data Analysis Meeting	School reading and math specialists will work with school personnel to analyze data and identify students needing intervention
<input type="checkbox"/> Intervention Team	Committee members will identify students who are not responding appropriately to intervention

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

<input type="checkbox"/> Embedded Professional Development	County reading and math specialists will work with administration and teachers to provide job embedded staff development and discussions on best practices
<input type="checkbox"/> Regional Summer School for students identified through the IEP process	County Instructional and Support Staff
<input type="checkbox"/> Judy Center Summer School	Focus Pre-kindergarten / Kindergarten Students
Social/Emotional/Physical Assistance for Students and Families	
<input type="checkbox"/> Classroom lessons, individual counseling, small groups	Fulltime onsite School Counselor to support students in building social skills
<input type="checkbox"/> Behavior support	Learning Assistance Program (LAP), PBIS program coordinated by Assistant Principal, Center on the Social and Emotional Foundations for Early Learning (CSEFEL), Peace Builders Program to build student's coping skills with less instructional time lost.
<input type="checkbox"/> Drug Awareness	D.A.R.E. (Drug Abuse Resistance Education) Program, county police officer to provide students with knowledge to make appropriate choices
<input type="checkbox"/> Supplemental food	Backpack Program (Church of the Nazarene) Holiday Food Baskets (Family Involvement/Staff) Food Giveaway (Church of the Nazarene)
<input type="checkbox"/> School Supplies	Local funding by school so students are prepared to learn As well several organizations donated school supplies for use by students.
<input type="checkbox"/> Clothing (Winter Coats)	Safe and Snug from Family Preservation and Susquehanna Bank
<input type="checkbox"/> Resources to Support Homeless Students	Partnership with local agencies to provide materials, transportation and other services
<input type="checkbox"/> Mental Health Counseling	Mental Health counselors from outside agencies provide school base therapy

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Health	
<input type="checkbox"/> Daily health needs	Fulltime onsite School Nurse to address health concerns
<input type="checkbox"/> Dental Screenings and Sealants	Allegany County Health Department to prevent tooth decay
<input type="checkbox"/> Vision Screenings	Lion's Club (PreK), Allegany County Health Department (PreK, K,1,5)
<input type="checkbox"/> Monitors weight and height for records	Health Nurse
<input type="checkbox"/> Dispenses prescribed medication	Health Nurse
Attendance	
<input type="checkbox"/> Support for attendance concerns	Pupil Service Team offer support in order that students do not miss instructional time
<input type="checkbox"/> Family Involvement/PBIS	Committee creates a staff/student mentoring program; reviews data Check-In/Check-Out to further identify areas in which the school can offer additional support
Parental Involvement	
<input type="checkbox"/> Individual contacts with parents, as needed	Parent Involvement Coordinator on site 2 days per week to enhance the home/school connection
<input type="checkbox"/> Childcare	Local School with Title I funding to provide opportunities for interaction between the home and school
<input type="checkbox"/> Opportunities to discuss progress of child	Parent conferences scheduled twice yearly but also held when needed to partner with parents for the enrichment of student's learning

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

<input type="checkbox"/> Coffee with the Principal	Monthly open forum to increase communication between school and families. Meetings will occur both in the morning and evening in order to be more accessible to parents.
<input type="checkbox"/> Grade level informational meetings	Provides information on grade level expectations

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS

NO CHILD LEFT BEHIND

COMPONENT TEN: COORDINATION OF FEDERAL,

STATE, AND LOCAL PROGRAMS

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 and State Programs also completes the Annual Comparability Report.

Additionally, the Elementary Supervisors hold monthly Elementary 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, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 15.

**Allegheny County Public Schools
2014 – 2015 School Improvement Plan**

FY 15 Coordination of Funding Sources – South Penn Elementary

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center (Shared with Beall)	Approaching Target 1003 a Grant		
Professional Development	\$6,430					\$24,000		
Extended Day/School Year			\$89,500					
Materials of Instruction	\$14,610.06			\$29,373	\$13,750			
Salaries	\$424,050.87				\$204,522			
Parent Involvement	\$5,235.50							

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Equipment	\$4,000							
Contracted Expenses					\$20,740			
Consumable				\$7,973				
Office				\$6,463				
Other					\$78,659			

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Instructional Program: \$18,610.06

Materials

\$6,512.56

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Materials to support writing	\$2,000	\$2,000	FARMS / Special Education
Math	Material to support Math Instruction	\$2,000	\$2,000	FARMS / Special Education
Science/STEAM	Materials to support Science and Math - STEAM	\$2,512.56	\$2,512.56	FARMS / Special Education

Equipment

\$4,000

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Tablets	\$4,000	\$4,000	FARMS / Special Education

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

PIC Materials

\$597.50

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials to support teacher workshops for instructional materials	\$450		
ELA/Math	Laminating Film	\$147.50		

Subscriptions

\$1,500

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Learning A-Z	\$1,500	\$1,500	FARMS / Special Education

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Web-based

\$6,000

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Web-based License Sokikom	\$6,000	\$6,000	FARMS Special Education

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Budget 2014 – 2015

Professional Development: \$6,430

Stipends / Substitutes

\$3,076.88

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA / Math	PLC Planning and PD to support Instructional Practices	4 subs x 4 days x \$92.00	\$1,472	FARMS Special Education
	Book Study Group Stipends	6 wks – 1 hr/week x 12 teachers x \$22.29	\$1,604.88	FARMS Special Education

Hourly Stipends: Teaching- \$23.58

Non-Teaching- \$22.29

Substitutes: Highly Qualified- \$92.00

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Materials

\$853.12

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Book Study Material / PD Books and Materials	\$600	\$600	FARMS Special Education
ELA/Math/STEAM	Professional Development Library	\$253.12	\$253.12	FARMS Special Education

Conferences

\$2,500

(Include Registration, Travel, Food, Hotel, Substitutes, Tips, Parking)

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Title I Conference	\$2,500	\$2,500	FARMS Special Education

Food: Breakfast- \$16, Lunch \$20, Dinner-\$35; or Daily-\$71

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Budget 2014 – 2015

Parent Involvement: \$5,235.50

Stipends

\$2,153.88

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Stipend for teachers Math Night	30 hours x \$23.58	\$707.40	Building Parent Capacity
Title I Parent Involvement	Stipends for Assessment Night PARCC	20 hours x \$23.58	\$471.60	Building Parent Capacity
Title I Parent Involvement	Stipend for ELA/STEAM Night	30 hours x \$23.58	\$707.40	Building Parent Capacity
Title I Parent Involvement	Stipends for Babysitting so parents may participate in parent sessions	12 hours x \$22.29	\$267.48	Building Parent Capacity

Hourly Stipends: Teaching- \$23.58

Non-Teaching- \$22.29

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Materials

\$2,731.62

***Food Allowance – 10% = \$523.55**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Materials to support parent informational workshops	\$800	\$800	Building Parent Capacity
Title I Parent Involvement	Materials for parent nights	\$1,200	\$1,200	Building Parent Capacity
Title I Parent Involvement	Materials for Coffee with the Principal	\$179.67	\$208.07	Building Parent Capacity
Title I Parent Involvement	Food (refreshments) for parent meetings	\$523.55	\$523.55	Building Parent Capacity

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Subscriptions

\$350

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Parent Institute Newsletter	\$350	\$350	Building Parent Capacity

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

Section XIV. Leadership Team Roster

Name	Position	Signature	Date
Scott Sisler	Principal	<i>Scott W Sisler</i>	10/15/14
Heather Morgan	Assistant Principal	<i>Heather M Morgan</i>	10/15/14
Karen Snurr	Reading Intervention/SIT Chair	<i>Karen Snurr</i>	10/15/14
Stacey Bradley	Title I Teacher	<i>Stacey Bradley</i>	10/15/14
Charlene Beeman	ICT Facilitator/SWIFT LEA Coordinator	<i>Charlene Beeman</i>	10/15/14
Shayna Welsh	Kindergarten	<i>Shayna Welsh</i>	10/15/14
Margaret Garver	First Grade	<i>Margaret Garver</i>	10/15/14
Jennifer Ramsey	Second Grade	<i>Jennifer Ramsey</i>	10/15/14
Sindy Paris	Third Grade	<i>Sindy Paris</i>	10-15-14
Christy Bucy	Fourth Grade	<i>Christy Bucy</i>	10/15/14
Karen Goetschius	Fifth Grade	<i>Karen Goetschius</i>	10/15/14
Lauri Whetzel	Instructional Assistant	<i>Lauri Whetzel</i>	10/15/14
Jennifer Miller	Inclusion Teacher	<i>Jennifer A Miller</i>	10/15/14
Jennifer Kauffman	Music Teacher/AI	<i>Jennifer Kauffman</i>	10-15-14
Whitney Gotay	Art Teacher/AI	<i>Whitney B Gotay</i>	10/15/14

Principal:

Scott W Sisler _____ 10/15/14

(Signature)

(Date)