

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

School: South Penn Elementary

Principal: Scott Sisler

Facilitating the Development of a School Vision

Mission Statement

The mission of South Penn Elementary School is to strive to inspire a passion for learning. Our school community will work collaboratively to ensure that the needed skills and knowledge are provided so that ALL students can achieve personal success in their learning, become responsible productive citizens and reach their individual life goals.

Beliefs

ALL Means ALL - Equity Based Inclusive Practices
Frequent Monitoring of Learning and Teaching
High Levels of Family and Community Involvement
High Standards and Expectations for all students
Effective School Leadership
High Levels of Collaboration and Communication
Supportive Learning Environment

Vision

Motivate and Challenge all students and staff to reach their highest potential within an engaging and supportive learning environment that encourages high expectations and provides powerful, authentic learning experiences that will create successful life-long learners.

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1. What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?

The vision is printed on the South Penn Elementary Website.

2. When did the last periodic, collaborative review of the vision by stakeholders occur?

September 2016

I. Local Planning Team Members

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

Name (Print and Sign)	Affiliation/Title
Scott Sisler <i>Scott Sisler</i> <i>Scott Sisler</i>	Principal
Tessa Fairall <i>Tessa Fairall</i> <i>Tessa Fairall</i>	Assistant Principal
Nancy Smith <i>Nancy Smith</i> <i>Nancy Smith</i>	PreK Teacher
Shayna Welsh <i>Shayna Welsh</i> <i>Shayna Welsh</i>	Kindergarten Teacher
Peggy Garver <i>Peggy Garver</i> <i>Peggy Garver</i>	Grade 1 Teacher
Sheri Corley <i>Sheri Corley</i> <i>Sheri Corley</i>	Grade 2 Teacher
Sindy Paris <i>Sindy Paris</i> <i>Sindy Paris</i>	Grade 3 Teacher
Christy Bucy <i>Christy Bucy</i> <i>Christy Bucy</i>	Grade 4 Teacher
Lauren Finster <i>Lauren Finster</i> <i>Lauren Finster</i>	Grade 5 Teacher
Karen Snurr <i>Karen Snurr</i> <i>Karen Snurr</i>	Reading Interventionist

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Sue Burke	Sue Burke Sue Burke	Reading Specialist
Amanda Boone	Amanda Boone Amanda Boone	Math Specialist
Charlene Beeman	Charlene S-Beeman Charlene S Beeman	Special Education Instructional Specialist
Stacey Bradley	Stacey Bradley Stacey Bradley	Reading Peer Coach/Reading Team Chair
Jennifer Ramsey	Jenny Ramsey Jenny Ramsey	Math Peer Coach/Math Team Chair
Jennifer Miller	J. Miller Jennifer Miller	Special Education Teacher
Whitney Stoner	Whitney Stoner Whitney Stoner	Art Teacher/Family Engagement Team Chair
Rebecca Ricker	Rebecca Ricker Rebecca Ricker	1st Grade Teacher/PBIS Team Chair
Lauri Whetzel	Lauri Whetzel Lauri Whetzel	Instructional Assistant
Ellen Sause	Ellen Sause Ellen Sause	Specialist Title I
Sarah Pannone	Sarah Pannone Sarah Pannone	Parent
Alice McCullough	Alice McCullough Alice S. McCullough	Parent
Jenny Montoya	Jenny Montoya Jenny Montoya	Parent
Steve Monington	Stephen Monington Steve Monington	Community Member

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2016-2017 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		39	39
Itinerant staff	10		10
Paraprofessionals	5	16	21
Support Staff	1	4	5
Other	4	13	17
Total Staff	20	74	94

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2016 – 2017 Official Data	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data
Percentage of faculty who are:				
• Certified to teach in assigned area(s)	100%	100%	100%	100%
• Not certified to teach in assigned area(s)	0%	0%	0%	0%
For those not certified, list name, grade level course	n/a	n/a	n/a	n/a
Number of years principal has been in the building	4	3	2	1
Teacher Average Daily Attendance		94.8	94.1	95.8

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**B. Student Demographics
Table 3**

SUBGROUP DATA

Data from prior year's SIP

	2016 – 2017 Total	2015 – 2016 Total	2014-2015 Total
American Indian/Alaskan Native	0	n/a	≤10
Hawaiian/Pacific Islander	0	≤10	≤10
African American	28	32	82
White	432	447	499
Asian	≤10	n/a	≤10
Two or More Races	67	46	48
Special Education	103	107	96
LEP	0	n/a	≤10
Males	283	272	279
Females	247	259	260
Total Enrollment (Males & Females)	530	531	539

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2015**: 76.72%

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C. Special Education Data 2016-2017 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	
02 Hard of Hearing	≤10
03 Deaf	
04 Speech/Language Impaired	36
05 Visual Impairment	≤10
06 Emotional Disturbance	≤10
07 Orthopedic Impairment	≤10
08 Other Health Impaired	16
09 Specific Learning Disability	16
10 Multiple Disabilities	≤10
12 Deaf-Blindness	
13 Traumatic Brain Injury	
14 Autism	≤10
15 Developmental Delay	21

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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; and
- C. Free from any form of harassment.

In narrative form, address your school’s climate and culture. Within the narrative, discuss how your school is aligning all aspects of the school’s culture to student and adult learning.

All students including those with IEP’s in our school have equal access to the general education curriculum and extracurricular learning activities with appropriate supports. The school schedule provides time for collaborative planning among grade level teams and collaboration meetings for co-teaching classrooms. All school personnel share responsibility and employ culturally responsive practices to educate all students in our school. Our school’s expectation is for all adults in our school to be actively involved in the social and academic instruction of students.

A school-wide safety plan has been developed and is implemented in order to better ensure the safety and well-being of all staff and students. A full time guidance counselor works with all grade level classrooms to promote anti-bullying strategies.

The school – wide PBIS program addressed problematic behaviors 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. South Penn continues to embrace Arts Integration, which increases student engagement through UDL practices and supports increased student understanding and learning in a differentiated approach.

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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. Complete Table 5.

Table 5

UDL Principle/Mode	Representation – Process
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> *Discovery Education *Audio of Treasures Reading Stories *Internet Resources (videos, music, stories) *Music/Chants
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	<ul style="list-style-type: none"> *Drama *Posters *Power points *Pamphlets *Music
<i>Means for Engagement: tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	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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1. In your analysis of the UDL chart, discuss how school personnel uses the Gradual Release of Responsibility Instructional Framework for planning and instruction and include the principles, guidelines, and checkpoints of UDL.

V. ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2016 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany County are required to do the same.

In your analysis of students requiring special education services, please address the following special education issues for students in your school:

1. ***Access to the General Education Curriculum.*** How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas? Based on the students' Individualized Education Plans, Inclusion Teachers, General Education Teachers and paraprofessionals, under the direction of the teachers, provide specialized instruction that scaffolds learning for students with IEPs that is aligned to the general curriculum. Specialized Instruction is planned purposefully utilizing the Universal Design for Learning and the Gradual Release of Responsibility Frameworks. Teachers frequently monitor students' progress and analyze the data to devise instruction for continued progression and access to the general curriculum.
2. ***Collaboration with General Educators.*** How is your school ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum? Collaborative planning with the General Education grade level teams and Inclusion Teachers occurs weekly. During the curricular planning teachers work as a team to monitor student progress, plan instruction, research-based strategies, and interventions across all three tiers of need. In addition to collaborative planning, inclusive planning occurs weekly with the General Education and Inclusion Teacher who team-teach on a daily basis. During the inclusive planning sessions, a collaborative planning form is utilized to promote the discussion around accommodations, aids, support and modifications that are needed to permit access to the general curriculum. The proactive planning occurs a week in advance utilizing a team teaching approach to maximize learning for students with special needs.

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3. *Strategies used to address the Achievement Gap.* When the school agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup. Small groups are utilized to address achievement gaps.

Strategies

- Weekly collaborative planning between General and Inclusive Educators
- Team teaching occurs in identified classrooms to target student need
- School based math and reading coaches are being utilized to provide job embedded professional development
- Small groups are utilized to address achievement gaps.

4. *Interventions, enrichments and supports* to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students?

All students at South Penn are screened with Universal Screening tools in reading and math. Based on this data, students are grouped into intervention or enrichment groups.

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 gap for ELL, Special Education and lowest performing subgroup students.

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

Complete data charts using 2015 and 2016 PARCC results.

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Table 6

ELA Student Group Grade 3, 6 or English 10	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	75	21	28.0	28	37.3	17	22.7	8	10.7	1	1.3	73	24	32.9	18	24.7	8	11.0	23	31.5	0	0.0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latin o of any race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	68	19	27.9	27	39.7	14	20.6	7	10.3	1	1.5	66	23	34.8	15	22.7	7	10.6	21	31.8	0	0.0
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Special Education	14	5	35.7	6	42.9	3	21.4	0	0.0	0	0.0	16	9	56.3	4	25.0	1	6.3	2	12.5	0	0.0
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	61	18	29.5	23	37.7	13	21.3	6	9.8	1	1.6	55	20	36.4	13	23.6	6	10.9	16	29.1	0	0.0
Female	30	8	26.7	10	33.3	7	23.3	4	13.3	1	3.3	36	9	25.0	9	25.0	5	13.9	13	36.1	0	0.0
Male	45	13	28.9	18	40.0	10	22.2	4	8.9	0	0.0	37	15	40.5	9	24.3	3	8.1	10	27.0	0	0.0

Table 7

ELA Student Group	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	59	9	15.3	15	25.4	24	40.7	11	18.6	0	0.0	74	9	12.2	25	33.8	22	29.7	13	17.6	5	6.8
American Indian or	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Alaska Native																						
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	0	0	0	0	0	0	0	0	0	0	0	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	50	8	16.0	13	26.0	18	36.0	11	22.0	0	0.0	68	7	10.3	24	35.3	20	29.4	13	19.1	4	5.9
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	15	5	33.3	6	40.0	4	26.7	0	0.0	0	0.0	15	5	33.3	5	33.3	5	33.3	0	0.0	0	0.0
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	46	8	17.4	13	28.3	16	34.8	9	19.6	0	0.0	57	7	12.3	19	33.3	19	33.9	9	15.8	3	5.3

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Female	28	4	14.3	6	21.4	10	35.7	8	28.6	0	0.0	34	4	11.8	11	32.4	9	26.5	5	14.7	5	14.7
Male	31	5	16.1	9	29.0	14	45.2	3	9.7	0	0.0	40	5	12.5	14	35.0	13	32.5	8	20.0	0	0.0

Table 8

ELA Student Group Grade 5 or 8	2015											2016											
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		
		#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%	
		Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof		Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof
All Students	77	10	13.0	27	35.1	27	35.1	12	15.6	1	1.3	59	7	11.9	16	27.1	19	32.2	17	28.8	0	0.0	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0	
Native Hawaiian or Other Pacific	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0	

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Islander																						
White	64	8	12.5	21	32.8	24	37.5	11	17.2	0	0.0	53	7	13.2	15	28.3	17	32.1	14	26.4	0	0.0
Two or more races	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0
Special Education	13	5	38.5	6	46.2	1	7.7	1	7.7	0	0.0	15	5	33.3	5	33.3	4	26.7	1	6.7	0	0.0
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	56	10	17.9	22	39.3	18	32.1	5	8.9	1	1.8	45	6	13.3	13	28.9	14	31.1	12	26.7	0	0.0
Female	38	3	7.9	7	18.4	17	44.7	10	26.3	1	2.6	26	3	11.5	1	3.8	11	42.3	11	42.3	0	0.0
Male	39	7	17.9	20	51.3	10	25.6	2	5.1	0	0.0	33	4	12.1	15	45.5	8	24.2	6	18.2	0	0.0

Academic Data Review

1. Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grades 10 and 11**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

Teachers were still receiving professional development with unpacking the standards and building knowledge with progressions. In order to meet certain standards, adjustments and additions had to be made to the reading curriculum.

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This directly impacted Tier 1 instruction for students. With the transition to Common Core Standards, our students have significant gaps. Meeting the needs of all students at their instructional match does not always align with the rigor and pacing requirements of common core. Due to the adjustment of pacing, students don't have a deep understanding of grade level expectations. Teachers did not have sufficient professional development to meet the writing purposes required by the state standards.

3rd Grade Parcc 2014-15 Class Average- 713 Parcc 2015-16 Class Average- 720
Reading Literary- 85%-73% below expectations 15%-26% meets or exceeds
Information-80%-70% below expectations 20%-31% meets or exceeds
Vocabulary- 78%-75% below expectations 21%-25% meets or exceeds
Expression- 80%-74% below expectations 20%-26% meets or exceeds
Conventions- 80%-64% below expectations 20%-36% meets or exceeds

4th Grade Parcc 2014-15 Class Average- 726 Parcc 2015-16 Class Average- 730
Reading Literary- 76%-73% below expectations 24%-27% meets or exceeds
Information-76%-77% below expectations 24%-23% meets or exceeds
Vocabulary- 66%-75% below expectations 34%-25% meets or exceeds
Expression- 78%-72% below expectations 22%-29% meets or exceeds
Conventions- 68%-67% below expectations 32%-33% meets or exceeds

5th Grade Parcc 2014-15 Class Average- 727 Parcc 2015-16 Class Average- 732
Reading Literary- 76%-66% below expectations 25%-34% meets or exceeds
Information-76%-75% below expectations 25%-25% meets or exceeds
Vocabulary- 66%-68% below expectations 34%-32% meets or exceeds
Expression- 83%-59% below expectations 17%-41% meets or exceeds
Conventions- 62%-63% below expectations 38%-37% meets or exceeds

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Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

Changes/Strategies	Rationale/Evidence-based	Timelines and Methods	Resource Allocations
Implementation of Unpacked Standards	Professional Development of Unpacking Standards	2013 - 2016 School Year	County Based
Differentiated Flexible Small Groups - SWIFT Priority Goal 1 (see priority planning sheet)	Formative Assessment	Daily	Teachers/ELA Coaches
DIBELs, Reading Inventory, Scholastic Next	Developmentally appropriate screener to provide a comprehensive picture of reading ability	Screening Tool administered September, January, May and progress monitoring as needed	County Funded Reading Interventionist/Reading Specialist/Reading Coach placed according to data
Intervention programs: Foundations, Wilson, Read Naturally, Multi-Sensory	Multi-tiered programs that address reading needs based on data collected	Daily- 30-60 minutes	County Funded
Writing Trait Crate	Program designed to address the 3 forms of writing required in CCS	Based on Quarterly Pacing Guide	Title I Funded

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B. Mathematics Data Overview

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

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

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

Complete data charts using 2015 and 2016 PARCC results.

Table 9

Math Student Group Grade 3, 6 or Algebra II	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	73	17	23.3	15	20.5	24	32.9	17	23.3	0	0.0	73	23	31.5	16	21.9	13	17.8	16	21.9	5	6.8
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0	
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
White	66	14	21.2	15	22.7	23	34.8	14	21.2	0	0.0	66	21	31.8	13	19.7	13	19.7	15	22.7	4	6.1	
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	13	5	38.5	3	23.1	4	30.8	1	7.7	0	0.0	16	10	62.5	2	12.5	1	6.3	2	12.5	1	6.3	
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Free/Reduced Meals (FARMS)	59	15	25.4	12	20.3	20	33.9	12	20.3	0	0.0	55	19	34.5	12	21.8	9	16.4	13	23.6	2	3.6	
Female	30	6	20.0	11	36.7	6	20.0	7	23.3	0	0.0	36	7	19.4	9	25.0	9	25.0	10	27.8	1	2.8	
Male	43	11	25.6	4	9.3	18	41.9	10	23.3	0	0.0	37	16	43.2	7	18.9	4	10.8	6	16.2	4	10.8	

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Table 10

Math Student Group Grade 4, 7 or Geometry	2015											2016											
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	
All Students	59	8	13.6	15	25.4	22	37.3	13	22.0	1	1.7	74	17	23.0	18	24.3	23	31.1	16	21.6	0	0.0	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latin o of any race	0	0	0	0	0	0	0	0	0	0	0	1	0	0.0	0	0.0	1	100. 0	0	0.0	0	0.0	
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
White	50	6	12.0	15	30.0	16	32.0	12	24.0	1	2.0	68	16	23.5	17	25.0	20	29.4	15	22.1	0	0.0	
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Special Education	15	4	26.7	8	53.3	2	13.3	1	6.7	0	0.0	15	8	53.3	1	6.7	6	40.0	0	0.0	0	0.0
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	46	7	15.2	10	21.7	17	37.0	11	23.9	1	2.2	57	14	24.6	14	24.6	19	33.3	10	17.5	0	0.0
Female	28	2	7.1	7	25.0	11	39.3	7	25.0	1	3.6	34	9	26.5	9	26.5	9	26.5	7	20.6	0	0.0
Male	31	6	19.4	8	25.8	11	35.5	6	19.4	0	0.0	40	8	20.0	9	22.5	14	35.0	9	22.5	0	0.0

Table 11

Math Student Group Grade 5 or 8	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	76	13	17.1	27	35.5	26	34.2	10	13.2	0	0.0	59	13	22.0	21	35.6	15	25.4	9	15.3	1	1.7
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0	
White	63	9	14.3	24	38.1	21	33.3	9	14.3	0	0.0	53	12	22.6	18	34.0	13	24.5	9	17.0	1	1.9	
Two or more races	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0	
Special Education	13	5	38.5	5	38.5	2	15.4	1	7.7	0	0.0	15	5	33.3	6	40.0	3	20.0	1	6.7	0	0.0	
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Free/Reduced Meals (FARMS)	55	11	20.0	21	38.2	16	29.1	7	12.7	0	0.0	45	10	22.2	18	40.0	12	26.7	4	8.9	1	2.2	
Female	38	5	13.2	11	28.9	14	36.8	8	21.1	0	0.0	26	2	7.7	11	42.3	8	30.8	4	15.4	1	3.8	
Male	38	8	21.1	16	42.1	12	31.6	2	5.3	0	0.0	33	11	33.3	10	30.3	7	21.2	5	15.2	0	0.0	

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Academic Data Review

1. Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8, Algebra I, Algebra II and Geometry**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

Teachers were still receiving professional development with unpacking the standards and building knowledge with progressions. There was no true math curriculum developed for the county to utilize. This directly impacted Tier 1 instruction for students. With the transition to Common Core Standards, our students have significant gaps in conceptual understanding of mathematics. The pacing of math instruction is adjusted to meet students at their ability level which does not align with the pacing requirements of Common Core. Due to the adjustment of pacing, students don't have a deep understanding of grade level expectations. Some of the standards may not have been exposed enough to the students by the time PARCC testing begins. The standards taught in the county's last unit addressing some of the Measurement and Data standards were the some of the lowest scores within PARCC for fourth grade. There was also a lack of understanding as to how PARCC assesses each subclaim: Major, Supporting and Additional, Reasoning, and Modeling.

3rd Grade Parcc 2014-15 Class Average- 726 Parcc 2015-16 Class Average- 724

Data is presented as follows: 2014-2015 percentages - 2015-2016 percentages

*Major- 44%-49% below expectations and 30%-28% meets or exceeds

*Supporting/Additional- 40%-50% below expectations and 30%-22% meets or exceeds

*Reasoning- 42%-51% below expectations

*Modeling- 38%-50% below expectations

4th Grade Parcc 2014-15 Class Average- 729 Parcc 2015-16 Class Average- 726

Major-neutral varied by 1%

*Supporting/Additional- 36%-49% below expectations and 44%-33% meets or exceeds

*Reasoning- 27%-41% below expectations and 37%-23% meets or exceeds

*Modeling-53%-63% below expectations and 17%-21% meets or exceeds

5th Grade Parcc 2014-15 Class Average- 722 Parcc 2015-16 Class Average- 722

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*Major-53%-61% below expectations and 12%-14% meets or exceeds

Supporting/Additional- neutral varied by 1-2%

*Reasoning- 38%-61% below expectations and 33%-15% meets or exceeds

*Modeling- 37%-46% below expectations

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

Changes/Strategies	Rationale/Evidence-based	Timelines and Methods	Resource Allocations
Implementation of Unpacked Standards	Professional Development of Unpacking Standards	2013 - 2016 School Year	County Based
Number Sense Development K-2 (Number Sense Screener)	Developmentally appropriate screener to provide a comprehensive picture of number sense development	Screening Tool administered August, January, May	Free Resource Math Coach placed based on data gathered from screening
Dreambox K-2	Multi-tier program which meets the students at their level of need.	November - June 60 minutes weekly	Title 1 Funding
Think Through Math 3-5	Multi-tier program which meets the students at their level of need.	August - June 60 - 90 minutes weekly	County Based
Differentiated Flexible Small Groups - SWIFT Priority Goal 1 (see priority planning sheet)	Formative Assessment	Daily	Teachers/Math Coaches

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Teachers are implementing the standards which have been unpacked through the cadre work in the 2014-2016 school years. Our county has created a systematic scope and sequence for all grades PreK-5 to utilize as a curriculum. These units include multiple means of engagement and resources to enhance instructional practices. Our staff has had professional development on the subclaims of PARCC: Major, Supporting/Additional, Reasoning, and Modeling. We have analyzed trends in PARCC scores to see areas of strength and weaknesses. We have utilized the PARCC Evidence Statements and Released Items to focus on areas of weaknesses. Our instructional practices of using formative assessments to form small groups will address achievement gaps within the classrooms. With focused instruction, small groups, remediation, and spiral review our students' mathematical conceptual understanding will improve.

C. Science

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2016			2015			2014		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	59	36	61.0	77	48	62.3	62	36	58.1
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	6	5	83.3	n/a	n/a	n/a	≤10	≤10	50%
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	49	29	59.2	64	42	65.6	54	32	59.3
Two or more races	4	2	50.0	n/a	n/a	n/a	≤10	≤10	50%
Special Education	13	5	38.5	13	5	38.5	15	≤10	46.7
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	45	25	55.6	56	32	57.1	44	24	54.5

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1. Based on available data, describe the challenges in Science. In your response, identify challenges in terms of subgroups. Address what your school is doing (has done) to address and implement the new Science Standards.

Science content has changed within grade levels as the transition has been made from the Maryland State Science standards to the Next Gen. Science standards. Teachers are learning the new standards and implementing the ACPS created units for the first time this year in grades 3-5.

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.

Changes/Strategies	Rationale/Evidence-based	Timelines and Methods	Resource Allocations
Teachers developed integrated units to include ELA, science, and social studies content. The units will include opportunities for students to participate in hands on lessons incorporating the use of classroom labs, Discovery Education, the green house, Outdoor School, guest speakers, field trips, real world learning, etc. These units will offer a more coherent study of the science content. The units will create clarity and increase engagement in science content.	Integrated lessons to enhance student learning	2016-2017 year	County
Technology / Legos - Maryland Extension Group 4-H	STEM based projects provide increase hands on experiences and technology opportunities.	Fall 2016 Spring 2017	Title 1 \$2,794.90

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Evergreen/Maryland Extension Group - Planting, Eating and Growing Healthy	STEM based project learning in authentic environment	Quarterly	Judy Center/School based funding
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VI. EARLY LEARNING

Based on the examination of the 2015-2016 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 2016 Results

Number Assessed - 78

	Emerging	Approaching	Demonstrating
Total 78	12 / (15%)	29 / (37%)	37 / (47%)

Evaluation:

- Students Demonstrating Kindergarten Readiness increased from 32% of the total population to 47% of the total population.
- 52% are Emerging or Approaching Readiness

Results by Category

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	Social		Language and Literacy		Math		Physical Development	
	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating	Demonstrating	Not Yet Demonstrating
Total # (percent)	40 (51%)	39 (49%)	31 (39%)	48 (61%)	29 (39%)	45 (61%)	43 (54%)	36 (46%)

Evaluation:

- Language and Literacy and Math are the categories with the largest discrepancies.
- The range of students *Demonstrating* in each category ranges from 39% to 54%.
- The range of students *Not Yet Demonstrating* in each category ranges from 46% to 61%.

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 program – 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 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 Service Coordinator works 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. The Service Coordinator meets weekly with a parent group to meet identified goals. The Judy Center has a partnership with a community group that supplies fresh fruits and vegetables to families.

This year South Penn implemented a full day pre-kindergarten which services 20 priority one students.

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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. ATTENDANCE

Table 15: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	93.3	N
Grade 1	93.5	N
Grade 2	93.5	N
Grade 3	94.2	Y
Grade 4	93.8	N
Grade 5	94.8	Y

Table 16: Attendance Rate	All Students				
	94%	94%	94%	94%	94%
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Subgroups – School Level Data					
All Students	94.9%	94.6%	93.4%	94.1%	93.3%
Hispanic/Latino of any race	*	*	96.8%	*	97.2%
American Indian or Alaska Native	*	*	*	*	0.0%

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Asian	*	*	*	*	89.5%
Black or African American	92.2%	93.9%	92.2%	94.4%	93.6%
Native Hawaiian or Other Pacific Islander	*	*	*	*	0.0%
White	≥95.0%	94.7%	93.5%	94.0%	93.5%
Two or more races	≥95.0%	94.1%	92.7%	94.2%	92.2%
Special Education	93.7%	93.9%	92.2%	93.0%	91.9%
Limited English Proficient (LEP)	*	*	97.7%	*	0.0%
Free/Reduced Meals (FARMS)	94.2%	94.0%	92.5%	93.4%	92.7%

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

All students did not meet the AMO. All subgroups and all grade levels did not meet the AMO with the exception of Hispanic, Grade 3 and Grade 5.

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.

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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.

VIII. HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13.08.01.04 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? Less than 10
 - b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.
South Penn makes daily attendance phone call, parent conferences and refers individuals to outside agencies for support.

X. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions: 14 Out of school suspensions and 14 In school suspensions

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

Examine the number of in school and out of school suspensions for the 2014-2015 and 2015-2016 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.

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XI. 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
- 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. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

South Penn completed its fifteenth year as a PBIS school. PBIS sets a goal of 80% of students having 0 – 1 office discipline referrals (ODR). For the 2015-16 school year, South Penn had 371 office discipline referrals. This is an increase from the previous year's 264 referrals. Of the 371 referrals in 2015-16, 17 students had 6+ referrals, 33 students had 2-5 referrals, and 46 students had 1 referral. This data shows that 91% of the total student population at South Penn received 0 - 1 discipline referrals.

This year, South Penn will implement the SRSS behavior screening for all students. The Student Risk Screening Scale (SRSS) is a universal screening tool used three times a year to determine the number of students who are at risk for challenging behaviors and for the direct purpose for better understanding of how to support students to be academically successful in school. This screening tool consists of 14 items (7 internalizing and 7 externalizing behaviors) that teachers use to rate their classroom of students based on the teacher's current knowledge with clear evidence of each individual student's behavior. The SRSS was given in September of 2016 and will be given in February and May of 2017. Results will be tiered into 3 categories: school-wide, classroom, or individual. Using the tiered designations, the responses to the data may include manipulating our school-wide behavior supports, focusing on a classroom behavior system, or developing a specific plan for identified students.

2. Discuss the research-based strategic/group interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

South Penn utilized the Check-In/Check-Out (CICO) program during the 2015-2016 school year and will continue for the 2016-2017 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 2015-2016 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.

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XII. PRINCIPAL’S SLOs

SLO 1

<i>SLO Component</i>	
<i>Objective Summary Statement</i>	<p>1. Summarize the long term academic goal for students. Grade 1 and Grade 2 students will increase their knowledge and understanding in the area of Operations and Algebraic Thinking – Addition and Subtraction. The growth to mastery measure will be used to determine the students’ level of proficiency. This increased understanding will directly impact students being college and career ready.</p> <p>South Penn Elementary is an approaching target school. Trends from the 2014-2015 and 2015-2016 school years math benchmark results indicated a need for continued improvement in the assessed areas of Operations and Algebraic Thinking for grade 1 and 2. PARCC data in grades 3 and 4 indicate students do not demonstrate an adequate understanding of the meanings for addition and subtraction situations. Stronger foundations in AO need to be built in the earlier grade levels in order to be successful as students’ progress in math.</p>
<i>Data Review & Baseline Evidence</i>	<p>2. Describe and explain the process and information used to create this SLO. The 2015-2016 Math Benchmark data for grades 1 and 2 show a need for improvement in the area of Operations and Algebraic Thinking.</p> <p>Grade 1 Benchmark 2 - OA standards tested shows a mean of 65%, Grade 1 Benchmark 3 – AO standard tested shows a mean of 44%, Grade 1 Bench 4 – OA standards tested shows a mean of 54%</p> <p>2016-2017 Grade 1 Post Benchmark 1 – OA standards tested shows a mean of 63% 2016-2017 Grade 2 Post Benchmark 1 – OA standards tested shows a mean of 61%</p> <p>Grade 3 2016-2017 Pre Benchmark 1 has indicated a mean score of 10% for the OA standards. This supports the above statements made in the objective summary.</p> <p>PARCC 2015 Baseline data for Grade 3 shows that 70% of grade 3 students scored below or nearly meet expectations and 30% meet or exceeded the expectations for the Major Content Area, which includes the topics of Operations and Algebraic Thinking. PARCC 2016 Baseline data for Grade 3 shows that 73% of grade 3 students scored below or nearly meet expectations and 28% meet or exceeded the expectations for the Major Content Area, which includes the topics of Operations and Algebraic Thinking.</p>

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	<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 Operations and Algebraic Thinking. PARCC 2015 Baseline data for Grade 4 shows that 77% of grade 4 students scored below or nearly meet expectations and 23% meet or exceeded the expectations for the Major Content Area, which includes the topics of Operations and Algebraic Thinking.</p>		
<i>Student Population</i>	<p>3. Describe and explain the student group(s) selected for this SLO. A total population of 154 students in Grade 1 – Grade 2; Gr. 1 = 81 total students – 36 males/ 35 females – IEP’s, Gr. 2 = 73 total students – 39 males/ 34 females - IEP’s. Both of these groups of students will have only been exposed to instruction aligned with the Maryland College and Career Ready Standards throughout their school careers.</p>		
<i>Learning Content</i>	<p>4. Describe the specific content focus for this SLO. The Maryland College and Career Readiness Standards. Operations and Algebraic Thinking, for Grades 1 and 2. ACPS developed Math Units from Cadre unpacking of the standards.</p>		
<i>Instructional Interval</i>	<p>5. Describe the instructional period for this SLO. Mid 1st Quarter – Mid 4th Quarter of School year 2016-2017</p>		
<i>Target</i>	<p>6. 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 Operations and Algebraic thinking over the course of 3.5 quarters, 100% of the students in grade 1 and grade 2 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.</p>		
<i>Evidence of Growth</i>	<p>7. Describe what evidence will be used to determine student progress or growth. The county developed electronic pre/post benchmark tests utilizing the <u>Engrade</u> Program as well as collaborative grade level team developed assessments will provide the individual data used in determining student growth. After analyzing and monitoring student scores specific to each assessed standard for Operations and Algebraic Thinking a determination will be made to see that sufficient growth was made.</p>		
	<p>Insufficient Attainment 0-59% of students reach desired proficiency level of 80%</p>	<p>Partial Attainment 60-79% of students reach desired proficiency level of 80%</p>	<p>Full Attainment 80% + of students reach desired proficiency level of 80%</p>

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<i>Leadership and Professional Development</i>	<p>8. 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</p>		
<i>SLO Component</i>			
	<p>learning interval in order to better ensure student success. An internal Math Instructional Peer Coach will work with identified classrooms based on data. 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. During the 2016-2017 school year, selected classroom teachers will attend monthly Math Leadership Team meetings. 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>Michelle Speirs from Scholastic Math Solutions will meet 3 times with grade level Math Leadership team members to continue to build capacity with number talks and to create rich tasks. Administration, the math coach and math specialist will work with all grade 1 and grade 2 teachers on tasks and activities that are specifically designed around instructional strategies for teaching the Operations and Algebraic Thinking standards.</p>		

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SLO 2

<i>SLO Component</i>	
<i>Objective Summary Statement</i>	<p>1. Summarize the long term academic goal for students. Grade 3 and Grade 4 students will increase their knowledge and understanding in the area of Operations and Algebraic Thinking – Multiplication and Division. The growth to mastery measure will be used to determine the students’ level of proficiency. This increased understanding will directly impact students being college and career ready.</p> <p>South Penn Elementary is an approaching target school. Trends from the 2014-2015 and 2015-2016 school years math benchmark results indicated a need for continued improvement in the assessed areas of Operations and Algebraic Thinking for grade 3 and 4.</p>
<i>Data Review & Baseline Evidence</i>	<p>2. Describe and explain the process and information used to create this SLO. The 2015-2016 Math Benchmark data for grades 3 and 4 show a need for improvement in the area of Operations and Algebraic Thinking. Grade 3 Post benchmark 1 data indicates a mean score of 36%, grade 3 post benchmark 2 indicates a mean score of 45%, grade 3 post benchmark 4 indicates a mean score of 45%. Grade 4 post benchmark 1 data indicates a mean score of 36%, post benchmark 2 score indicates a mean score of 34%.</p> <p>PARCC 2015 Baseline data for Grade 3 shows that 70% of grade 3 students scored below or nearly meet expectations and 30% meet or exceeded the expectations for the Major Content Area, which includes the topics of Operations and Algebraic Thinking. PARCC 2016 Baseline data for Grade 3 shows that 73% of grade 3 students scored below or nearly meet expectations and 28% meet or exceeded the expectations for the Major Content Area, which includes the topics of Operations and Algebraic Thinking.</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 Operations and Algebraic Thinking. PARCC 2015 Baseline data for Grade 4 shows that 77% of grade 4 students scored below or nearly meet expectations and 23% meet or exceeded the expectations for the Major Content Area, which includes the topics of Operations and Algebraic Thinking.</p>
<i>Student Population</i>	<p>3. Describe and explain the student group(s) selected for this SLO. A total population of 149 students in Grade 3 – Grade 4; Gr. 3 = 78 total students – 38 males/40 females – IEP’s, Gr. 4 = 71 total students – 36 males/ 35 females - IEP’s. Both of these groups of students will have only been exposed to instruction aligned with the Maryland College and Career Ready Standards throughout their school careers.</p>

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<i>Learning Content</i>	4. Describe the specific content focus for this SLO. The Maryland College and Career Readiness Standards. Operations and Algebraic Thinking, for Grades 3 and 4. ACPS developed Math Units from Cadre unpacking of the standards.		
<i>Instructional Interval</i>	5. Describe the instructional period for this SLO. Mid 1 st Quarter – Mid 4 th Quarter of School year 2016-2017		
<i>Target</i>	6. 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 Operations and Algebraic thinking over the course of 3.5 quarters, 100% of the students in grade 3 and grade 4 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>	7. Describe what evidence will be used to determine student progress or growth. The county developed electronic pre/post benchmark tests utilizing the <u>Engrade</u> Program as well as collaborative grade level team developed assessments will provide the individual data used in determining student growth. After analyzing and monitoring student scores specific to each assessed standard for Operations and Algebraic Thinking a determination will be made to see that sufficient growth was made.		
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Insufficient Attainment 0-59% of students reach desired proficiency level Of 80%</td> <td>Partial Attainment 60-79% of students reach desired proficiency level of 80%</td> <td>Full Attainment 80% + of students reach desired proficiency level of 80%</td> </tr> </table>	Insufficient Attainment 0-59% of students reach desired proficiency level Of 80%	Partial Attainment 60-79% of students reach desired proficiency level of 80%
Insufficient Attainment 0-59% of students reach desired proficiency level Of 80%	Partial Attainment 60-79% of students reach desired proficiency level of 80%	Full Attainment 80% + of students reach desired proficiency level of 80%	
<i>Leadership and Professional Development</i>	8. 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 Communities/Grade level collaborative team planning 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. An internal Math Instructional Peer Coach will work with identified classrooms based on data.		

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	<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 2016-2017 school year, selected classroom teachers will attend monthly Math Leadership Team meetings. 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>Michelle Speirs from Scholastic Math Solutions will meet 3 times with grade level Math Leadership team members to continue to build capacity with number talks and to create rich tasks. Administration, the math coach and math specialist will work with all grade 3 and grade 4 teachers on tasks and activities that are specifically designed around instructional strategies for teaching the Operations and Algebraic Thinking standards.</p>

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XIII. TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

- **Describe in a narrative your school’s parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.). 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. Heather Eisenhower, 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. A group of thirteen volunteers have attended meetings and have logged 85 volunteer hours for these meetings in the Fall of 2016. 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 75% 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. 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 2016 – 2017

Name	Grade Level Representation	Position
Sarah Pannone	Grade 3	PAC Representative
		PAC Alternate
Heather Eisenhour		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.**

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SOUTH PENN'S PARENT INVOLVEMENT PLAN**

Expectations

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

- I – Shared decision-making opportunities
- II – Annual meeting to explain the 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 Elementary School 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 move towards making all students proficient on PARCC for 2016-2017.

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Action Plan

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
<p>I. Shared Decision Making</p> <ul style="list-style-type: none"> ➤ The School Improvement Plan (SIP) is developed with input from parents ➤ The SIP is available for parent review and input at any time ➤ The Parent Involvement Plan is developed with input from parents. ➤ The Parent Involvement Plan is distributed to all parents. 	<p>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.</p> <p>A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.</p> <p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The Leadership Team will review the proposed plan. In September, parent of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the Leadership Team for approval.</p> <p>A summary of the Parent Involvement Plan is distributed to all families after the Central Office has approved the SIP.</p>	<p>October 2016</p> <p>January 2017</p> <p>May 2017</p> <p>January 2017</p>	<p>Scott Sisler, Principal</p> <p>Scott Sisler, Principal</p> <p>Scott Sisler, Principal</p> <p>Scott Sisler, Principal</p>

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<ul style="list-style-type: none"> ➤ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students. 	<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 the Family Engagement Team. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the Leadership Team for approval.</p>	<p>September 2016 May 2017</p>	<p>Scott Sisler, Principal</p>
<p>II. Annual Meeting</p> <ul style="list-style-type: none"> ➤ 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 he school will provide for parental involvement. 	<p>Parents are invited to attend the Annual Title I Meeting. Information about the schoolwide Title I program is shared with parents. Parents are given the opportunity to give input on the Title I program.</p>	<p>September 2016 October 2016</p>	<p>Scott Sisler, Principal</p>
<p>III. Building Parental Capacity</p> <ul style="list-style-type: none"> ➤ Provide assistance to parent in understanding the State’s academic content standards and student academic achievement standards, State and local academic assessments. ➤ Provide materials and parent trainings/workshops to help 	<p>Parents were given a copy of grade level standards from the PTA website on Parent Conference Day. Parents in grades 4 and 5 receive PARCC scores. A PARCC Night is held in the spring to help parents understand the expectations and offer suggestions for helping their children.</p> <p>Partners in Print Take Home Packets for PreK/K</p>	<p>September 29, 2016 March 2017 January 2017</p>	<p>Scott Sisler, Principal</p> <p>Kindergarten Team</p>

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<p>parent improve their children's academic achievement.</p>	<p>\$500 Family Literacy Nights</p> <p>PARCC 14 teachers x 2 hours x \$23.94 = \$670.32</p> <p>Math/Reading Night 14 teachers x 2 hours x \$23.94 = \$670.32</p> <p>Family Team Building Night 22 teachers x 2 hours x \$23.94 = \$1,053.36</p> <p>STEAM/Science Night 14 teachers x 2 hours x \$23.94 = \$670.32</p> <p>Materials for Parent Nights \$587.47 Parent Institute Newsletter \$350 Refreshments \$500.19</p>		<p>Dan Snyder, Judy Center</p> <p>Family Engagement Team</p>
<p>➤ Educate school personnel on how to work with parents as equal partners in their child's education.</p>	<p>Coffee with the Administrator</p>	<p>Quarterly</p>	<p>Scott Sisler, Principal</p>
<p>➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After School Program, Head Start, etc.</p>	<p>Family Literacy Nights Food Program</p> <p>21st Century After School Program</p>	<p>Monthly</p> <p>Ongoing</p>	<p>Dan Snyder, Judy Center</p> <p>Whitney Stoner</p>
<p>➤ Ensure information is presented</p>			

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<p>in a format and/or language parents can understand.</p> <ul style="list-style-type: none"> ➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities. 	<p>Translation services will be provided as needed and as practical.</p> <p>School Newsletters use parent friendly language.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Scott Sisler, Principal</p> <p>Scott Sisler, Principal</p>
<p>IV. Review the Effectiveness</p> <ul style="list-style-type: none"> ➤ The effectiveness of the school's parental involvement activities will be reviewed. 	<p>Results from parent surveys are summarized and evaluated in order to address needs expressed by parents. Information is also obtained from two parent surveys.</p>	<p>Ongoing</p> <p>February 2017</p> <p>April 2017</p>	<p>Family Engagement Team</p> <p>Title I</p> <p>PIC</p>
<p>V. Mid Atlantic Equity Consortium, (MAEC)</p> <ul style="list-style-type: none"> ➤ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org 	<p>Information regarding MAEC is posted in the Parent Information Center in the front lobby and in the school newsletter</p>	<p>Ongoing</p>	<p>Scott Sisler, Principal</p> <p>Hannah Eisenhour, PIC</p>
<p>IV. Joyce Epstein's Third Type of Parent Involvement</p> <ul style="list-style-type: none"> ➤ Volunteering 	<p>Volunteer training is conducted</p> <p>Field trips</p> <p>Classroom activities</p> <p>Outdoor</p> <p>School</p> <p>Parent training activities</p>	<p>Ongoing</p>	<p>Scott Sisler, Principal</p> <p>Hannah Eisenhour, PIC</p> <p>Family Engagement Team</p> <p>All staff</p>

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Section XV. MTSS PRACTICE PROFILE AND PRIORITIES

Please include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan.

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

Instructional Coaches work with Collaborative Teams Implementing Data Based Decision Making to Improve Tier I and Tier II Instruction for Increased Student Achievement.

2. How will these priorities be addressed?

Coaching will be addressed by working with the Leadership Team, Academic Committees and Administration to create an action plan which will support the coaching initiative and structure within the school. Coaches will continue to receive professional development in the area of coaching to build internal capacity within the skill level of these individuals.

Section XVI. 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 in digital format to the entire faculty and staff through Google Drive.. A condensed outline version of the Reading and Math data reflections and responses for implementation will also be printed and distributed to faculty.

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

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

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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 Leadership team and reported back to the Leadership Team. Math Screeners will be administered three times a year with Think Through Math (3-5) and Number Sense Screener (K-2). Math coaches will analyze data and share in grade level meetings as well as in Math Leadership and Leadership Team. 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 teachers 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 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.

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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 Susan Burke, locally funded ELA specialist, also provide assistance to the South Penn staff. Mrs. Boone and Mrs. Burke have been assigned to South Penn to provide needed assistance in mathematics and ELA. Both specialists collaborate with the administration, Stacey Bradley, Reading Instructional Coach, Jennifer Ramsey, Math Instructional Coach, Karen Snurr, Intervention Coordinator/SIT chair, and the focus team chairs to analyze data, provide professional development opportunities, and other additional specific requests.

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

November 23, December 14 - During Leadership Team meetings, the Reading, Math and MTSS Practice Profile and Priorities will be shared with Team members and grade level representatives. The information will then be shared with all staff through grade level representatives.

The Leadership Team meets biweekly to monitor the progress of and/or revise the School Improvement Plan through data that has been collected.

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Title I Schools – Nine Components

The Nine 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 Nine Components, a snapshot of your efforts to meet the requirements of No Child Left Behind/Every Student Succeeds Act 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.

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

**COMPONENT ONE
COMPREHENSIVE NEEDS
ASSESSMENT**

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

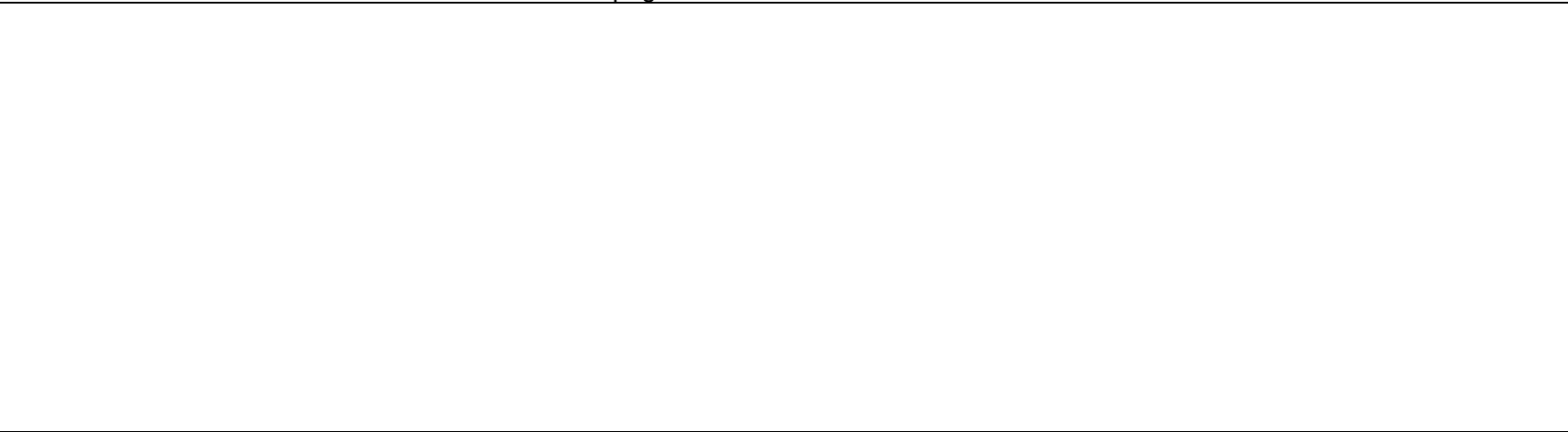
ELA Needs Assessment pages ____

Math Needs Assessment pages ____

Science Needs Assessment pages ____

Attendance Needs Assessment pages ____

MTSS Practice Profile pages ____



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ALLEGANY COUNTY PUBLIC SCHOOLS	COMPONENT TWO
NO CHILD LEFT BEHIND	SCHOOL REFORM STRATEGIES

ELA

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

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

Research Based/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, Reading Inventory, Instructionally Matched Text
Reading Interventions	Intervention Teachers, Foundations Interventions Program, Read Naturally, Orton Gillingham, Wilson
Inclusion Model	Inclusion Teachers, Inclusion planning sheets, Small groups, Co-Teaching Model, SWIFT
UDL Strategies	IRIS website resources, UDL Frameworks, Technology
Differentiated Instruction	Small Groups, Inclusion teachers, Inclusive planning practices, Scaffolding, Leveled Readers
Arts Integration Strategies	Resource Teachers, Artist in Residency workshops, AI Professional Development
Instructional Shifts – Text Complexity, Close Reading, Text dependent questions	Maryland’s College and Career Ready Standards, EEA resources, PARCC assessment resources
Technology	Ipads, APPs, Laptops, Connect ED, Book Share, Tablets, SMART Tables, SMART Boards , DRAFT Builder
Formative Assessment	FAME

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MATH

Maryland’s College and Career Ready Standards for Math is utilized for math instruction. 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 available for use in grades PreK-5 three times during the year. PreK and Kindergarten also administer an end of year benchmark. 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 subgroups(s) and the identified factors hindering student performance are found on pages _____. Please complete the chart with additional best practices and strategies that support math achievement.

Research Based/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 - see UDL section
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 , Sokikom
Vocabulary Development	Math Focus Walls
Assessment and Data driven instruction	Pearson, IXL
CRA Sequence (Concrete, Representation, Abstract)	Manipulatives, Pearson Site, EnVISION Series, graphic organizers, process charts
Inclusive Practices	Inclusion Teachers, Inclusion planning sheets, Small groups, Co-Teaching Model , SWIFT
Math Coaching	Math Solutions
Formative Assessments	FAME

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

**COMPONENT THREE
HIGH QUALITY PROFESSIONAL
DEVELOPMENT**

Staff development is an ongoing 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 _____
Math	pages _____
Science	pages _____

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.

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Professional Development Calendar/Funding Table

Initiative/Focus	SIP Alignment	What/ How (Content/ Process)	Date(s)	Evidence of Successful Completion	Presenters/Facilitators Audience	Funding Source	Budget Calculation
Title I District wide Initiative	Strategy: ELA Improve effective writing instruction	Trait Crate Plus Follow up: Collaborative planning	October 2016	Teachers attend pd session and utilize writing strategies from Crate	ELA Specialist, Title I Specialist K-5 Teachers	Title I	Subs @ \$93/day
Title I District wide Initiative	Strategy: Boxcars and One Eyed Jacks	Math games to reinforce curriculum Follow up:	November/ December 2016	Students will utilize games and activities	John Felling of Box Cars and One-Eyed Jacks	Title I	Subs @ \$93/day Consultant Fee Kits
Title I District wide Initiative	Strategy: Math instruction	Coaching in math talk, tasks, instructional planning to match standards Follow up:	4 days	Identified teachers will utilize math talk, tasks and instructional planning	Michelle Spiers	Title I	Subs @ \$93/day Consultant fee

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<p>Title I District wide Initiative</p> <p>School Initiative</p>	<p>Strategy: Instructional Coaching</p>	<p>Training will include book studies, meeting with Michelle Spiers, Peer Coaching class through MSDE</p> <p>Follow up: Coaching process will be implemented</p>	<p>Ongoing</p>	<p>Teachers will increase instructional skills</p>	<p>Stacey Bradley, Jenny Ramsey, Tessa Fairall</p>	<p>Title I MSDE funding</p>	<p>Class fee 2 sub days Consultant fee</p>
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**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

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

**COMPONENT FOUR
ATTRACT CERTIFIED TEACHERS**

- **ACPS**

The recruitment and hiring of teachers is the role of the Human Resources Department of the Allegheny 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 Allegheny 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 Allegheny 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?

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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 School	Number of Teachers	Percentage
First Year Teaching	4	10%
2 -5 Years	6	15%
6 - 10 Years	4	10%
More than 10 Years Teaching	26	65%

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**COMPONENT FIVE
INCREASE PARENTAL INVOLVEMENT**

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 Allegheny County Public Schools' Parent Involvement Policy is published and distributed in August to each family in all Title I schools. Title I schools also post a copy of the policy on their Title I bulletin boards or in their parent resource centers. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is posted and also distributed to parents.

A Parent Involvement Coordinator is on-site at South Penn Elementary School for 15 hours per week. In this position, the Parent Involvement Coordinator reaches out to parents to build positive relationships between the home and school through individual communication, works with school administrators to help build a strong parent program, and builds enthusiasm for parent involvement in the school.

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 _____ for a description of the implementation of these standards.**

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**COMPONENT SIX
TRANSITIONING PRESCHOOL CHILDREN**

PROGRAM	DATE/TIMELINE
Meetings with Head Start and PreK Teachers	May 2017
Transition reports provided by Head Start for entering Kindergarten students	April 2017
Pre-K and Kindergarten Parent interviews	August 2016
KRA Screening	August-October 2016
IEP meetings	Weekly
Pre-K and Kindergarten Orientation Meetings	Spring 2017
Buster the Bus Program	
Joint registration with Head Start and Pre-K	March 2017
Transportation between Head Start and Pre-K	Daily
Open House	August 2016
Articulation meetings between Pre-K and K	May 2017
Articulation meetings between K and Grade 1	May 2017
Articulation meetings between Grades 1-5	May 2017
Articulation meetings with middle school staff	May 2017

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Data analysis meetings	Monthly
Grade 5 middle school visitation	May 2017
Annual Title I Meeting	May 2017

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**COMPONENT SEVEN
TEACHER INVOLVEMENT
IN DECISION-MAKING**

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.

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

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referred to the ICTeam. Meetings with the team will occur the second Friday of each month as the schedule allows and as needed. 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.

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. Math team participants will help create a system for instructional coaching and provide instructional coaching to support efforts to improve mathematic teaching and learning with fellow teachers/grade level teams, support staff and parents/guardians. The team will professional knowledge and professional development to implement multi-levelled tiers of instruction. The team as well as those teachers that were not involved in the first year of PD sessions with Michelle Spiers 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.

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 parents 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 PBIS 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.

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

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**COMPONENT EIGHT
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.
Math intervention programs	Think Through Math, a computer-based math program, evaluates student concept attainment and plans a pathway for each child. This program is only provided in Title I school-wide schools for students grades 3-5.
Differentiated and small group instruction	Special Education Inclusion Staff, Classroom Teachers, Intervention 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 identify at risk students.
Academic support with homework and tutoring	21st Century Afterschool Program directed by Mrs. Stoner and a certified staff to support at risk students.
Identification of early childhood students	Kindergarten Readiness Assessment- Administered to all Kindergarten students at the beginning of the year. Grade 1 students were screened prior to the beginning of the school year in order to identify needs and form groups.
Data Analysis Meeting	School reading and math specialists will work with school personnel to analyze data and identify students needing intervention.
	Committee members will identify students who are not responding appropriately to intervention.

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Reading/Intervention/UDL Team	
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 provide extended learning opportunities for students identified in IEPs.
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 provide winter clothing for identified students.
Resources to Support Homeless Students	Partnership with local agencies to provide materials, transportation and other services. Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable "social-school" activities as well as Title I-like academic services.

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Mental Health Counseling	Mental Health counselors from outside agencies provide school-based therapy
Health	
Daily health needs	Two full-time onsite School Nurse to address health concern, administer medication, and monitor ongoing student health conditions.
Dental Screenings and Sealants	Allegany County Health Department screens students to help prevent tooth decay.
Vision Screenings	Lion's Club (PreK), Allegany County Health Department (PreK, K,1,5) offer vision screening to students.
Monitors weight and height for records	Health Nurse monitors student growth.
Attendance	
Support for attendance concerns	Pupil Service Team offer support to families and assist students with attendance issues.
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 is on site for 15 hours per week to enhance the home/school connection.
Childcare	South Penn utilizes Title I funding to provide opportunities for interaction between the home and school on an as needed basis.
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.
	Provides information on grade level expectations

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Grade level informational meetings	
Assistance to families of young children	Judy Center and the Infants and Toddlers Programs provide instruction for students and opportunities for parents to acquire parenting skills.
Transportation for foster care students	Title I funding can be utilized to supplement transportation costs in order to help a child placed in foster care to remain in the home school if it is in the child's best interest to do so.

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**COMPONENT NINE
COORDINATION OF FEDERAL,
STATE, AND LOCAL PROGRAMS**

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

Additionally, the Elementary Supervisors hold monthly Elementary Council Meetings. The Supervisor of Federal Programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 17.

FY 17 Coordination of Funding Sources - SP

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	PreK Expansion Grant
Professional Development	\$2,516.50					
Extended Day/School Year	\$2,849		\$72,250			
Materials of Instruction	\$11,307.90			\$30,551	\$21,677	\$668
Salaries	\$279,171.96				\$82,467	\$48,673
Parent Involvement	\$5,001.98					
Equipment	\$16,015			\$3,000		
Contracted Expenses					\$27,385	

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Consumable				\$8,551		
Office				\$3,677		

**Title I Budget 2016 – 2017
Instructional Program: \$30,171.90**

Materials \$10,948.40

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Reading	Materials to support writing/Reading	\$5,000	\$5,000.00	FARMS / Special Education
Math	Material to support Math Instruction	\$3,153.50	\$3,153.50	FARMS / Special Education
Science/ STEAM	Materials to support Science and Math - STEAM	\$2,794.90	\$2,794.90	FARMS / Special Education

Equipment \$16,015

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
	Lenovo Yoga Multi-Touch	\$743 x 20	\$14,860	FARMS / Special Education
	Computer Cart	\$1,155.00	\$1,155.00	FARMS / Special Education

PIC Materials \$359.50

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	\$359.50	\$359.50	FARMS Special Education
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21st Century **\$2,849**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math/ Science	Salary for Science Consultant	\$2,800	\$2,800	FARMS
ELA/Math/ Science	Science Materials	\$49.00	\$49.00	FARMS

**Title I Budget 2016 – 2017
Professional Development: \$2,516.50**

Stipends / Substitutes **\$1,990.56**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA / Math	PLC Planning, Articulation and PD to support Instructional Practices	22 teachers x 4 hrs x \$22.62	\$1,990.56	FARMS Special Education

Hourly Stipends: Teaching- \$23.94
Teaching- \$22.62
\$93.00

Non-

Substitutes: Highly Qualified-

Materials **\$525.94**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials to support PLC and PD,	\$525.94	\$525.94	FARMS

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	Professional Books			Special Education
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**Title I Budget 2016 – 2017
Parent Involvement: \$5,001.98
Stipends**

\$3,064.32

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Stipends for teachers –Family Team Building Night	22 teachers x 2 hours x \$23.94	\$1,053.36	Building Parent Capacity
Parent Involvement	Stipends for teachers – Assessment Night PARCC	14 teachers x 2 hours x \$23.94	\$670.32	Building Parent Capacity
Parent Involvement	Stipends for teachers – Math/Reading Night	14 teachers x 2 hours x \$23.94	\$670.32	Building Parent Capacity
Parent Involvement	Stipends for teachers – STEAM/Science Night	14 teachers x 2 hours x \$23.94	\$670.32	Building Parent Capacity

Hourly Stipends: Teaching- \$23.94
\$22.62

Non-Teaching-

Materials

\$1,587.66

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*Food Allowance – 10% = \$500.19

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Materials to support Pre-K/K take home packets	\$500	\$500	Building Parent Capacity
Parent Involvement	Materials for parent nights	\$587.47	\$587.47	Building Parent Capacity
Parent Involvement	Food (refreshments for parents)	\$500.19	\$500.19	Building Parent Capacity

Subscriptions

\$350

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