

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

SCHOOL: South Penn Elementary
SCHOOL PROGRESS INDEX: 0.8711

PRINCIPAL: Scott Sisler

(Please Check)	STRAND	2014 Criteria
	1	➤ Meets and/or exceeds academic standards
	2	➤ Meets academic standards
	3	➤ Minimally meets or does not meet academic standards
	4	➤ Usually does not meet academic standards
x	5	➤ Does not meet academic standards

Are you a Title I school? x Yes ☐ No

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

Are you a High Poverty School? ☐ Yes x No

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

(Please check)	Category	Description
	Reward	➤ Meets and/or exceeds academic standards
	Focus	➤ Need to focus on subgroups not meeting AMOs
	Priority	➤ Multiple subgroups missing AMOs

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2015-2016 School Year

Table 1

School-based Personnel	Part-time	Full-time	Total
Administrators	0	2	2
Teachers	3	37	40
Itinerant staff	12	1	13
Paraprofessionals	4	16	20
Support Staff	4	5	9
Other	8	12	20
Total Staff	31	73	104

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data
Percentage of faculty who are: • Highly qualified to teach in assigned area(s)	100%	100%	100%	100%
For those not highly qualified, list name, grade level course	n/a	n/a	n/a	n/a
Number of years principal has been in the building	3 (Principal)	2 (Principal)	1 (Principal)	4 (Assistant Principal)
Teacher Average Daily Attendance		94.1	95.8	94.8

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B. Student Demographics

Table 3

SUBGROUP DATA

	2015 – 2016	2014 – 2015	2013-2014
American Indian/Alaskan	n/a	≤10	n/a
Hawaiian/Pacific Islander	≤10	≤10	n/a
African American	32	82	23
White	447	499	436
Asian	n/a	≤10	n/a
Two or More Races	46	48	46
Special Education	107	96	100
LEP	n/a	≤10	n/a
Males	272	279	270
Females	259	260	235
Total Enrollment (Males + Females)	531	539	505

Percentage of student eligible for Free and Reduced Meals as of October 31, 2014: 73.91%

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C. Special Education Data 2015-2016 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	-
02 Hard of Hearing	-
03 Deaf	-
04 Speech/Language Impaired	34
05 Visual Impairment	≤ 10
06 Emotional Disturbance	≤ 10
07 Orthopedic Impairment	≤ 10
08 Other Health Impaired	20
09 Specific Learning Disability	16
10 Multiple Disabilities	≤ 10
12 Deaf-Blindness	-
13 Traumatic Brain Injury	-
14 Autism	-
15 Developmental Delay	22

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III CULTURE AND CLIMATE NARRATIVE

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland’s public schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

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

In narrative form, address your school’s climate and culture.

The total number of school referrals In 2014-2015, was 264 due to in part to frequency of EBS and special education referrals. Intervention strategies continue to prioritize a minimal departure from class whenever possible. LAP is the most frequent consequence, but the duration of seclusion in LAP continues to be kept at a minimum. Bus referrals accounted for 30% of the total amount of referrals for the 2014-2015 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 2014- 2015 school year addressed problematic behaviors more closely by emphasizing positive 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 2014-2015 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’s increase in engagement in the classroom can be attributed to successful Arts Integration, the gradual release of responsibility instructional model, coupled with the Standards for College and Career Readiness. Increased engagement contributes to the decrease in classroom referrals. Students were more actively involved and problematic behaviors decreased.

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IV. UNIVERSAL DESIGN FOR LEARNING

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments.

Table 5

UDL Principle/Mode	Representation – Process
Means of Representation: providing the learner various ways of acquiring information and knowledge.	<ul style="list-style-type: none"> *Discovery Education *Audio of Treasures Reading Stories *Internet Resources (videos, music, stories) *Music/Chants
Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).	Expression/Action- Product
	<ul style="list-style-type: none"> *Drama *Posters *Power points *Pamphlets *Music
Means for Engagement: tap into learners interests, challenge them appropriately, and motivate them to learn.	Multiple Options for Engagement
	<ul style="list-style-type: none"> *Small Group/Individual/Partner Work *Choices of Text *Choices of end assessment *Choice of topic of study *Games *Smartboard Activities

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V. PROGRESS TOWARD MEETING ACADEMIC TARGETS

With greater accountability on learning and achievement, it is clear that we have to explore practices to effectively improve student achievement. As part of the 2015 2016 School Improvement Five Year Comprehensive School Improvement Plan, schools are required to analyze their historical academic State and local assessment data and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for all subgroups and specialized populations. Please use the 2012, 2013, 2014 Maryland School Assessment (MSA), 2014 High School Assessment (HSA), formative local assessment data, and/or other standardized research based data to respond to the following questions.

A. Reading/ELA Data Overview

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 6: ELA (Reading) MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	192	151	78.6	218	183	83.9	196	165	84.2
Hispanic/Latino of any race	na	na	na	na	na	na	na	na	na
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	na	na	na	na	na	na
Black or African American	*	*	*	*	*	≥95	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*

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White	167	129	77.2	183	154	84.2	162	138	85.2
Two or more races	15	13	86.7	21	16	76.2	23	16	69.6
Special Education	40	27	67.5	44	34	77.3	42	33	78.6
Limited English Proficient (LEP)	na	na	na	na	na	na	na	na	na
Free/Reduced Meals (FARMS)	138	108	78.3	161	134	83.2	141	115	81.6

Academic Data Review

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.

Due to changes with Common Core and PARCC, teachers have been realigning resources and working towards unpacking standards to develop integrated units of study in grade level team meetings. This is also the work of the county CADRES in which grade level teams meet from across the county. The school implemented a Critical Vocabulary routine that is a school-wide effort to introduce and teach students the words that are expectations of PARCC testing. A Reading/Intervention/UDL Team has been formed with representation of all staff delivering reading interventions, special education services, and a grade level representative from grades Pre-Kindergarten through fifth grade.

Moving Forward

1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students' needs to ensure improved students achievement.

The analysis of the results of the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, will determine the goals of the Reading/Intervention/UDL Team. The team will address Tier I instruction to strive for consistency of practices that will allow the majority of students to be successful. The team will then look at instructional practices within the classroom and the intervention needed in order to ensure Tier II student success. Tier III students will be addressed in a team approach and those in need of further assistance in determining intervention placement and instructional practices will be referred to the Instructional Consultant Team.

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2. Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.

The Reading/Intervention/UDL Team will also review delivery of interventions and practices to ensure fidelity. Progress monitoring will also

be an indicator of fidelity of the selected programs along with Teacher Evaluations and informal principal observations.

3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

Title I:

Materials to Support Writing and Reading- \$2,007.65

PLC Planning and PD to support instructional practices- \$1,755.78

PD Books and Materials: \$250

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B. 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	NA	NA	NA	218	157	72	196	167	85.2
Hispanic/Latino of any race	NA	NA	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	NA	NA	NA	10	6	60	*	*	*
Native Hawaiian or Other Pacific Islander	NA	NA	NA	*	*	*	*	*	*
White	NA	NA	NA	183	135	73.8	162	139	85.8
Two or more races	NA	NA	NA	21	13	61.9	23	19	82.6
Special Education	NA	NA	NA	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)	NA	NA	NA	161	111	68.9	141	116	82.3

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Academic Data Review

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.

Due to changes with Common Core and PARCC teachers have been realigning resources and working towards developing a curriculum in grade level team meetings, meetings with Math Solutions coach Michelle Spiers and during county CADRES. County benchmarks from 2012-2014 showed trend data with deficits in OA (Operations in Algebraic Thinking) as well as our strand five data yielded to the partnership with Michelle Spiers from Math Solutions. One teacher from grade levels kindergarten through fifth grade were part of the Math Leadership Team during the 2014-2015 school year. Capacity is currently being built through the 2015-2016 school year with continued meetings with those who were not previously on the math leadership team as well as the monthly meetings of the math leadership team composed of grade level teacher representatives. The Math Leadership Team's first meeting in October began instructional rounds to help with building internal capacity and working towards sustainability of Number Talks.

Moving Forward

1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students' needs to ensure improved students achievement.

Historical academic data indicates a school-wide deficit in the areas of Numbers and Operations Base 10 including fractions in grades 3-5 and Operations and Algebraic Thinking. The data has also indicated the sub groups of special education and FARMS as areas of concern. An emphasis has been placed on Numbers and Operations Base 10 as a result. Instructional coaching will be a continued instructional practice. An area of focus will be placed on the inclusive supports model school-wide. All students will eventually be assessed using the CRA Model (Concrete, Representational and Abstract) This assessment will be used to determine understanding and instructional levels for each individual student and will be used in adjusting tiered instructional levels to better meet student individual needs.

2. Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.

The Math Leadership Team will set instructional goals by grade levels. Through the use of SWIFT assessment tools and an alignment to the domains and practices, priority goals and practices are created to better ensure the successful implementation of major strategies. .

Priority 1. Develop and implement a system of instructional coaching, improve the quality of collaborative planning meetings and Professional Learning Communities to enhance instructional practices

Practice #1.1 Provide job-embedded coaching and differentiated PD for teachers (Math Solutions)

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Practice #1.2 Implement focused walk-throughs and purposeful observations to provide effective feedback.

Practice #1.3 Instructional Rounds beginning with Math Leadership Team transfer to grade level teams

Teachers are given the opportunity to address Tier 3, ICT Math training. In addition, second and fourth grade teachers will be piloting CRA (Concrete, Representational and Abstract) for assessing student levels and adjusting tiered instructional levels to meet student needs.

Priority 3. Develop a system to improve multi-level instructional practices to support CCRS.

Practice #3.1 Utilize unpacking of standards to assist teachers with identifying best practice in instruction.

Practice #3.2 Explore the implementation of DreamBox Learning as a Tier II math intervention.

Practice #3.3 Explore the use of CRA assessments to better understand individual student learning.

3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

Dreambox computer software was purchased and implemented. Dreambox adapts to individual students needs, is aligned to the common core standards, ensures concepts are understood before children can move on and provides reports on student progress.

Math Solutions trainings are provided for teachers for professional growth.

Use of technology, such as Type To Learn will be used to maximize students technology skills needed to complete assessments such as County benchmarks and PARCC.

SWIFT conference- Tier 2 and Tier 3 Math

Title I Funding:

PLC Planning and PD to support instructional practices- \$1,755.78

PD Books and Materials: \$250

Title I Math Summer Institute: \$2,971.32

Materials to support Math Instruction: \$2,000

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C. Science

Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2014			2013			2012		
	# Teste d	# Prof.	% Prof.	# Teste d	# Prof.	% Prof.	# Teste d	# 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. **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 a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.**
 - 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.
 - SMART Technology, scientific tools, and Discovery Education will be used as resources to supplement student learning.
 - More intentional in our instruction using available resources and incorporation of STEM UDL, and Arts Integration.

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- 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- \$2,000

VI. EARLY LEARNING

Based on the examination of the 2014-2015 R4K Kindergarten Readiness Assessment Data:

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

South Penn KRA Data Summary for 2015 Results

Overall Readiness - 74 responses

Teacher	Emerging	Approaching	Demonstrating
Baker	6	9	4
Deist	7	5	6
Welsh	4	8	7
Buskirk	3	8	7
Total (%)	20 / (27%)	30 / (41%)	24 / (32%)

Evaluation:

- Each category is approximately ⅓ of the population.
- 68% are Emerging or Approaching Readiness.

Results by Category

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Teacher	Social		Language and Literacy		Math		Physical Development	
	Ready	Not Ready	Ready	Not Ready	Ready	Not Ready	Ready	Not Ready
A	6	13	3	16	6	13	5	14
B	4	14	5	13	5	13	5	13
C	6	13	7	12	8	11	11	8
D	5	13	9	9	10	8	6	12
Total (percent)	21 (28%)	53 (72%)	24 (32%)	50 (68%)	29 (39%)	45 (61%)	27 (36%)	47 (64%)

Evaluation:

- Social readiness is the category with the largest discrepancy.
- The range of students Ready in each category ranges from 28% to 39%.
- The range of students Not Ready in each category ranges from 61% to 72%.

School Plan – In addition to KRA, several assessments are used to help identify student strengths and needs. In Language and Literacy, DIBELS Next is used as a screener to identify students with deficit(s) in Phonemic Awareness or Phonics. Based on the results, reading Intervention groups meet on a daily basis using a Research Based Intervention programs – Foundations K, Treasures Core Program with Tier 2 support. Students will continue to be screened using DIBELS Next benchmarks and progress monitoring to monitor student progress. Educational Software for Guiding Instruction (ESGI) – assists with identifying student needs and informs the teacher and family of deficit skills to plan for classroom instruction (small groups, individual) and for practice at home. Math readiness is being developed by implementation of Math Solutions strategies. Math Talk allows development of student to student discussions and understanding of strategies in problem solving. Social Groups and Guidance lessons provided by the School Counselor are delivered on a weekly basis to address Social Readiness. To address needs in Physical Development, the physical education teacher is working with groups in preK to help develop Physical Readiness for incoming students.

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

The Judy Center has a physical presence at South Penn. This year, a case worker and a behavioral interventionist work with parents and children at South Penn. Support from the Judy Center includes purchasing of materials, literature and materials for Partners in Print, and literature and materials for Literacy Nights which are held monthly. Funding for cultural field trips is also supplied.

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Students from South Penn attend the Head Start Program. Staff members participate in articulation meetings to assist in the transition for readiness to school.

VII. SPI (SCHOOL PROGRESS INDEX) – Use 2014 SPI Data – which is 2013 Data for Elementary and Middle Schools
The 2014 (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, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school's targets.

Table 17

2013(4) 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(4) 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.

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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 18

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013(4) 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.

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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 20

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.

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VIII. ATTENDANCE – Elementary and Middle Schools Data

Table 22: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	94.1	Y
Grade 1	94.0	Y
Grade 2	94.5	Y
Grade 3	94.2	Y
Grade 4	94.5	Y
Grade 5	94.1	Y

Table 23: Attendance Rate	All Students				
Subgroups – School Level Data	90%*	94%	94%	94%	94%
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All Students	94.8%	94.9%	94.6%	93.4%	94.1%
Hispanic/Latino of any race		*	*	96.8%	*
American Indian or Alaska Native		*	*	*	*
Asian		*	*	*	*
Black or African American		92.2%	93.9%	92.2%	94.4%
Native Hawaiian or Other Pacific Islander		*	*	*	*

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White		≥95.0%	94.7%	93.5%	94.0%
Two or more races		≥95.0%	94.1%	92.7%	94.2%
Special Education	≥95.0%	93.7%	93.9%	92.2%	93.0%
Limited English Proficient (LEP)	*	*	*	97.7%	*
Free/Reduced Meals (FARMS)	94.3%	94.2%	94.0%	92.5%	93.4%

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

Special Education and FARMS did not meet the AMO by 1.0% and 0.6% respectively.

2. **Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate 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.**

The trend data is variable, but both identified subgroups increased from last year. 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.

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IX. HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 131.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

1. Based on the Examination of the Habitual Truancy Data, respond to the following:
 - a. How many students were identified as habitual truants? 0
 - b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students. N/A

X. GRADUATION and DROPOUT RATES – N/A

XI. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

Examine the number of in school and out of school suspensions for the 2013-2014 and 2014-2015 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

In the 2013-2014 and 2014-2015 school year, ≤ 10 suspensions related to sexual harassment, harassment and bullying occurred. PBIS strategies and Guidance Support lessons will continue to be used to help minimize the number of harassment and bullying office discipline referrals. An early guidance intervention is being used this year in the primary grades. / Care Cat lessons are being implemented in Kindergarten and Grade 1 weekly. Social skills groups are used in Pre-Kindergarten - Grade 1.

XII. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

- a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and

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b. Improve the link between research –validated practices and the environments in which teaching and learning occur.

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

<i>SLO Component</i>	
<i>Objective Summary Statement</i>	<p>1. Summarize the long term academic goal for students. Grade 2 and Grade 3 students will increase their knowledge and understanding in the area of Measurement and Data. Students will meet or exceed their established individual learning targets based upon the county’s growth calculator for determining targets for the assessed standards on the county benchmarks administered during the third nine week periods of the 2015-2016 school year. South Penn Elementary is an approaching target school. The 2014-2015 school year math benchmark results indicated a need for continued improvement in the assessed areas of M&D for grade 2 and 3. This increased understanding will directly impact students being college and career ready.</p>

**XIII. PRINCIPAL’S SLOs
PRINCIPAL SLO 1**

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<i>Data Review & Baseline Evidence</i>	<p>2. Describe and explain the process and information used to create this SLO. The 2013-2014 and 2014-2015 Math Benchmark data for grades 2 and 3 show a need for improvement in the area of Measurement and Data. MSA 2014 grade 3 Math results show that there is a three year trend of declining advanced or proficient student scores. In 2012, 87.7% (50/57) of grade 3 students scored advanced or proficient on grade 3 MSA Math. In 2013, 67.1% (51-76) of grade 3 students scored advanced or proficient on grade 3 MSA Math. Scores declined even farther on the 2014 MSA with only 65.5% (38/58) of grade 3 students scoring advanced or proficient. Due to the decline in student advanced or proficient scores, South Penn Elementary is an approaching target school. PARCC 2015 Baseline data for Grade 3 shows that 63% of grade 3 students scored below or nearly meet expectations for the Major Content Area, which includes the topics of area and measurement. PARCC 2015 Baseline data for Grade 3 shows that 63% of grade 3 students scored below or nearly meet expectations for the Additional and Supporting Content Area which includes the topics of perimeter and representing data.</p>
<i>Student Population</i>	<p>3. Describe and explain the student group(s) selected for this SLO. A total population of 150 students in Grade 2 – Grade 3; Gr2 = 80 total students – 38 males/41 females – 4 IEP's, Gr3 = 70 total students – 43 males/29 females-8 IEP's.</p>
<i>Learning Content</i>	<p>4. Describe the specific content focus for this SLO. The Common Core State Standards and the Maryland Common Core State Framework -Essential Skills and Knowledge. Specifically, Kindergarten Counting and Cardinality, K-5 Operations and Algebraic Thinking, Numbers and Operations base 10, Measurement and Data, Geometry, and Grades 3-5, Number and Operations Fractions.</p>
<i>Instructional Interval</i>	<p>5. Describe the instructional period for this SLO. First, Second and Third Quarters of School year 2014-2015.</p>
<i>Target</i>	<p>6. Describe and explain the expectations for student growth for students included in this SLO. 100% of the students in Kindergarten – Grade 5 will score 70% or greater in each of the assessed areas on the first, second and third quarter county math benchmarks.</p>
<i>Evidence of Growth</i>	<p>7. Describe what evidence will be used to determine student progress or growth. After analyzing and monitoring student scores specific to each assessed standard a determination will Be made to see that sufficient growth was made. The grade level average score of 70% or above on at least one less than the total of the assessed standards at each grade level will indicate whether</p>

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	sufficient growth was made. made or not.		
	Insufficient Attainment 5/6 grade levels score 70% or better on all or 1-3 less than the total number of the areas assessed at that grade level. K – 2/5 areas with avg scores of 70% or greater. 1 – 1/4 areas with avg scores of 70% or greater. 2- 0/3 areas with avg scores of 70% or greater. 3 – 2/5 areas with avg scores of 70% or greater. 4 – 1/4 areas with avg scores of 70% or greater. 5 – 0/3 areas with avg scores of 70% or greater.	Partial Attainment 5/6 grade levels score 70% or better on all or 1-2 less than the total number of the areas assessed at that grade level. K – 3/5 areas with avg scores of 70% or greater. 1 – 2/4 areas with avg scores of 70% or greater. 2- 1/3 areas with avg scores of 70% or greater. 3 – 3/5 areas with avg scores of 70% or greater. 4 – 2/4 areas with avg scores of 70% or greater. 5 – 1/3 areas with avg scores of 70% or greater.	Full Attainment 5/6 grade levels score 70% or better on all or 1 less than the total number of the areas assessed at that grade level. K – 4/5 areas with avg scores of 70% or greater. 1 – 3/4 areas with avg scores of 70% or greater. 2- 2/3 areas with avg scores of 70% or greater. 3 – 4/5 areas with avg scores of 70% or greater. 4 – 3/4 areas with avg scores of 70% or greater. 5 – 2/3 areas with avg scores of 70% or greater.
Leadership and Professional Development	8. Describe and explain leadership strategies and professional development to support attainment of SLO. Michelle Speirs from Scholastic Math Solutions will meet monthly with math leadership team members to unpack math standards, create rich tasks, and coach teachers to add number talks in to classroom instruction. The math leadership team will meet monthly and sometimes bi-monthly to create goals for each grade level, create monthly student assessments, and plan for future monthly meetings and goals. Monthly data will be collected from the assessments. The principal and AP will schedule, plan, and facilitate weekly grade level team meetings to review strategies and disaggregate student data in order to maintain progress. Professional Learning Communities are used to disseminate the information to other grade level teachers. The principal and AP will provide opportunities for the math specialist to meet with teachers for instructional support in teaching the Maryland College and Career Readiness Standards and to provide knowledge on progressions of the math domains throughout grade levels. Classroom teachers will also attend a math cadre monthly in order to continue the process of unpacking standards and developing "I Can" statements. The principal and AP will conduct Number Talk Observations weekly and provide feedback to the math leadership team teachers.		

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What is content the	<i>Target Results</i> To be completed by the principal prior to the End of Instructional Interval Conference	See attached data sheet. Kindergarten = 5/5 standards with an average score of 70% or greater – Full attainment Grade 1 = 2/4 standards with an average score of 70% or greater and 2/4 standard with an Average score of 60% or greater – Partial attainment Grade 2= 3/3 standards with an average score of 70% or greater – Full attainment Grade 3 = 0/5 standards with an average score of 70% or greater and 0/5 standard with an Average score of 60% or greater and 5/5 standards with an average score of less than 60% - Insufficient attainment Grade 4 = 1/4 standards with an average score of 70% or greater and 1/4 standard with an Average score of 60% or greater and 2/4 standards with an average score of less than 60% - Partial attainment Grade 5 = 0/3 standards with an average score of 70% or greater and 1/3 standard with an Average score of 60% or greater and 2/3 standards with an average score of less than 60% - Partial attainment <i>5/6 grade levels scored 70% or better on all or 1-2 less than the total number of the areas Assessed at that grade level = Partial Attainment</i>	the focus of SLO?
How the support			does SLO School

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PRINCIPAL SLO 2

<i>SLO Component</i>	
<i>Objective Summary Statement</i>	<p>9. Summarize the long term academic goal for students. Grade 4 and Grade 5 students will increase their knowledge and understanding in the area of Numbers and Operations Fractions. Students will meet or exceed their established individual learning targets based upon the county's growth calculator for determining targets for the assessed standards on the county benchmarks administered during the third nine week periods of the 2015-2016 school year. South Penn Elementary is an approaching target school. The 2014-2015 school year math benchmark results indicated a need for continued improvement in the assessed areas of Numbers and Operation Fraction for grade 4 and 5. This increased understanding will directly impact students being college and career ready.</p>
<i>Data Review & Baseline Evidence</i>	<p>10. Describe and explain the process and information used to create this SLO. The 2013-2014 and 2014-2015 Math Benchmark data for grades 4 and 5 show a need for improvement in the area of Numbers and Operations Fractions. Fourth grade 2016 pre-benchmark scores show a mean of 8.5% and the fifth grade 2016 pre-benchmark scores show that a mean score of 21.3% in the area of Measurement and Data. Grade 4 post benchmark score trends for Numbers and Operations Fractions for 2013-2014 = 60.2% Proficient and 2014-2015 = 52.0%. Grade 5 post benchmark score trends for Numbers and Operations Fractions for 2013-2014 = 52.1% Proficient and 2014-2015 = 26.0.0%.</p> <p>MSA 2014 grade 4 Math results show that there is a three year trend of declining advanced or proficient student scores. In 2012, 90.6% (77/85) of grade 4 students scored advanced or proficient on grade 4 MSA Math. In 2013, 83.6% (56/67) of grade 4 students scored advanced or proficient on grade 4 MSA Math. Scores declined even farther on the 2014 MSA with only 83.1% (49/59) of grade 4 students scoring advanced or proficient.</p> <p>MSA 2014 grade 5 Math results show that there is a two year trend of declining advanced or proficient student scores and an increase in 2014. In 2012, 75% (51/68) of grade 5 students scored advanced or proficient on grade 5 MSA Math. In 2013, 63.5% (54/85) of grade 5 students scored advanced or proficient on grade 5 MSA Math. In 2014, 82.3% (51/62) of grade 5 students scored advanced or proficient on grade 5 MSA Math.</p> <p>Due to the decline in student advanced or proficient scores, South Penn Elementary is an approaching target school.</p> <p>PARCC 2015 Baseline data for Grade 4 shows that 76% of grade 4 students scored below or nearly meet expectations and 24% meet or exceeded the expectations for the Major Content Area, which includes the topics of fractions.</p> <p>PARCC 2015 Baseline data for Grade 5 shows that 89% of grade 5 students scored below or nearly meet expectations and 11% meet or exceeded the expectations for the Major Content Area, which includes the topics of fractions. .</p>

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<i>Student Population</i>	11. Describe and explain the student group(s) selected for this SLO. A total population of 135 students in Grade 4 – Grade 5; Gr4 = 75 total students – 38 males/33 females – 6 IEP’s, Gr5 = 60 total students – 31 males/29 females - 8 IEP’s. Both of these groups of students will be in their second year of total instruction aligned with the Maryland College and Career Ready Standards.		
<i>Learning Content</i>	12. Describe the specific content focus for this SLO. The Common Core State Standards and the Maryland Common Core State Framework -Essential Skills and Knowledge. Numbers and Operations Fractions, for Grades 4 and 5.		
<i>Instructional Interval</i>	13. Describe the instructional period for this SLO. Third Quarter of School year 2015-2016. January 13 – March 17, 2016		
<i>Target</i>	14. Describe and explain the expectations for student growth for students included in this SLO. Upon completion of instruction on the Maryland College and Career Ready Domain Numbers and Operations Fractions during the third nine weeks, 100% of the students in grade 4 and grade 5 will meet or exceed their established individual learning targets based upon the county’s growth calculator for determining targets. These individual learning targets utilize the half growth model.		
<i>Evidence of Growth</i>	15. Describe what evidence will be used to determine student progress or growth. The county developed electronic pre and post benchmark tests utilizing the <u>Engrade</u> Program will provide the individual data used in determining student growth. After analyzing and monitoring student scores specific to each assessed standard for Numbers and Operations Fractions a determination will be made to see that sufficient growth was made.		
	Insufficient Attainment 0-59% of students in the class met or exceeded their individualized learning targets.	Partial Attainment 60-79% of students in the class met or exceeded their individualized learning targets.	Full Attainment 80% + of students in the class met or exceeded their individualized learning targets.
<i>Leadership and Professional Development</i>	16. Describe and explain leadership strategies and professional development to support attainment of SLO. The principal (and AP) will schedule and attend weekly grade level team meetings to review strategies and disaggregate formative assessment student data in order to maintain progress. Professional Learning		

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XIV.

	<p>Communities allow grade level teachers to collaborate and analyze data to plan for more effective instruction that will help to close the learning gaps. The principal will work closely with each of the two grade level teams to closely monitor student progress through out the learning interval in order to better ensure student success.</p> <p>The principal will provide opportunities for the math specialist to meet with teachers for instructional support in teaching the Maryland College and Career Readiness Standards and to provide knowledge on progressions of the math domains throughout grade levels.</p> <p>During the 2015-2016 school year, classroom teachers will also attend a math cadre monthly meeting for at least 4 sessions in order to continue the process of unpacking standards and developing "I Can" statements. Michelle Speirs from Scholastic Math Solutions will meet monthly with various grade level team members to continue to build capacity with number talks create rich tasks. She will also meet once during the third nine weeks to coach teachers and plan lessons and formative assessments that will inform instructional needs. Grade 4 and 5 teachers will have one PD day with Michelle that is specifically designed around instructional strategies for teaching fractions.</p> <p>The math leadership team will meet monthly and sometimes bi-monthly to create goals for each grade level, create monthly student assessments, and plan for future monthly meetings and goals. Monthly data will be collected from the assessments.</p>
<p><i>Target Results</i></p> <p>To be completed by the principal prior to the End of Instructional Interval Conference</p>	

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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. Jennifer Bratton, Parent Involvement Coordinator, hosts a volunteer workshop every Thursday and Friday morning where a faithful group of volunteers cut, paste, laminate and assemble materials for classroom use. These workers and additional volunteers have attended 5 meetings and have logged 15 volunteer hours for these meetings in the Fall of 2015. We have 4 parents that attend Leadership meetings and are members of the Family engagement team. Our fall parent/teacher conference day was well attended with over 70% of our student population represented.

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 BonusCard 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. PARCC Assessment 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 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. The Family Engagement Team 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 2015 asking parents to select the topics on which they would like information. Parent responses included "How to help my child with reading." and "How to help my child with Math." These topics will be addressed in the Assessment Night, Math 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.

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

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Parent Advisory/ Title I Parent Committee 2015 – 2016

Name	Grade Level Representation	Position
Sarah Pannone	2nd, 5th	PAC Representative/ Title I Parent Committee
Holly Hamilton	1st, 3rd	PAC Alternate/ Title I Parent Committee
Kim Ritchie	K	Title I Parent Committee
Jenny Montoya	4th	Title I Parent Committee
Alice McCullough	3rd	Title I Parent Committee
Jennifer Bratton		Parent Involvement Coordinator

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, 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:

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I – Shared decision-making opportunities

II – Annual meeting to explain the schoolwide 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 increasing skills to support academics at home, the school will meet all AMO targets on the PARCC for 2015-2016.

Action Plan

Title I Requirements	Description of Activities/ Actions/ Initiatives	Date(s)	Whom should you contact for more information?
I. Shared Decision Making ♦ 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	Parent representatives on the Leadership Team and other decision-making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office Technical Assistance Team.	September-October 2015	Scott Sisler, Principal Karen Snurr, SIT Chair
	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.	January 2016	Scott Sisler, Principal
	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	May 2016	Scott Sisler, principal

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<p>from parents.</p> <p>♦ The parent involvement plan is distributed to all parents</p>	<p>revisions. SIT will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to SIT for approval.</p> <p>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.</p>	<p>January 2016</p>	<p>Jennifer Bratton, PIC</p> <p>Scott Sisler, Principal</p>
<p>♦ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.</p>	<p>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 SIT. 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 SIT for approval.</p>	<p>May 2016</p>	<p>Scott Sisler, Principal Jennifer Bratton, PIC</p>
<p>♦ Parents are involved in the decisions regarding the spending of the parent involvement funds.</p>	<p>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 SIT. 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 budget will be submitted to SIT for approval.</p>	<p>May 2016</p>	<p>Scott Sisler, Principal Jennifer Bratton, PIC</p>
<p>II. Annual Meeting</p> <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>Annual Title I Informational Meeting</p>	<p>September 2016 October 2016</p>	<p>Scott Sisler, Principal</p>
<p>III. Building Parental Capacity</p>	<p>Math Night</p>	<p>January 2016</p>	<p>Scott Sisler, Principal</p>

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1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	PARCC Night	February 2016	Family Engagement Team
2) Provide materials and parent trainings/ workshops to help parents improve their children's academic achievement.	<p>Partners in Print Family Literacy Nights PARCC Night</p> <p>Grade Level Orientation Meetings Title I Budget Math Night 16 teachers x 2 hrs x \$23.58 = \$762.24 PARCC Night 14 teachers x 2 hrs x \$23.58 = \$666.96 Family Team Building Night 6 teachers x 3 hrs x \$23.58 = \$428.76 PreK packets - \$1,516.33 Food \$469.376 Parent Institute Newsletter - \$350</p>	<p>December 2015 Monthly February 2016</p> <p>Spring 2016</p>	<p>Kindergarten Team Scott Sisler, Principal Family Engagement Team</p> <p>Grade Level Teams</p>
3) Educate school personnel on how to work with parents as equal partners in their child's education.	Coffee with the Administrator is held on a quarterly basis. Parents are asked for feedback on how parents can be involved and things the school can do to be helpful to parents. This information is shared with staff members.	Quarterly	Scott Sisler, Principal Family Engagement Team
4) 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.	A new service coordinator and Family Liaison / Literacy Coach will be hired for the South Penn Judy Center.	21st Century-ongoing Judy Center - ongoing Head Start - ongoing	Scott Sisler, Principal Candice Miller, Title I Teacher Deb Kolb, Judy Center Coordinator
5) Ensure information is presented in a format and	Translation services will be provided as needed and as practical.	ongoing	Family Engagement Team / School

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/or language parents can understand.			Administration
6) Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities	School Newsletters and other information is translated via the use of a digital translation tool.	as needed	Family Engagement Team / School Administration
IV. Review the Effectiveness ♦ The effectiveness of the school's parental involvement activities will be reviewed.	Results from parent surveys are summarized and evaluated in order to address needs expressed by parents. Information is also obtained from two parent surveys.	Ongoing February 2016 April 2016	Family Engagement Team / Title I Parent Committee / Jen Bratton / Administration
V. Mid Atlantic Equity Consortium, (MAEC) ♦ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	Information regarding MAEC is posted in the Parent Information Center in the front lobby and distributed in a newsletter article.	Ongoing	Scott Sisler, Principal Jennifer Bratton, PIC
IV. Joyce Epstein's Third Type of Parent Involvement ♦ Volunteering	Volunteer training is conducted. Field trips Classroom activities Outdoor School Parent training activities	Ongoing	Scott Sisler, Principal Jennifer Bratton, PIC School staff

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XVI. TELL SURVEY 2015 EVALUATION

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

The TELL Survey is a perceptual survey that allows educators to TELL Maryland if they have positive teaching and learning conditions that research has shown to be important to student achievement and teacher retention.

2013 to 2015 Evaluation:

ACTUAL Percent

60.6% - 2015%

Factor: Q4.1 Community Support and Involvement

The average percent of teachers' favorable responses will increase from n/a% in 2013 to 60% in 2015.

MET? YES

ACTUAL Percent

60.6% - 2015%

Item: Q4.1a Parents/guardians are influential decision makers in this school.

The average percent for teachers' favorable responses will increase from n/a% in 2013 to 60% in 2015.

MET? YES

Identify the factor and the item. What do you attribute the increase or decrease to from the 2013 to the 2015 TELL Survey?

Q4.1a Community Support and Involvement- Parents/Guardians are influential decision makers in this school.

This percentage has increased and should continue to increase because parents/guardians are now included on the Leadership Team and the Family Engagement Team and meet regularly with these teams for shared decision making in our school.

2015 TELL Survey

Collaborate and determine one domain (Construct, Factor) that your school will focus your school improvement efforts to improve/enhance the school environment and improve teaching conditions at your school. Under each domain are several items that may focus your efforts even more. Compare your 2015 results to the County and to the State. Set the Goal for the 2017 TELL Survey. Complete the Strategy Chart.

Table 26

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Survey Factor (Domain)	Time
Item Number	Q2.1b
Item Statement	Teachers are allowed to focus on educating students with minimal interruptions.
School %	38.2%
County %	62.9%
State %	62.7%

Strategy: To enhance the school environment and improve teaching conditions related to the TIME factor (domain).

Item to be Addressed	Activity	Person(s) Responsible	Timeline
Q2.1b	The school will focus on reducing the amount of time a classroom teacher is scheduled away from his/her classroom.	Principal and Staff	2015-2016 school year

New Goal:

The average percent for teachers' favorable responses will increase from 38.2% in 2015 to 50% in 2017.

Section XVII. MANAGEMENT PLAN

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

After the School Improvement Plan is adopted by the Leadership 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 data reflections and responses for implementation will also be printed and distributed to faculty.

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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 Reading/Intervention/UDL Team and 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.

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 teacher and/or departments have in implementing and monitoring the plan?

All classroom teachers will have access to the SIPlan through **Google Drive** and a condensed outline version of the Reading and Math activities. Teachers will be aware of school goals and

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

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.

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 sent home to parents to share the activities the school's 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 action team and grade level team 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 Leadership Team and meets regularly with the SIT Chair and administration to discuss Title I expectations and goals. Amanda Boone, locally funded math specialist, and Krista Trenum, locally funded ELA specialist, also provide assistance to the south Penn staff. Mrs. Boone and Mrs. Trenum have been assigned to South Penn 2 days to provide needed assistance in mathematics and ELA. Both specialists collaborate with the administration, Stacey Bradley, Instructional Coach, and Karen Snurr, Intervention Coordinator/SIT chair and the focus team chairs to analyze data, provide professional development opportunities, and other additional specific requests.

**Allegany County Public Schools
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8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.

The Leadership Team and Action Teams meet monthly. 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.

Leadership Team- 2nd Wednesday of each Month and as needed

Data Meetings- September, January, May (after DIBELS Benchmark Administration) and as needed

Action Teams:

- Parent Involvement Team: 1st Thursday of Each Month and as needed
- PBIS: 1st Friday of Each Month and as needed
- Reading: 2nd Friday and as needed
- Math: 2nd Thursday of Each Month and as needed

**Allegany County Public Schools
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Section XVIII. LEADERSHIP TEAM ROSTER

Name	Position	Signature	Date
Scott Sisler	Principal	<i>Scott Sisler</i>	11/13/15
Jeff Avey	AP	<i>Jeff Avey</i>	11/13/15
Charlene Beeman	ICT/SWIFT/MCTE Specialist	<i>Charlene Beeman</i>	11/13/15
Stacey Bradley	Title I	<i>Stacey Bradley</i>	11/13/15
Karen Snurr	Reading Intervention	<i>Karen Snurr</i>	11/13/15
Nancy Smith	Pre-K Teacher	<i>Nancy Smith</i>	11/13/15
Shayna Welsh	K teacher	<i>Shayna Welsh</i>	11/13/15
Peggy Garver	1st teacher	<i>Peggy Garver</i>	11-13-15
Jenny Ramsey	2nd teacher	<i>Jenny Ramsey</i>	11-13-15
Sindy Paris	3rd gr. teacher	<i>Sindy Paris</i>	11-13-15
Christy Bucy	4th gr. teacher	<i>Christy Bucy</i>	11-13-15
Lauren Finster	5th Grade teacher	<i>Lauren Finster</i>	11/13/15
Jennifer Miller	Sp. Ed. Inclusionist	<i>Jennifer Miller</i>	11/13/15
Jennifer Kauffman	MUSIC	<i>Jennifer Kauffman</i>	11/13/15
Whitney Gotay	Art	<i>Whitney Gotay</i>	11/13/15
Lauri Whetzel	K-Inst. Asst	<i>Lauri Whetzel</i>	11/13/15
Ellen Sause	Title I Spec.	<i>Ellen Sause</i>	11/13/15

Principal: *Scott Sisler* 11/15/15
(Signature) (Date)

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
NO CHILD LEFT BEHIND****COMPONENT ONE: COMPREHENSIVE
NEEDS ASSESSMENT**

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

ELA Needs Assessment	page(s) <u>8-10</u>
Math Needs Assessment	page(s) <u>11-12</u>
Science Needs Assessment	page(s) <u>13-14</u>
Attendance Needs Assessment	page(s) <u>19-20</u>
TELL Survey	page(s) <u>29-30</u>
School Progress Index	page(s) <u>16-18</u>

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND****COMPONENT TWO: SCIENTIFICALLY- BASED
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 a 120 minute language arts block. Scientifically research based strategies and best practices are the foundation of the instructional program. ELA benchmarks are administered quarterly. 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 9-10. Please complete the chart with additional best practices and strategies that support ELA 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, Orton Gillingham
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	Maryland's College and Career Ready Standards, EEA resources, PARCC

questions	assessment resources
Technology	Ipads, APPs, Laptops, Connect ED, Book Share, Tablets, SMART Tables, SMART Boards , DRAFT Builder
Formative Assessment	FAME

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

School: South Penn Elementary

**Allegany County Public Schools
2015 - 2016 School Improvement Plan**

Title I 10 Components

Math Coaching	Math Solutions
Formative Assessments	FAME

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT THREE: HIGHLY QUALIFIED
STAFF**

PROFESSIONAL STAFF:

According to the teacher requirements of the NCLB and the State of Maryland, 39 of 39 teachers (100 percent) 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)

80 % 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), 20 of 20 instructional assistants (100 percent) have met one of the three qualification requirements. Instructional assistants work under the direct supervision and in close proximity of the classroom teacher.

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
Stacey Bradley	Highly Qualified Teacher	Co-teaches with grades 4-5. Provides instructional coaching to teachers. Realigns resources, and assists teachers in unpacking standards in order to develop a curriculum. Works with small groups for reading intervention in grades 4-5.	Works to improve the quality of instruction. Allows for needed interventions for at-risk students.
Candice Miller	Highly qualified Teacher	Helps to collect, maintain, and monitor reading data. Works with small groups for reading intervention in grades 1-3.	Offers intervention to students in Reading to increase student achievement.
Bradley Ditto	Highly qualified Teacher	Class size reduction teacher for grade 4.	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 2.	Allows for smaller instructional groups to facilitate greater student engagement and target at-risk students to increase student achievement.
Jennifer Bratton	Parent Involvement Coordinator (PIC)	PIC may serve as a member on the School Leadership Team, Family Engagement Team and 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 in the school.

**ALLEGANY COUNTY PUBLIC SCHOOLS
QUALITY
NO CHILD LEFT BEHIND****COMPONENT FOUR: HIGH
PROFESSIONAL DEVELOPMENT**

Professional 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 9-10
Math	pages 12
Science	pages 13-14

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.

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 and district levels	Oct 21-23, 2015 Ongoing at school level	Conference attended Facilitator shared information at PD sessions	Presenters/ Facilitators: NCTM Audience: Title I teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I districtwide <input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Title I Districtwide Initiative <input type="checkbox"/> School Initiative	Strategy: Improve effective math instruction	Teachers in Grades 3, 4 and 5 will attend Fractions by Math Solutions Follow up: Participants will discuss the strategies at grade level team meetings	January 5, 6, or 7, 2016	Attendance at PD session	Presenters/ Facilitators: Michelle Spiers, Math Solutions Audience: grade 3, 4, 5 teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	
<input type="checkbox"/> District Initiative <input checked="" type="checkbox"/> School Initiative	Strategy: Attend National Title I Conference to gain knowledge about reading and math initiatives to improve student achievement as well as parent involvement.	Follow up: Share information with staff.	January 28-31, 2016	Attendance at sessions	Presenters/ Facilitators: Scott Sisler Audience: Staff	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	

**ALLEGANY COUNTY PUBLIC SCHOOLS
HIGH
NO CHILD LEFT BEHIND****COMPONENT FIVE: ATTRACT AND RETAIN
QUALITY TEACHERS IN HIGH NEEDS**

- **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.

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.

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.

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.

Please complete the chart counting only those teachers who are responsible for instructing students in the following areas: Reading, 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	4	10%
2 – 5 years teaching	8	20%
6 – 10 years teaching	7	17%
More than 10 years teaching	21	53%

**ALLEGANY COUNTY PUBLIC SCHOOLS
PARENT
NO CHILD LEFT BEHIND****COMPONENT SIX: BUILDING**

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 published 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 a summary is distributed to parents.

A Parent Involvement Coordinator is on-site at South Penn Elementary 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 23-28 for a description of the implementation of these standards.**

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 2016
Transition reports provided by Head Start for entering Kindergarten students	April 2016
Pre-K and Kindergarten Parent interviews	August 2015
IEP meetings	Weekly
Pre-K and Kindergarten Orientation Meetings- include dates	Spring 2016
Buster the Bus Program	September 2016
Joint registration with Head Start and Pre-K	March 2016
Transportation between Head Start and Pre-K	Daily
Open House	August 2015
Articulation meetings between Pre-K and K	April 2016
Articulation meetings between K and Grade One	April 2016
Articulation meetings between grades 1-5	June 2016
Data analysis meetings	Monthly
Articulation meetings with middle school staff	May 2016
Grade 5 middle school visitation	May 2016
Annual Title I Meeting	May 2016

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND****COMPONENT EIGHT: TEACHER INVOLVEMENT
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 engagement activities, and budget items based upon assessment data, survey data, and observations. Teachers as leaders work to carry out school improvement efforts and empower other teachers to carry out the school's vision. Serving as required members of the Leadership Team are the chairpersons from each Action Team..

In addition to the Leadership Team, four other decision making Professional Learning Teams operate in our school: Math Leadership Team, Reading/UDL/Intervention Leadership Team, Family Engagement Team and PBIS. 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 Leadership Team:

To learn, share, and implement multi-tier system of supports through use of research based, system wide practices and data based decision making in order to meet academic needs of all students. The math team helps to embrace and achieve our Math Solutions vision of improving math discourse, enriching math tasks and implementing number talks. As a math team participant, you will help create a system for instructional coaching and provide instructional coaching to support efforts to improve mathematic teaching and learning within your school group with fellow teachers/grade level teams, support staff and parents/guardians. The team should seek professional knowledge and professional development to implement multi-leveled tiers of instruction. The team as well as those teachers that were not involved in the first year of PD sessions with Michelle Spears from Math Solutions will be attending professional development/coaching sessions throughout the school year. Meetings with the team will occur the second Thursday of each month as the schedule allows and as needed.

Reading/Intervention/UDL Team:

The Reading/Intervention/UDL Team will implement multi-tier system support through use of research based, system wide practices and data based decision making in order to meet academic needs of all students. Tier 1 will align with county initiatives that are addressed in cadres with the support of Krista Trenum focusing especially on writing. The team will design plans for the continued school initiative with PARCC critical vocabulary. Tier 2 will monitor intervention placements and implementations by reviewing progress monitoring data regularly and making intervention adjustments. Tier 3 will identify students who are not progressing in their current intervention placements. Data will be gathered and reviewed by both the classroom teacher and the interventionist in order to determine appropriate changes. Tier 3 identified students will be referred to the ICTeam. Meetings with the team will occur the second Friday of each month as the schedule allows and as needed.

Family Engagement Team:

Team members will be involved in setting and defining Family Engagement Goals for the 2015-2016 School Year. Goals may include but not limited to: setting expectations 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 visitor policies). Responsibilities will also include planning activities that involve meaningful family engagement and

communicating with other action teams, parent volunteer coordinator, and PTA to help plan events. Examples of events to be planned for are Field Day, Awards Assemblies, American Education Week, (collaboration with the Math Team on Math Day and Math Night), classroom engagement activities. Meetings with the team will occur the first Friday of each month as the schedule allows and as needed.

PBIS:

Positive Behavior interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. Members will implement multi-tiered system of supports through use of research based system wide practices of data based decision making in order to meet behavioral needs of all students. Members will review monthly data, both ODR data and monthly PB data. Members will also be active in planning booster activities, awards assemblies, and communicating with parents in regards to positive behavior interventions and activities as well as the home school connection. Meetings with the team will occur the first Thursday of each month as the schedule allows and as needed.

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) 31-33 of the SIP.

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND****COMPONENT NINE: EFFECTIVE, TIMELY ADDITIONAL
ASSISTANCE**

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

Academic	Explanation of Service
Reading intervention programs	Foundations©, Wilson, Read Naturally, Orton Gillingham by intervention teachers to support at risk students
Differentiated and small group instruction	Special Education Inclusion Staff, Classroom Teachers to meet the needs of diverse students
Inclusion in general education classes	Special Education Inclusion Staff and other Support Staff to scaffold instruction for at risk students
Opportunity to address student academic needs	Instructional Consultation Team to identifying at risk students
Academic support with homework and tutoring	21 st Century Afterschool Program directed by Ms. Cessna and a highly qualified staff to support at risk students
Early identification of early childhood students	KRA
Data Analysis Meeting	School reading and math specialists will work with school personnel to analyze data and identify students needing intervention
Reading/Intervention/UDL Team	Committee members will identify students who are not responding appropriately to intervention
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

Regional Summer School for students identified through the IEP process	County Instructional and Support Staff
Judy Center Summer School	Focus Pre-kindergarten / Kindergarten Students
Social/Emotional/Physical Assistance for Students and Families	
Classroom lessons, individual counseling, small groups	Fulltime onsite School Counselor to support students in building social skills
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.
Drug Awareness	D.A.R.E. (Drug Abuse Resistance Education) Program, county police officer to provide students with knowledge to make appropriate choices
Supplemental food	Backpack Program (Church of the Nazarene) Holiday Food Baskets (Family Involvement/Staff) Food Giveaway (Church of the Nazarene)
School Supplies	Local funding by school so students are prepared to learn As well several organizations donated school supplies for use by students.
Clothing (Winter Coats)	Safe and Snug from Family Preservation and Susquehanna Bank
Resources to Support Homeless Students	Partnership with local agencies to provide materials, transportation and other services
Mental Health Counseling	Mental Health counselors from outside agencies provide school-based therapy
Health	
Daily health needs	Fulltime onsite School Nurse to address health concerns

Dental Screenings and Sealants	Allegheny County Health Department to prevent tooth decay
Vision Screenings	Lion's Club (PreK), Allegheny County Health Department (PreK, K,1,5)
Monitors weight and height for records	Health Nurse
Dispenses prescribed medication	Health Nurse
Attendance	
Support for attendance concerns	Pupil Service Team offer support in order that students do not miss instructional time
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	
Individual contacts with parents, as needed	Parent Involvement Coordinator on site 2 days per week to enhance the home/school connection
Childcare	Local School with Title I funding to provide opportunities for interaction between the home and school
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
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.

Grade level informational meetings	Provides information on grade level expectations
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ALLEGANY COUNTY PUBLIC SCHOOLS

**COMPONENT TEN: COORDINATION OF FEDERAL,
STATE, AND LOCAL FUNDS**

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 16.

FY 16 Coordination of Funding Sources – South Penn Elementary

Activity	Title I Funds	Title II Funds	21 st Century Learning Centers Grant	Local Funds	Judy Center			
Professional Development	\$9,782.88				\$3,736			
Extended Day/School Year	\$3,058.40		\$96,333.25		\$11,601			
Materials of Instruction	\$16,214.05			\$30,533	\$27,062			
Salaries	\$402,633.47				\$68,120			
Parent Involvement	\$4,693.65							
Equipment	\$18,375			\$3,000				
Contracted Expenses					\$17,780			
Consumable				\$8,381				
Office				\$3,716				
Other								

Title I Budget 2015 – 2016

Instructional Program: \$34,589.05 (including PIC)**Moved \$3766.08 to Professional Development – Total Instructional Program = \$34,588.92****Materials****\$6,007.65**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Reading	Materials to support writing/Reading	\$2,007.65	\$2,007.65	FARMS / Special Education
Math	Material to support Math Instruction	\$2,000.00	\$2,000.00	FARMS / Special Education
Science/STEAM	Materials to support Science and Math - STEAM	\$2,000.00	\$2,000.00	FARMS / Special Education

Equipment**\$18,375**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
	Lenova Yoga Multi-Touch	\$791.00 x 20	\$15,820.00	FARMS / Special Education
	Computer Cart	\$1,155.00	\$1,155.00	FARMS / Special Education
	Classroom TV	2 x \$700.00	\$1,400.00	FARMS / Special Education

PIC Materials**\$621.40**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
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ELA/Math	Materials to support teacher workshops for instructional materials	\$321.40	\$321.40	FARMS Special Education
ELA/Math	Laminating Film	\$300.00	\$300.00	FARMS Special Education

Subscriptions

\$

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

Web-based

\$9,585

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Web-based License DreamBox	\$7,000	\$7,000	FARMS Special Education
Math/ELA	Web-based License ScootPad	500 x \$5.97	\$2,985.00	FARMS Special Education

Budget 2015 – 2016

Professional Development: \$9,782.88 (including \$1,800 for conference)

Added \$3766.08 from Instructional Program – New Total = \$9782.88

Stipends / Substitutes

\$6,482.88

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
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School: South Penn Elementary

**Allegany County Public Schools
2015 - 2016 School Improvement Plan**

Title I 10 Components

ELA / Math	PLC Planning and PD to support Instructional Practices	8 wks – 1.5 hr/week x 13 teachers x \$22.51	\$3,511.56	FARMS Special Education
Math	Summer Institute	22 Teachers x \$22.51 x 6 hrs	\$2,971.32	FARMS Special Education

Hourly Stipends: Teaching- \$23.82

Non-Teaching- \$22.51

Substitutes: Highly Qualified- \$93.00

Materials

\$500

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	\$500	\$500	FARMS Special Education

Contracted Services

\$1,000

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Summer Institute – 1 Day	\$1,000	\$1,000	FARMS Special Education

Conferences

\$1,800

(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	Title I Conference	\$1,800	\$1,800	FARMS

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

Budget 2015 – 2016

Parent Involvement: \$4,693.65

Stipends

\$1,857.96

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Stipends for teachers – Math Night	16 teachers x 2 hours x \$23.82	\$762.24	Building Parent Capacity
Parent Involvement	Stipends for teachers – Assessment Night - PARCC	14 teachers x 2 hours x \$23.82	\$666.96	Building Parent Capacity
Parent Involvement	Stipends for teachers –Family Team Building Night	6 teachers x 3 hours x \$23.82	\$428.76	Building Parent Capacity

Hourly Stipends: Teaching- \$23.82

Non-Teaching- \$22.51

Materials

\$2,485.69

***Food Allowance – 10% = \$469.36**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Materials to support PreK/K take home packets	\$500	\$500	Building Parent Capacity
Parent Involvement	Materials for parent nights	\$1,516.33	\$1,516.33	Building Parent Capacity
Parent	Food (refreshments for parents)	\$469.36	\$469.36	Building Parent Capacity

Involvement				
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Subscriptions

\$350.00

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