

**Allegany County Public School
2019-2020 School Improvement Plan**

School: South Penn Elementary

Principal: Scott Sisler

| Section | Table of Contents | Page |
|----------------|---|-------------|
| | Title Page | 0 |
| I | Integrated Educational Framework | 1 |
| II | School Demographics | 8 |
| III | Attendance | 10 |
| IV | Habitual Truancy | 12 |
| V | Graduation and Dropout Rates | NA |
| VI | School Safety/ Suspensions | 13 |
| VII | Early Learning | 17 |
| VIII | Academic Progress | 22 |
| IX | Multi-tiered System of Support | 51 |
| X | Positive Behavioral Intervention & Supports or Behavior Management Systems | 52 |
| XI | Family and Community Engagement | 53 |
| XII | Professional Community for Teachers and Staff | 60 |
| XIII | Management Plan | 61 |
| XIV | Title I Components (Title I Schools Only) – Separate Document | |
| XV | Title I Evaluation (Title I Schools Only) – Separate Document | |

**Allegany County Public School
2019-2020 School Improvement Plan**

I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

South Penn Elementary strives to inspire a passion for learning for ALL. We provide an engaging and supportive student centered learning environment that encourages high expectations and provides quality learning experiences. Our school community works collaboratively to ensure that the needed skills and knowledge are provided so that ALL students can achieve personal success in learning. Staff, in collaboration with parents will encourage and empower children to reach their full potential, achieve goals and become respectful, responsible productive citizens that are successful lifelong learners.

Vision

ALL students and staff will be motivated, supported and challenged to reach their highest potential through powerful, authentic and engaging learning experiences.

Core Values

- 1. High Levels of Family and Community Involvement**
- 2. ALL means ALL - Equity based Inclusive Practices**
- 3. Supportive Learning Environment**
- 4. Frequent Monitoring of Learning and Teaching**
- 5. Effective School Leadership**
- 6. High Standards and Expectations for all Students and Staff**
- 7. High Levels of Collaboration and Communication**

Allegany County Public School
2019-2020 School Improvement Plan

In narrative or bulleted form, address your school's climate, culture, and inclusive community.

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. 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. We emphasize the GRRUDL practices which increases student engagement through UDL practices and supports increased student understanding and learning in a differentiated approach. The school schedule provides time for collaborative planning among grade level teams and collaboration meetings for co-teaching classrooms. Paraprofessionals and Special Educators also plan with classroom teachers on a daily basis to meet the needs of all students. At South Penn, the leadership team consists of representation from all grade levels, special education, resource areas, IA's, and school/county specialists. At monthly meetings, professional/educational information from trainings are shared among team members to disseminate to school -wide teams.

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 and part time school counselor works with all grade level classrooms to promote anti-bullying strategies.

The school – wide PBIS program addresses problematic behaviors by emphasizing positive behaviors on a regular basis through the use of a more proactive approach embraced by the administration, teachers, and staff and through support from the PBIS team. Our school is implementing weekly Second Step lessons in every classroom to promote skills for learning, empathy, emotion management and problem solving. A new lesson is delivered in the beginning of each week. In addition, classrooms are promoting a community culture through classroom daily morning meetings. This meeting sets goals and restoratively solves problems that occurred from the previous learning day. When considering the culture of South Penn, we refer back to our shared core values:

- 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 and staff
- Effective School Leadership
- High Levels of Collaboration and Communication
- Supportive Learning Environment

**Allegany County Public School
2019-2020 School Improvement Plan**

B. Staff Engagement Action Plan

| <i>Staff Engagement Action Plan</i> | |
|---|--|
| Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10. | Safety, Physical Safety, 3.72 |
| Topic Description: | The physical safety topic describes the degree to which educators feel there are frequent physical conflicts among students, vandalism, student possession of weapons, robbery/theft, and/or student physical and verbal abuse of staff. |
| Strategies: Steps that will be taken in order to obtain the desired outcome. | Second step Building security/Drills practiced Behavior plans/safety plans CPI training Restorative Practice Training and implementation Administrative response codes for behavior incidents/concerns/disruptions Social Groups |
| Initiative leader and team: Who is responsible and involved in the work? | Administration Teachers School Counselors Instructional Assistants District Level leaders |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|---|--|
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | Second Step curriculum Restorative practice training for teachers and Instructional Assistants |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | School survey results SRSS screener |
| Timeline: Include dates for implementation of action steps. | SRSS screener completed 3 times per year School survey completed at the end of the year Weekly Second step lessons and guidance lessons Social Groups meet for 6 to 8 weeks then new groups are formed based on new data |
| Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10 | Community, Participation and Engagement, 4.01 |
| Topic Description: | The participation and engagement topic describes the degree to which educators feel students have chances to participate in school leadership, decision-making, and extracurricular activities, and whether administrators involve staff in decision-making. |
| Strategies: Steps that will be taken in order to obtain the desired outcome. | Safety Patrol Lego League After school program DARE Program Leadership team meetings Every staff member being on a leadership team |
| Initiative leader and team: Who is responsible and involved in the work? | Administration Teachers |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|---|--|
| | Instructional Assistants Students Resource Officers |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | Resource officers help with Safety Patrol Teachers to lead Lego League and After school program |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | School Survey at the end of the year |
| Timeline: Include dates for implementation of action steps. | Monthly Team meetings Leadership team meetings Leadership opportunities for students in Safety Patrol throughout the year- Assisting with events and sharing information with classes about Trick-or-Treat safety and Summer Safety Opportunities for students to be in our Lego League and After school Program |

C. Student Engagement Action Plan

| <i>Student Engagement Action Plan</i> | |
|--|-------------------------------|
| Primary Area of Need | Safety, Physical Safety, 1.00 |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|---|--|
| State the Domain, Topic, and Score | |
| Topic Description | The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property. |
| Strategies: Steps that will be taken in order to obtain desired outcome. | Second Step Safety patrol Building school community (Team) School resource officers more presents in the classroom/lunch room |
| Initiative leader and team: Who is responsible and involved in the work? | Teachers School counselors Safety Patrol students Local resource/police officers Administration |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | Second Step Curriculum Morning/classroom meetings Restorative practice tools |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | Office discipline referrals School survey |
| Timeline: Include dates for implementation of action steps. | September 2019-June 2020-Weekly Second Step lessons and guidance lessons February 3, 2020- Restorative Practice Professional Development |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|---|--|
| Secondary Area of Need | |
| State the Domain, Topic, and Score | Safety, Bullying, 1.22 |
| Topic Description: | The bullying topic describes the degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion or ability. |
| Strategies: Steps that will be taken in order to obtain the desired outcome. | 2 counselors with lessons Morning meetings Second step Media lessons on cyber bullying Social groups |
| Initiative leader and team: Who is responsible and involved in the work? | Teachers Guidance counselors Safety Patrol students Local resource/police officers Administration |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | Second Step Curriculum Morning/classroom meetings Restorative practice tools |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | Office discipline referrals School survey |
| Timeline: Include dates for implementation of action steps. | September 2019-June 2020-Weekly Second Step lessons and guidance lessons February 3, 2020- Restorative Practice Professional Development |

**Allegany County Public School
2019-2020 School Improvement Plan**

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

| Table 1 | | | |
|------------------------|-----------|-----------|-------|
| School-based Personnel | Part Time | Full Time | Total |
| Administrators | 0 | 2 | 2 |
| Teachers | 1 | 45 | 46 |
| Itinerant staff | 15 | 2 | 17 |
| Paraprofessionals | 7 | 22 | 29 |
| Support Staff | 1 | 4 | 5 |
| Other | 13 | 5 | 18 |
| Total Staff | 37 | 80 | 117 |

| Table 2 | | | | |
|--|--|--|--|--|
| Under each year, indicate the percent as indicated of individual in each category. | 2016-2017 Official Data | 2017 – 2018 Official Data | 2018-2019 Official Data | 2019-2020 Official Data |
| Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) | 100% | 100% | 100% | 100% |
| For those not certified, list name, grade level course | n/a | n/a | n/a | n/a |
| Number of years principal has been in the | | | | 6 |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | | |
|----------------------------------|-------|-------|-------|--|
| building | | | | |
| Teacher Average Daily Attendance | 94.0% | 94.4% | 94.8% | |

B. Student Demographics

| Table 3 | | | |
|---------------------------------------|----------------------------|----------------------------|----------------------------|
| SUBGROUP DATA | | | |
| SUBGROUP | 2017-2018 TOTAL | 2018-2019 TOTAL | 2019-2020 TOTAL |
| American Indian/Alaskan Native | 0 | 0 | ≤10 |
| Hawaiian/Pacific Islander | 0 | 0 | 0 |
| African American | 45 | 47 | 50 |
| White | 426 | 411 | 425 |
| Asian | ≤10 | ≤10 | ≤10 |
| Two or More Races | 80 | 80 | 82 |
| Special Education | 115 | 113 | 125 |
| LEP | 0 | 0 | 0 |
| Males | 290 | 289 | 303 |
| Females | 264 | 259 | 263 |
| Total Enrollment (Males + Females) | 554 | 548 | 566 |
| Farms (Oct 31 data) | 71.66% | 93.23% | n/a |

**Allegany County Public School
2019-2020 School Improvement Plan**

Special Education Data 2019-2020 School Year (As of September 30, 2019)

| Table 4 | | | | | |
|-----------------------------|--------------|---------------------------------|--------------|---------------------------|--------------|
| Disability | TOTAL | Disability | TOTAL | Disability | TOTAL |
| 01 Intellectual Disability | 6 | 06 Emotional Disturbance | 2 | 12 Deaf-Blindness | |
| 02 Hard of Hearing | 2 | 07 Orthopedic Impairment | 1 | 13 Traumatic Brain Injury | 1 |
| 03 Deaf | | 08 Other Health Impaired | 24 | 14 Autism | 8 |
| 04 Speech/Language Impaired | 33 | 09 Specific Learning Disability | 11 | 15 Developmental Delay | 33 |
| 05 Visual Impairment | | 10 Multiple Disabilities | 4 | | |

III. ATTENDANCE

| Table 5 | 2018-2019 | |
|--|---------------------------------|----------------|
| School Progress Attendance Rate | All Students AMO = 94.0% | |
| Grade Level – School Level Data | Attendance Rate | MET Y/N |
| All (Excluding PreK & K) | 92.5% | N |
| Grade 1 | 92.0% | N |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | |
|---------|-------|---|
| Grade 2 | 92.8% | N |
| Grade 3 | 93.1% | N |
| Grade 4 | 93.8% | N |
| Grade 5 | 90.7% | N |

| Table 6 | | | | |
|---|------------------|------------------|------------------|--|
| Attendance Rate | | | | |
| Subgroups – School Level Data | 2016-2017 | 2017-2018 | 2018-2019 | Indicate if current rate is less than 94% |
| All Students | 93.3% | 92.7% | 91.8% | Y |
| Hispanic/Latino of any race | 95.5% | 96.4% | 95.9% | |
| American Indian or Alaska Native | * | * | | |
| Asian | 92.8% | 91.5% | 91.4% | Y |
| Black or African American | 92.8% | 90.7% | 90.4% | Y |
| Native Hawaiian or Other Pacific Islander | * | * | | |
| White | 93.4% | 93.0% | 92.0% | Y |
| Two or more races | 92.9% | 92.1% | 91.9% | Y |
| Male | | | 91.4% | Y |
| Female | | | 92.3% | Y |
| EL | * | * | | |
| Special Education | 92% | 91.6% | 89.7% | Y |
| Free/Reduced Meals (FARMS) | 92.5% | 91.6% | 91.8% | Y |

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

**Allegany County Public School
2019-2020 School Improvement Plan**

All students at each grade level did not meet the AMO of 94.0%. The special education population includes students with medically fragile needs that contribute to the lower attendance rate. South Penn offers many early learning opportunities including Pre-K 3, Pre-K 4 and all day Pre-K 4 the younger student attendance is not mandated by the state and these students tend to contract illnesses due to lack of immunity.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.
- School wide Tier I incentive for classrooms that have perfect attendance for the week.
 - Students are recognized quarterly for perfect attendance.
 - The Tier II team meets bi-weekly to discuss attendance concerns. The automated system makes daily calls for absent students and the school counselor makes calls when the student has missed several days in a row.
 - The Judy Center staff makes calls to all PreK3, PreK4 and Kindergarten families when the child misses school.

IV. HABITUAL TRUANCY and CHRONICALLY ABSENT

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is 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.

| | 2018 | 2019 |
|----------------------------|--------|--------|
| Count Habitual Truant | | 5 |
| Percent Habitual Truant | | 1% |
| Percent Chronically Absent | 20.56% | 29.34% |

- A. Describe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.
- Reasons

**Allegany County Public School
2019-2020 School Improvement Plan**

- Elementary students rely on parents to get them up and to school.

- Changes/adjustments

- Utilize resources on attendanceworks.org to disseminate information and resources to parents.

- Personal contact with families will be made daily. The Judy Center is focusing on making contacts with families to encourage good attendance in order to establish good habits in the early years.

- Social skills groups are formed based on SRSS and attendance issues. Skills focus on student goals and offer incentives for coming to school.

- Students have an individualized plan to improve attendance. The Pupil Personnel worker works with the families in an attempt to improve attendance

B. If the chronically absent percent is higher than 20%, state plans or changes to reduce the number. If the chronically absent percent is less than 20%, state plans to maintain or improve.

- Daily ACPS phone calls to the homes of absent students
- Personal contact by school counselor and Judy Center case worker
- Social skills groups and/or individual plans are formed based on SRSS and attendance issues. Skills focus on student goals and offer incentives for coming to school.
- Letters were sent home in January to the families of students that were considered chronically absent (10% of the total school days)

V. GRADUATION AND DROPOUT RATE – N/A to Elementary or Middle

VI. SCHOOL SAFETY/ SUSPENSIONS

| Table 9: SUSPENSIONS | |
|----------------------|--------------|
| Subgroup | All Students |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | 2016-2017 | 2017-2018 | 2018-2019 | Percent of increase (+)/decrease (-) from 2017-2018 |
|------------------------------|-----------|-----------|-----------|---|
| Total Referrals | 131 | 202 | 203 | +0.5% |
| All Suspensions | 13 | 13 | 13 | 0 |
| In School | 0 | 0 | 0 | 0 |
| Out of School | 13 | 13 | 13 | 0 |
| Sexual Harassment Offenses | 1 | 2 | 0 | -100% |
| Harassment/Bullying Offenses | 0 | 1 | 0 | -100% |

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

The total number of referrals maintained with only an increase of one referral between the 2017/18 and 2018/19 year. For the 2018/19 school year 73% of the referrals were under the category of Disruption and Disrespect. For the 2019/20 school year the focus is on strengthening the tier I behavioral system by utilizing the Second Step Program. All classroom teachers are holding daily classroom meetings and delivering weekly Second Step lessons. In addition, using the SRSS data and office discipline referrals identified students participate in weekly social skills groups and/or check in check out tier II behavior management plans.

3. Domains of Influence and Root Cause Analysis

| DOMAINS OF INFLUENCE | LIKELY ROOT CAUSE INDICATORS |
|----------------------|------------------------------|
|----------------------|------------------------------|

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|----------------------------------|--|
| Quality Instruction & Assessment | Staff believe student behavior is influenced by factors outside of the classroom. |
| Discipline Policies & Procedures | Behavior interventions are implemented inconsistently within schools and are not used effectively. |
| Bias, Beliefs & Barriers | Members of the school community think that the best way to stop misconduct is to suspend or expel students. Removing a student from school allows others to learn and keeps schools safer. |
| Health & Wellness | Only a select few members of school and district level staff have knowledge related to signs of mental health concerns and can take action to assist a student or staff member in need. |
| Safety & Security | School communities have little knowledge of potential threats to students as they transition to and from school. Reports of unsafe conditions are delegated to others to resolve. |

| | |
|--|---|
| IDENTIFIED DOMAIN OF INFLUENCE 1: | Discipline Policies & Procedures |
| Focus Area Goal | Behavior interventions are implemented inconsistently within schools and are not used effectively. |
| Evidence or Data: | ODR inconsistent with students that have behavior plans or that are on a tier 2 Check-in/Check-out plan |
| Barriers: | There is not a consistent and clear understanding of individual student behavior plans and interventions There is not enough training for teachers and assistants that |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|--|---|
| | are implementing behavior goals and plans daily. |
| Needed Resources: | Special Education Specialist, Behavior Specialists, Special Education/inclusion teachers PD for teachers/staff members working with students with behavior plans and goals |
| Strategies and/or evidence-based interventions: | CICO, IEP Behavior Goals, Tier 1 social skills curriculum |
| How will it be funded? | School funds / Title I funds where applicable |
| Steps towards full implementation with timeline: | - January 2020 all teachers working with Tier 2 or 3 plans (IEP or Non IEP) will meet with the behavior specialist/inclusion teacher/teacher/administration to discuss implementation/monitoring of current plans. -Bi-weekly meetings of Tier 2 and Tier 3 Behavior Support teams |
| Monitoring Procedure: | -Tier 2 student monitoring documents are located on Google Drive in the Tier 2 folder monitored bi-weekly by the Tier 2 team -Tier 3 students have an individualized plan and are monitored in accordance to the outlined plan |

| | |
|--|---|
| IDENTIFIED DOMAIN OF INFLUENCE 2: | Quality Instruction & Assessment |
| Focus Area Goal: | Staff believe student behavior is influenced by factors outside of the classroom. |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|--|---|
| Evidence or Data: | ODR data indicated Disruption and Disrespect as problem behavior areas with the following percentage for the 2018-2019 school year - 44.61% Disruption, 27.94% Disrespect |
| Barriers: | The structure of school behavior and the structure of home behavior are different for school aged students. |
| Needed Resources: | Curriculum for direct teach of social skills |
| Strategies and/or evidence-based interventions: | Second Step Curriculum |
| How will it be funded? | Title I funding |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> -September PD for whole school staff on Second Step Curriculum -Quarterly School wide assemblies -Weekly lessons taught by the classroom teachers |
| Monitoring Procedure: | <ul style="list-style-type: none"> -Quarterly focused walkthroughs by administration -Monthly monitoring of ODR by the PBIS team and administration |

VII. EARLY LEARNING

1. Complete the chart for composite scores of the Kindergarten Readiness Assessment.

| Table 10 | | | |
|--|------------------|------------------|------------------|
| Kindergarten Readiness Assessment | | | |
| | 2017-2018 | 2018-2019 | 2019-2020 |

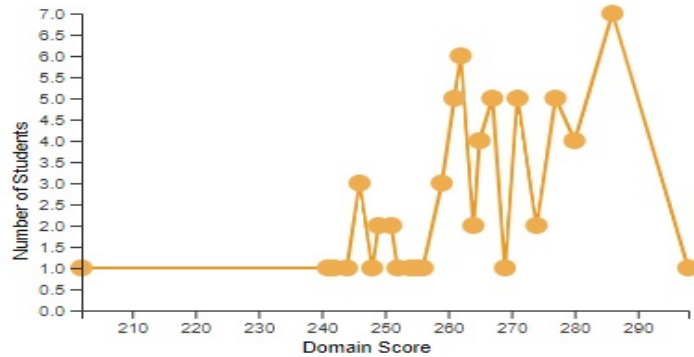
**Allegany County Public School
2019-2020 School Improvement Plan**

| | Number Demonstrated | Percent Demonstrated | Number Demonstrated | Percent Demonstrated | Number Demonstrated | Percent Demonstrated |
|-----------------------|------------------------|-------------------------|------------------------|-------------------------|------------------------|-------------------------|
| Language & Literature | 18 | 26% | 21 | 23% | 24 | 36% |
| Mathematics | 19 | 27% | 34 | 37% | 30 | 45% |
| Social Foundations | 27 | 38% | 44 | 48% | 28 | 42% |
| Physical Development | 27 | 38% | 44 | 48% | 35 | 53% |

Allegany County Public School 2019-2020 School Improvement Plan

2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)

Language and Literacy



Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Score: 202

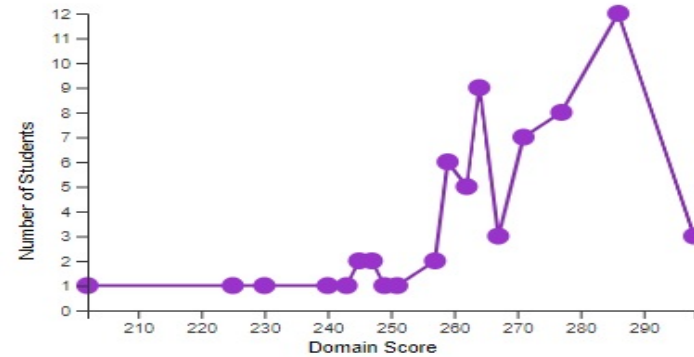
Highest Score: 298

Mean Score: 264.9

Median Score: 265

Standard Deviation: 15.0

Mathematics



Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Score: 202

Highest Score: 298

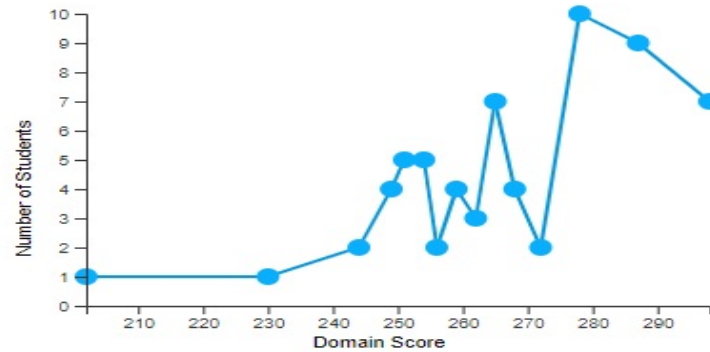
Mean Score: 266.9

Median Score: 265.5

Standard Deviation: 17.5

Allegany County Public School 2019-2020 School Improvement Plan

Social Foundations



Range Minimum: **202** Range Maximum: **298**

Whole population

Lowest Score: **202**

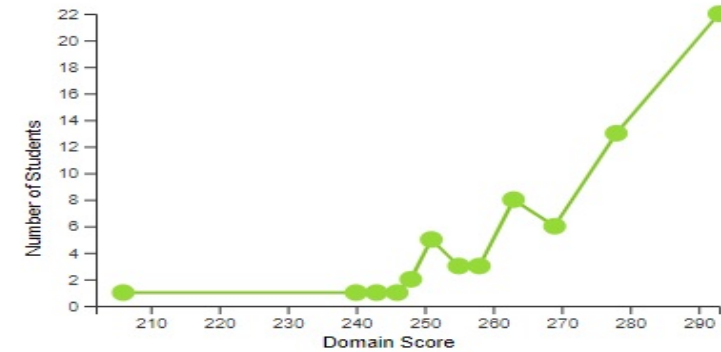
Highest Score: **298**

Mean Score: **268.1**

Median Score: **265**

Standard Deviation: **18.5**

Physical Development



Range Minimum: **202** Range Maximum: **293**

Whole population

Lowest Score: **206**

Highest Score: **293**

Mean Score: **272.8**

Median Score: **278**

Standard Deviation: **18.6**

3. In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and / or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care, Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten “demonstrating readiness”.
 - Judy Center-Pre K 3 was relocated to a larger classroom to allow a larger enrollment in the program. Increasing our capacity from 24 to 32 and put a greater emphasis on servicing in district students.
 - Continuing the focus of providing more full day learning opportunities for Pre k students
 - Wrote and received our fourth year of pre k expansion grant to provide 20 students with a full day learning opportunity

Allegany County Public School
2019-2020 School Improvement Plan

- Collaborate with Head Start to dual enroll students during our pre k registration by providing them with the opportunity to participate in our registration event
 - Meet with Head Start during the Spring of the prior year to receive and share enrollment information to determine student placement and maximize full day enrollment. Also meeting with Head Start during pre k to kindergarten Articulation
-
- Play groups are occurring bi-weekly for kids ages 2 to 4 for an hour
 - Continue to maintain our accreditation certification in Maryland EXCELS Level 5 status
 - 5 week Judy Center Summer camp
 - Conduct vision and dental screening at South Penn, Head Start and other community partners
 - Co host a five week parenting skills class, based on Love and Logic researched based curriculum. The program will be done in cooperation with Family Junction, Head Start, Allegany County Library System and the South Penn Judy Center
 - Fund professional development for four teachers to attend The Ready at 5 School Readiness Symposium
-
- Physical development
 - Weekly physical education class for all Pre K classes
 - Social Foundations
 - Fund field trips, and performers
 - Mathematics
 - Continue to expand our outdoor discovery center
 - Host and sponsor a STEM night at South Penn
 - Language and Literacy
 - Implementing Frog Street 4 curriculum in all Pre-K classes
 - Implementing the Raising a Reader program to promote literacy skills and promote parental involvement
 - Host a Walk the Red Carpet event at South Penn for children and parents to promote understanding of school readiness and the importance of literacy development

Allegany County Public School
2019-2020 School Improvement Plan

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

- In order to address Social Foundations weekly guidance lessons, weekly Second Step lessons and Tier 2 social groups and Dinosaur school are social groups that are occurring to support those students
- In order to address Language and Literacy deficits we utilize Phonemic Awareness: The Skills That They Need To Help Them Succeed! by Michael Heggerty daily beginning in Pre-k through 1st grade
- In Language and Literacy, DIBELS Next is used as a screener to identify students with deficit(s) in Phonemic Awareness or Phonics
- Reading Intervention groups meet on a daily basis using a Research Based Intervention program – Foundations K, Super Kids with Tier 2 support
- 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. Ready Common core is our primary resource for math instruction
- iReady the technology portion of the math curriculum, places students on individual pathways to give them an individualized pathway of their learning

– 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. Michael Heggerty Phonemic Awareness benchmarks are given along with daily phonemic awareness lessons. Based on the results, reading Intervention groups meet on a daily basis using a Research Based Intervention program – Foundations K, Heggerty Pre-K and Kindergarten level reteach of phonemic

**Allegany County Public School
2019-2020 School Improvement Plan**

awareness lessons, and Super kids Core Program with Tier 2 support. Students will continue to be screened using DIBELS Next benchmarks and progress monitoring to monitor student progress. 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.

VIII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

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

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

1. Complete data charts using 2017, 2018, and 2019 Data Results.

| TABLE 12a ELA Grade 3 | 2017 | | | | | | | | 2018 | | | | | | | | 2019 | | | | | | | | 2018 to 2019 change in prof. rate |
|----------------------------------|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|----|--------------|------|------------|--------------|------|---------|------|--------------|------|--|--|--|---|
| | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | | | | |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | # | % | | | | |
| All Students | 77 | 42 | 54.6 | 13 | 16.9 | 22 | 28.6 | 79 | 46 | 58.2 | 15 | 19 | 18 | 22.8 | 85 | 38 | 44.7 | 18 | 21.2 | 29 | 34.1 | | | | +11.3% |
| 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 | | | | n/a |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | n/a |
| Black or African American | ≤10 | ≤10 | 80.0 | 0 | 0 | ≤10 | 20.0 | ≤10 | ≤10 | 60 | 0 | 0 | ≤10 | 40 | ≤10 | ≤10 | 50 | ≤10 | 25 | ≤10 | 25 | | | | -15% |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | | | | | | | | | | | | | | | | | | | | |
|--|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|-----|------|--------|
| Hispanic/Latino of any race | ≤10 | ≤10 | 100 | 0 | 0 | 0 | 0 | ≤10 | ≤10 | 50 | ≤10 | 50 | 0 | 0 | ≤10 | ≤10 | 100 | 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 | n/a |
| White | 67 | 34 | 50.7 | 12 | 17.9 | 21 | 31.3 | 60 | 35 | 58.4 | 13 | 21.7 | 12 | 20 | 62 | 26 | 41.9 | 13 | 21 | 23 | 37.1 | +17.1% |
| Two or more races | ≤10 | ≤10 | 25.0 | ≤10 | 50 | ≤10 | 25 | 12 | ≤10 | 58.3 | ≤10 | 8.4 | ≤10 | 33.3 | 13 | ≤10 | 46.2 | ≤10 | 23.1 | ≤10 | 30.8 | -2.5% |
| Special Education | ≤10 | ≤10 | 80 | 0 | 0 | ≤10 | 20 | 20 | 15 | 75 | ≤10 | 20 | ≤10 | 5 | 18 | 16 | 88.9 | ≤10 | 11.1 | ≤10 | 11.1 | +6.1% |
| 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 | n/a |
| Free/Reduced Meals (FARMS) | 60 | 36 | 60 | ≤10 | 15 | 15 | 25 | 59 | 44 | 74.6 | ≤10 | 11.9 | ≤10 | 13.6 | 85 | 38 | 44.7 | 18 | 21.2 | 29 | 34.1 | +20.5% |
| Female | 39 | 20 | 51.3 | ≤10 | 20.5 | 11 | 28.2 | 35 | 23 | 65.7 | ≤10 | 14.3 | ≤10 | 20 | 37 | 12 | 32.4 | ≤10 | 27 | 15 | 40.5 | +20.5 |
| Male | 38 | 22 | 57.9 | ≤10 | 13.2 | 11 | 28.9 | 44 | 23 | 52.3 | ≤10 | 22.7 | 11 | 25 | 48 | 26 | 54.2 | ≤10 | 16.7 | 14 | 29.2 | +4,2% |

| TABLE 12b ELA Grade 4 | 2017 | | | | | | | | 2018 | | | | | | | | 2019 | | | | | | | | 2018 to 2019 change in prof. rate |
|-----------------------------|------------|--------------|------|---------|----|--------------|------|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|------|--------------|------|--------|--|--|--|
| | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | | | | |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | # | % | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 68 | 30 | 44.2 | 17 | 25 | 21 | 30.9 | 78 | 30 | 38.5 | 19 | 24.4 | 29 | 37.2 | 82 | 50 | 61 | 17 | 20.7 | 15 | 18.3 | -18.9% | | | |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | | | | | | | | | | | | | | | | | | | | |
|--|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|-----|------|--------|
| 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 | n/a |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | n/a |
| Black or African American | ≤10 | ≤10 | 66.6 | ≤10 | 33.3 | 0 | 0 | ≤10 | ≤10 | 25 | ≤10 | 50 | ≤10 | 25 | ≤10 | ≤10 | 62.5 | ≤10 | 25 | ≤10 | 12.5 | -12.5% |
| Hispanic/Latino of any race | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ≤10 | ≤10 | 100 | 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 | n/a |
| White | 61 | 26 | 42.7 | 15 | 24.6 | 20 | 32.8 | 63 | 24 | 38.1 | 14 | 22.2 | 25 | 39.7 | 60 | 37 | 61.6 | 12 | 20 | 11 | 18.4 | -21.3% |
| Two or more races | ≤10 | ≤10 | 50 | ≤10 | 25 | ≤10 | 25 | ≤10 | ≤10 | 57.1 | ≤10 | 14.3 | ≤10 | 28.6 | 13 | ≤10 | 53.9 | ≤10 | 23.1 | ≤10 | 23.1 | -5.5% |
| Special Education | 13 | ≤10 | 76.9 | ≤10 | 15.4 | ≤10 | 7.7 | ≤10 | ≤10 | 66.6 | ≤10 | 11.1 | ≤10 | 22.2 | 18 | 17 | 94.4 | 0 | 0 | ≤10 | 5.6 | -16.6% |
| 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 | n/a |
| Free/Reduced Meals (FARMS) | 47 | 23 | 49 | 11 | 23.4 | 13 | 27.7 | 60 | 26 | 43.3 | 16 | 26.7 | 18 | 30 | 82 | 50 | 61 | 17 | 20.7 | 15 | 18.3 | -11.7% |
| Female | 33 | 15 | 42.8 | ≤10 | 21.2 | 11 | 33.3 | 40 | 12 | 30 | 11 | 27.5 | 17 | 42.5 | 34 | 22 | 64.7 | ≤10 | 11.8 | ≤10 | 23.5 | -19% |
| Male | 35 | 15 | 42.8 | ≤10 | 28.6 | ≤10 | 28.6 | 38 | 18 | 47.4 | ≤10 | 21.1 | 12 | 31.5 | 48 | 28 | 58.4 | 13 | 27.1 | ≤10 | 14.6 | -16.9% |

| TABLE 12c ELA Grade 5 | 2017 | 2018 | 2019 | 2018 to 2019 change in prof. rate |
|--------------------------------------|-------------|-------------|-------------|--|
|--------------------------------------|-------------|-------------|-------------|--|

**Allegany County Public School
2019-2020 School Improvement Plan**

| | Total | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | |
|--|-------|--------------|------|---------|------|--------------|----|-------|--------------|------|---------|------|--------------|------|-------|--------------|------|---------|------|--------------|------|--------|
| | # | # | % | # | % | # | % | # | # | % | # | % | # | % | # | # | % | # | % | # | % | |
| All Students | 65 | 30 | 46.2 | 22 | 33.8 | 13 | 20 | 73 | 24 | 32.9 | 23 | 31.5 | 26 | 35.6 | 87 | 39 | 44.8 | 21 | 24.1 | 27 | 31 | -4.6% |
| 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 | n/a |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | n/a |
| Black or African American | ≤10 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 50 | ≤10 | 0 | ≤10 | 50 | ≤10 | ≤10 | 14.3 | ≤10 | 85.7 | ≤10 | 0 | -50% |
| Hispanic/Latino of any race | ≤10 | ≤10 | 50 | ≤10 | 50 | 0 | 0 | ≤10 | ≤10 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | n/a |
| 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 | n/a |
| White | 59 | 27 | 84.6 | ≤10 | 15.4 | 0 | 0 | 62 | 21 | 33.9 | 19 | 30.6 | 22 | 35.5 | 72 | 34 | 47.2 | 14 | 19.4 | 24 | 33.3 | -2.2% |
| Two or more races | ≤10 | ≤10 | 33.3 | ≤10 | 66.7 | 0 | 0 | ≤10 | 0 | 0 | ≤10 | 66.7 | ≤10 | 33.3 | ≤10 | ≤10 | 50 | ≤10 | 12.5 | ≤10 | 37.5 | +4.2% |
| Special Education | 13 | 11 | 84.6 | ≤10 | 15.4 | 0 | 0 | 14 | ≤10 | 64.3 | ≤10 | 28.6 | ≤10 | 7.1 | 12 | 11 | 91.7 | ≤10 | 8.3 | 0 | 0 | -7.1% |
| 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 | n/a |
| Free/Reduced Meals (FARMS) | 50 | 25 | 50 | 15 | 30 | ≤10 | 20 | 45 | 18 | 40 | 15 | 33.3 | 12 | 26.7 | 87 | 39 | 44.8 | 21 | 24.1 | 27 | 31 | +4.3% |
| Female | 25 | ≤10 | 32 | ≤10 | 40 | ≤10 | 28 | 31 | ≤10 | 25.8 | ≤10 | 29 | 14 | 45.1 | 47 | 17 | 36.1 | 14 | 29.8 | 16 | 34 | -11.1% |
| Male | 40 | 22 | 55 | 12 | 30 | ≤10 | 15 | 42 | 16 | 38.1 | 14 | 33.3 | 12 | 28.6 | 40 | 22 | 55 | 7 | 17.5 | 11 | 27.5 | -1.1% |

**Allegany County Public School
2019-2020 School Improvement Plan**

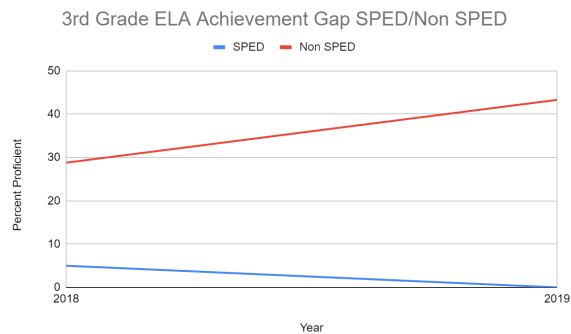
| Table 13: Cohort Growth (Elementary Cohort 2027) | | | |
|---|-------------------|-------------------|--|
| Percent Proficient | Grade 3 2017-2018 | Grade 4 2018-2019 | Growth from Grade 3 (2018) to Grade 4 (2019) |
| All Students | 22.8% | 18.3% | -4.5% |
| Economically Disadvantaged | 13.6% | 18.3% | +4.7% |
| Special Education | 5% | 5.6% | +0.6% |
| Male | 25% | 14.6% | -10.4% |
| Female | 20% | 23.5% | +3.5% |
| Other subgroup | | | |

| Table 14: Cohort Growth (Elementary Cohort 2026) | | | | | |
|--|-------------------|-------------------|-------------------|--|--|
| Percent Proficient | Grade 3 2016-2017 | Grade 4 2017-2018 | Grade 5 2018-2019 | Growth from Grade 4 (2018) to Grade 5 (2019) | Growth from Grade 3 (2017) to Grade 5 (2019) |
| All Students | 28.6% | 37.2% | 31% | -6.2% | +2.4% |
| Economically Disadvantaged | 25% | 30% | 31% | +1% | +6% |
| Special Education | 20% | 22.2% | 0% | -22.2% | -20% |
| Male | 28.9% | 31.5% | 27.5% | -4% | -1.4% |
| Female | 28.2% | 42.5% | 34% | -8.5% | +5.8% |
| Other subgroup | | | | | |

Allegany County Public School 2019-2020 School Improvement Plan

2. Use current data to determine if goals from last year's SIP were met.

- Describe changes in last year's focus areas.
- Non FARMS/FARMS: In 2018-2109 100% of students at South Penn were considered FARMS so the data could not be disaggregated.
- Special Education/Non Special Education- In 2018-2019:
Grade 3- There was an increase of 19.5% in the gap.

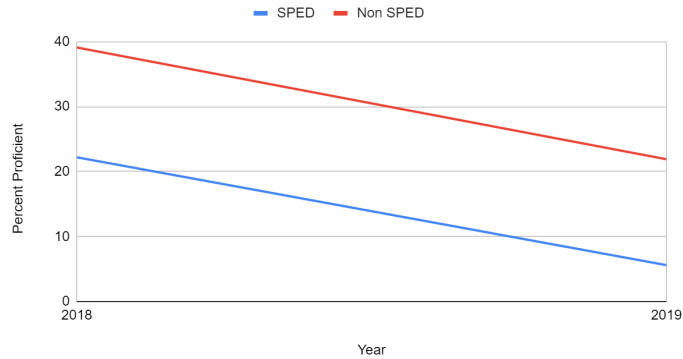


| 3rd Grade | SPED | Non SPED | Gap |
|-----------|------|----------|-------------------|
| 2018 | 5% | 28.80% | 23.80% |
| 2019 | 0% | 43.30% | 43.30% |
| | | | Increase of 19.5% |

Grade 4- There was a decrease of 0.6% in the gap.

Allegany County Public School 2019-2020 School Improvement Plan

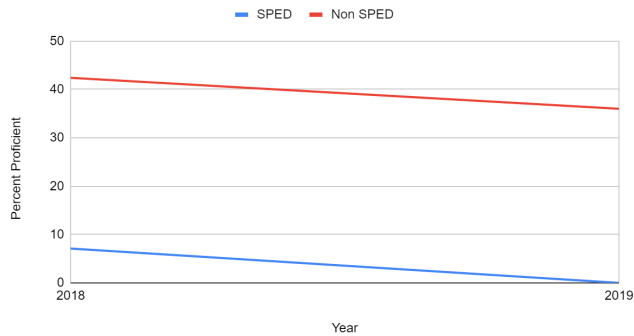
4th Grade ELA Achievement Gap SPED/Non SPED



| 4th Grade | SPED | Non SPED | Gap |
|-----------|--------|----------|------------------|
| 2018 | 22.20% | 39.10% | 16.90% |
| 2019 | 5.6% | 21.90% | 16.30% |
| | | | Decrease of 0.6% |

Grade 5- There was an increase of 0.7% in the gap.

5th Grade ELA Achievement Gap SPED/Non SPED

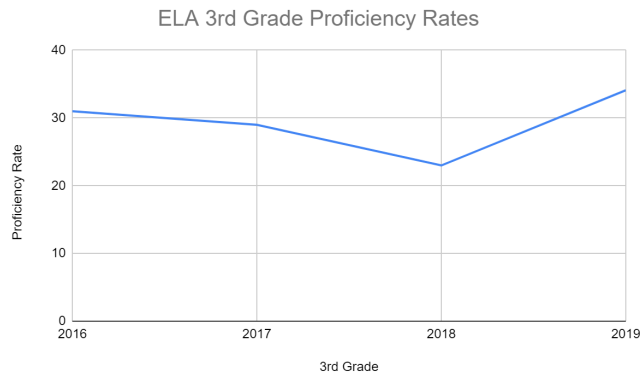


| 5th Grade | SPED | Non SPED | Gap |
|-----------|-------|----------|--------|
| 2018 | 7.10% | 42.40% | 35.30% |
| 2019 | 0.00% | 36.00% | 36.00% |

Allegany County Public School 2019-2020 School Improvement Plan

| | | | |
|--|--|--|------------------|
| | | | Increase of 0.7% |
|--|--|--|------------------|

- Grade 3 was showing a downward trend of students who met or exceeded expectations. In 2016 31%, in 2017 29%, and in 2018 23% of students met or exceeded expectations. Our goal was to increase the number of students who met or exceeded PARCC expectations. In 2019 34.1% of students met or exceeded expectations. We reversed the downward trend with an 11.1% increase.



3. FOCUS AREAS

| | |
|----------------------------|---|
| FOCUS AREA 1: | Students with disabilities in grades 4 and 5 ELA following the cohort from the 2019 data of students with disabilities in grades 3 and 4. |
| Focus Area Goal | Reduce the levels of 1's and 2's by 12% of students with disabilities in grades 4 and 5 in ELA. |
| Root Cause(s): | Trends show that instruction for students with IEP's have not been as specific as needed to meet their current level of performance and their specific goal areas. More specially designed instruction needs to be implemented in order for students with disabilities to increase their achievement. Grade level standard expectations are significantly higher than their present level of performance. |
| Focus Content Standard(s): | Reading: Informational Text RI 4.1.1, RI 4.2.1, RI 4.2.2 RI 5.1.1, RI 5.8.2, RI 5.8.3 |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|---|---|
| Barriers: | Many of the grade level standard expectations are significantly higher than the students' individual IEP goals and level of performance. Keeping students motivated and setting high expectations for themselves. |
| Needed Resources: | Collaboration/planning between general education teachers and special education teachers Scholastic News News ELA |
| Strategies and/or evidence-based interventions: | -Instruction for students with disabilities are specially designed to be deliberate and intentional towards their goals. -Nonfiction MCAP tasks will be completed allowing students with individualized instructional plans time to practice with the accommodations designed to support their understanding. -Students will view exemplar responses (through teacher model or student example), students set their own goal based on the model and teacher/peer feedback to students. -Directly teach social emotional skills for learning through the Second Step curriculum. -Directly teach Close Reading strategies in small group instruction focusing on non-fictional passages |
| How will it be funded? | Funded through the Board of Education |
| Steps towards full implementation with timeline: | Use data to generate groupings Special education professional development- specific to SDI Implementation of coaching model for Special Educators that focuses on current authentic student goals Coaching process with the SEF and the special educator to complete codevelopment forms for each goal Instructional coaches meeting with the general educator to guide, plan, model and reflect on teaching practices and student performance Professional development about motivating students Completing monthly released MCAP tasks and reflecting/using that to guide instruction and change groupings Promoting growth mindset when the general education or special education teacher meets with individual students to monitor progress and set goals Utilize close reading strategies and formative assessment practices to guide instruction |
| Monitoring Procedure: | Focused Walkthroughs from administration Formative assessments Released MCAP tasks as a teaching tool Benchmark Students and teachers meet and discuss any MCAP and benchmarks scores to determine goals and |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|--|-------------------------------------|
| | strategies to increase their scores |
|--|-------------------------------------|

| | Level 1 -2019 | Level 2- 2019 | Combined Level 1 and 2 | | Level 1 and 2-2020 | Met/Not Met |
|------------------------|--------------------|-------------------|------------------------|---------|--------------------|-------------|
| Grade 3 18 students | 12 students-66.7% | 4 students- 22.2% | 88.9% | Grade 4 | Target 78.2% | |
| Grade 4 18 students | 13 students- 72.2% | 4 students- 22.2% | 94.4% | Grade 5 | Target 83.1% | |

| | |
|---|---|
| FOCUS AREA 2: | All students in grades 4 and 5 in ELA. |
| Focus Area Goal | Reduce the number of students in level 1 and level 2 by 25% for grades 4 and 5 in ELA |
| Root Cause(s): | Non proficient students lack the stamina to read, analyze, or comprehend complex texts. |
| Focus Content Standard(s): | Reading: Informational Text RI 4.1.1, RI 4.2.1, RI 4.2.2 RI 5.1.1, RI 5.8.2, RI 5.8.3 |
| Barriers: | Keeping students motivated and setting high expectations for themselves. Planning for intentional small groups based on student data |
| Needed Resources: | Scholastic News News ELA |
| Strategies and/or evidence-based interventions: | -Students will view exemplar responses (through teacher model or student example), students set their own goal based on the model and teacher/peer feedback to students. -Directly teach social emotional skills for learning through the Second Step curriculum. -Directly teach Close Reading strategies utilizing nonfictional MCAP tasks in small group instruction focusing on non-fictional passages -Monthly Striving Readers Planning days per grade level focusing on utilizing student data to plan instruction and small group activities |
| How will it be funded? | Funded through the Board of Education |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|--|--|
| Steps towards full implementation with timeline: | Use data to generate groupings Instructional coaches meeting with the general educator to guide, plan, model and reflect on teaching practices and student performance Professional development about motivating students Completing monthly released MCAP tasks and reflecting/using that to guide instruction and change groupings Promoting growth mindset when the general education or special education teacher meets with individual students to monitor progress and set goals Utilize close reading strategies and use formative assessment practices to guide instruction |
| Monitoring Procedure: | Focused Walkthroughs from administration Formative assessments Released MCAP tasks as a teaching tool Benchmark Students and teachers meet and discuss any MCAP and benchmarks scores to determine goals and strategies to increase their scores |

| | Level 1 -2019 | Level 2- 2019 | Combined level 1 and level 2 | Combined level 1 and level 2 Target- 2020 | Met/Not Met |
|---------|---------------------|--------------------|------------------------------|---|-------------|
| Grade 4 | 34 students - 41.5% | 16 students- 19.5% | 61% | Target 45.75% | |
| Grade 5 | 22 students- 25.3% | 17 students- 19.5% | 44.8% | Target 33.6% | |

| | |
|----------------------|--|
| FOCUS AREA 3: | All 3rd grade students in ELA. |
| Focus Area Goal: | Reduce the number of students in level 1 and level 2 by 25% for grade 3 in ELA |
| Root Cause(s): | Non proficient students lack the stamina to read, analyze, or comprehend complex texts. Small group instruction is not always as intentional as needed. |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|--|---|
| Focus Content Standard(s): | Reading: Informational Text RI 3.1.1, RI 3.2.2, RI.3.7.1 |
| Barriers: | Keeping students motivated and setting high expectations for themselves. Planning for intentional small groups based on student data |
| Needed Resources: | Scholastic News More informational text |
| Strategies and/or evidence-based interventions: | -Students will view exemplar responses (through teacher model or student example), students set their own goal based on the model and teacher/peer feedback to students. -Directly teach social emotional skills for learning through the Second Step curriculum. -Directly teach Close Reading strategies utilizing nonfictional MCAP tasks in small group instruction focusing on non-fictional passages beginning in second grade -Monthly Striving Readers Planning days per grade level focusing on utilizing student data to plan instruction and small group activities |
| How will it be funded? | Funded through the Board of Education |
| Steps towards full implementation with timeline: | Introduce technology skills in second grade Use data to generate groupings Instructional coaches meeting with the general educator to guide, plan, model and reflect on teaching practices and student performance Professional development about motivating students Completing monthly released MCAP tasks and reflecting/using that to guide instruction and change groupings Promoting growth mindset when the general education or special education teacher meets with individual students to monitor progress and set goals Utilize close reading strategies and use formative assessment practices to guide instruction |
| Monitoring Procedure: | Focused Walkthroughs from administration Formative assessments Released MCAP tasks as a teaching tool Benchmark Students and teachers meet and discuss any MCAP and benchmarks scores to determine goals and strategies to increase their scores |

| | | | | | | |
|--|---------------|---------------|--|--------------|---------------|-------------|
| | Level 1 -2019 | Level 2- 2019 | | Level 1-2020 | Level 2 -2020 | Met/Not Met |
|--|---------------|---------------|--|--------------|---------------|-------------|

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | | | | |
|---------|---------------------|--------------------|---------|----------|----------|--|
| Grade 3 | 25 students - 29.4% | 13 students- 15.3% | Grade 3 | Target % | Target % | |
|---------|---------------------|--------------------|---------|----------|----------|--|

| Table 15 | |
|--|---|
| UDL Principle/Mode | Representation – This is how the teacher presents the information. |
| <i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i> | <ol style="list-style-type: none"> 1. Provide visual diagrams, charts, and graphic organizers. 2. Pre-teach vocabulary in ways that connect with the learners’ experience and prior knowledge. For example, story vocabulary and critical vocabulary 3. Students are provided multiple means of representations through teacher modeling, think alouds, demonstrations, and/or use of concrete objects/realia. 4. Use of digital text, smart board activities, and opportunities for student use of technology to read and write. |
| <i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i> | Expression/Action- This is how the student will demonstrate their knowledge. <ol style="list-style-type: none"> 1. Students will have opportunities to use manipulatives for learning 2. Teachers will provide students with scaffolds such as sentence starters, story webs, concept mapping tools, etc. allowing for a gradual release of skills. 3. Use prompts while reading grade level text; such as stop and think, think - pair - share, and/or use a reading strategy. 4. Teachers will model think alouds and provide success criteria to help with self-monitoring. |
| <i>Means for Engagement:</i> <i>tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i> | Multiple Options for Engagement <ol style="list-style-type: none"> 1. Activities and resources are provided that promote personal connections and interests to the texts. 2. Provide opportunities for students to self-reflect and monitor their own work including accomplishments and areas for improvement. 3. Provide supports to promote perseverance with text including vocabulary supports, background information or models. Provide opportunities for brain breaks. |

B. MATHEMATICS

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

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

**Allegany County Public School
2019-2020 School Improvement Plan**

Complete data charts using 2017, 2018, and 2019 Data Results.

| TABLE 16a MATH Grade 3 | 2017 | | | | | | | 2018 | | | | | | | 2019 | | | | | | | 2018 to 2019 change in prof. rate |
|---|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|------|--------------|------|---|
| | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | # | % | |
| All Students | 76 | 36 | 47.4 | 20 | 26.3 | 20 | 26.3 | 79 | 48 | 60.8 | 16 | 20.3 | 15 | 19 | 85 | 36 | 42.4 | 26 | 30.6 | 23 | 27 | +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 | NA |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | NA |
| Black or African American | 110 | 110 | 60 | 110 | 20 | 110 | 20 | 110 | 110 | 0 | 110 | 0 | 110 | 0 | 110 | 110 | 0 | 110 | 0 | 110 | 0 | 0 |
| Hispanic/Latino of any race | 110 | 0 | 0 | 110 | 100 | 0 | 0 | 110 | 110 | 0 | 0 | 0 | 0 | 0 | 110 | 110 | 0 | 110 | 0 | 110 | 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 | NA |
| White | 66 | 31 | 47 | 17 | 25.8 | 18 | 27.3 | 60 | 37 | 61.6 | 13 | 21.7 | 10 | 16.6 | 62 | 25 | 40.3 | 18 | 29 | 19 | 30.7 | +14.1 |
| Two or more races | 110 | 110 | 50 | 110 | 25 | 111 | 25 | 12 | 110 | 58.4 | 110 | 8.3 | 110 | 33.3 | 13 | 5 | 38.5 | 4 | 30.8 | 4 | 30.8 | -2.5 |
| Special Education | 10 | 6 | 60 | 1 | 10 | 3 | 30 | 20 | 15 | 75 | 4 | 20 | 1 | 5 | 18 | 14 | 77.7 | 4 | 22.2 | 0 | 0 | -5 |
| 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 | NA |
| Free/Reduced Meals (FARMS) | 59 | 30 | 50.9 | 15 | 25.4 | 14 | 23.7 | 59 | 46 | 78 | 9 | 15.3 | 4 | 6.8 | 85 | 36 | 42.4 | 26 | 30.6 | 23 | 27 | +20.2 |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | | | | | | | | | | | | | | | | | | | | |
|---------------|----|----|------|----|------|----|------|----|----|------|---|------|----|------|----|----|------|----|------|----|------|------|
| Female | 38 | 15 | 39.5 | 13 | 34.2 | 10 | 26.3 | 35 | 21 | 60 | 9 | 25.7 | 5 | 14.3 | 37 | 17 | 45.9 | 11 | 29.7 | 9 | 24.3 | +10 |
| Male | 38 | 21 | 55.2 | 7 | 18.4 | 10 | 26.3 | 44 | 27 | 61.3 | 7 | 15.9 | 10 | 22.7 | 48 | 19 | 39.6 | 15 | 31.3 | 14 | 29.2 | +6.5 |

| TABLE 16b MATH Grade 4 | 2017 | | | | | | | 2018 | | | | | | | 2019 | | | | | | | 2018 to 2019 change in prof. rate |
|--|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|------|--------------|------|--|
| | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | # | % | |
| All Students | 68 | 30 | 44.2 | 17 | 25 | 21 | 30.9 | 76 | 40 | 52.6 | 16 | 21.1 | 20 | 26.3 | 82 | 48 | 58.5 | 18 | 22 | 16 | 19.5 | -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 | NA |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | NA |
| Black or African American | ≤10 | ≤10 | 66.6 | ≤10 | 33.3 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | 0 |
| Hispanic/Latino of any race | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 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 | NA |
| White | 61 | 26 | 42.7 | 15 | 24.6 | 20 | 32.8 | 61 | 32 | 50.8 | 12 | 19.7 | 18 | 29.2 | 60 | 36 | 60 | 12 | 20 | 12 | 20 | -9.2 |
| Two or more races | ≤10 | ≤10 | 50 | ≤10 | 25 | ≤10 | 25 | ≤10 | ≤10 | 71.5 | ≤10 | 14.3 | ≤10 | 14.3 | 13 | 7 | 53.9 | 3 | 23.1 | 3 | 23.1 | +8.8 |
| Special Education | 13 | 10 | 76.9 | ≤10 | 15.4 | ≤10 | 7.7 | ≤10 | ≤10 | 75 | ≤10 | 25 | ≤10 | 25 | 18 | 17 | 94.5 | 1 | 5.6 | 0 | 0 | -25 |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|----|----|------|-----|------|-----|------|----|----|------|-----|------|-----|------|----|----|------|----|------|----|------|-------|
| 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 | NA |
| Free/Reduced Meals (FARMS) | 47 | 23 | 49 | 11 | 23.4 | 13 | 27.7 | 58 | 32 | 55.2 | 11 | 19 | 15 | 25.9 | 82 | 48 | 58.5 | 18 | 22 | 16 | 19.5 | -6.4 |
| Female | 33 | 15 | 45.5 | ≤10 | 21.2 | 11 | 33.3 | 39 | 21 | 53.9 | ≤10 | 17.9 | 11 | 28.2 | 34 | 22 | 64.7 | 7 | 20.6 | 5 | 14.7 | -13.5 |
| Male | 35 | 15 | 42.8 | ≤10 | 28.6 | ≤10 | 28.6 | 37 | 19 | 51.3 | ≤10 | 24.3 | ≤10 | 24.3 | 48 | 26 | 54.2 | 11 | 22.9 | 11 | 22.9 | -1.4 |

| TABLE 16c MATH Grade 5 | 2017 | | | | | | | 2018 | | | | | | | 2019 | | | | | | | 2018 to 2019 change in prof. rate |
|--|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|----------|--------------|------|--|
| | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | | | |
| All Students | 65 | 28 | 43.1 | 23 | 35.4 | 14 | 21.5 | 73 | 30 | 41.1 | 14 | 19.2 | 29 | 39.7 | 87 | 46 | 52.9 | 20 | 23 | 21 | 24.1 | -15.6 |
| 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 | NA |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | NA |
| Black or African American | □10 | □10 | 100 | 0 | 0 | 0 | 0 | □10 | □10 | 0 | 0 | 0 | □10 | 0 | □10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | 0 |
| Hispanic/Latino of any race | □10 | 0 | 0 | □10 | 100 | 0 | 0 | □10 | □10 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | NA |
| 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 | NA |
| White | 59 | 26 | 44.1 | 20 | 33.9 | 13 | 22 | 62 | 23 | 37.1 | 13 | 21 | 26 | 42 | 72 | 38 | 52.7 | 16 | 22. 2 | 18 | 25 | -17 |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | | | | | | | | | | | | | | | | | | | | |
|---|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|-----|------|-------|
| Two or more races | □10 | □10 | 33.3 | □10 | 33.3 | □10 | 33.3 | □10 | □10 | 50 | □10 | 16.7 | □10 | 33.3 | □10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | 0 |
| Special Education | 13 | 12 | 92.4 | □10 | □10 | 0 | 0 | 14 | 12 | 85.7 | □10 | 0 | □10 | 14.3 | 12 | 11 | 91.7 | 0 | 0 | 1 | 8.3 | -6 |
| 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 | NA |
| Free/Reduced Meals (FARMS) | 50 | 23 | 46 | 16 | 32 | 11 | 22 | 45 | 25 | 55.5 | □10 | 15.6 | 13 | 28.8 | 87 | 46 | 52.9 | 20 | 23 | 21 | 24.1 | -4.7 |
| Female | 25 | 11 | 44 | 11 | 44 | 3 | 12 | 31 | 12 | 38.8 | □10 | 19.4 | 13 | 42 | 47 | 21 | 44.7 | 12 | 25.5 | 14 | 29.8 | -12.2 |
| Male | 40 | 17 | 42.5 | 12 | 30 | 11 | 27.5 | 42 | 18 | 42.9 | □10 | 19 | 16 | 38.1 | 40 | 25 | 62.5 | 8 | 20 | 7 | 17.5 | -20.6 |

| Table 17: Cohort Growth (Elementary Cohort 2027) | | | |
|---|-------------------|-------------------|--|
| Percent Proficient | Grade 3 2017-2018 | Grade 4 2018-2019 | Growth from Grade 3 (2018) to Grade 4 (2019) |
| All Students | 19 | 19.5 | +0.5 |
| Economically Disadvantaged | 6.8 | 19.5 | +12.7 |
| Special Education | 5 | 0 | -5 |
| Male | 22.7 | 22.9 | +0.2 |
| Female | 14.3 | 14.7 | +0.4 |
| Other subgroup | | | |

| Table 18: Cohort Growth (Elementary Cohort 2026) |
|--|
|--|

**Allegany County Public School
2019-2020 School Improvement Plan**

| Percent Proficient | Grade 3 2016-2017 | Grade 4 2017-2018 | Grade 5 2018-2019 | Growth from Grade 4 (2018) to Grade 5 (2019) | Growth from Grade 3 (2017) to Grade 5 (2019) |
|----------------------------|----------------------|----------------------|----------------------|--|--|
| All Students | 26.3 | 26.3 | 24.1 | -2.2 | -2.2 |
| Economically Disadvantaged | 23.7 | 25.9 | 24.1 | -1.8 | +4 |
| Special Education | 30 | 25 | 8.3 | -16.7 | -21.7 |
| Male | 26.3 | 24.3 | 17.5 | -6.8 | -8.8 |
| Female | 26.3 | 28.2 | 29.8 | +1.6 | +3.5 |
| Other subgroup | | | | | |

2. Use current data to determine if goals from last year's SIP were met.

- Describe changes in last year's focus areas.

Non Farms/Farms

In 2018-2019 100% of South Penn was considered economically disadvantaged. Data was not disaggregated in order to compare growth.

3rd Grade-

4th Grade-

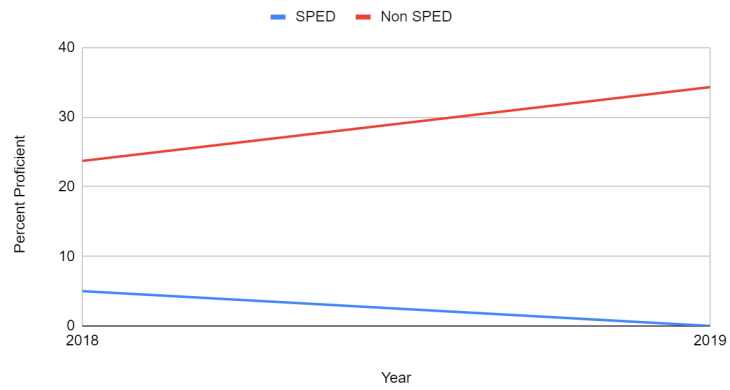
5th Grade-

Special Education/Non Special Education

3rd Grade- There was an increase of 15.6% in the gap.

Allegany County Public School 2019-2020 School Improvement Plan

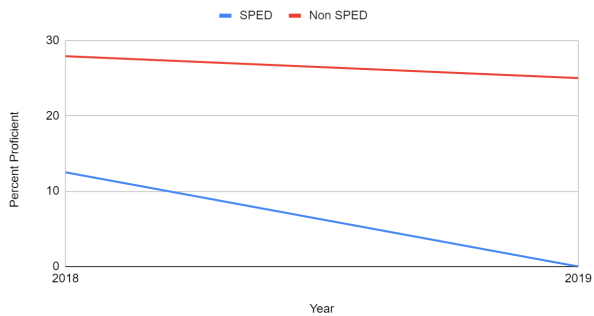
3rd Grade Math Achievement Gap SPED/Non SPED



| 3rd Grade | SPED | Non SPED | Gap |
|-----------|------|----------|-------------------|
| 2018 | 5% | 23.70% | 18.70% |
| 2019 | 0% | 34.30% | 34.30% |
| | | | Increase of 15.6% |

4th Grade- There was an increase of 9.6% in the gap.

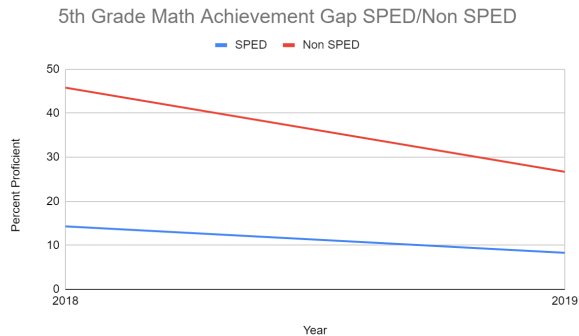
4th Grade Math Achievement Gap SPED/Non SPED



**Allegany County Public School
2019-2020 School Improvement Plan**

| 4th Grade | SPED | Non SPED | Gap |
|-----------|-------|----------|------------------|
| 2018 | 12.5% | 27.90% | 15.4% |
| 2019 | 0% | 25.00% | 25% |
| | | | Increase of 9.6% |

5th Grade- There was a decrease of 13.1% in the gap.



| 5th Grade | SPED | Non SPED | Gap |
|-----------|--------|----------|-------------------|
| 2018 | 14.30% | 45.80% | 31.50% |
| 2019 | 8.30% | 26.70% | 18.40% |
| | | | Decrease of 13.1% |

3.

| | |
|----------------------|--|
| FOCUS AREA 1: | Students with disabilities in grades 4 and 5 Math following the cohort from the 2019 data of students with disabilities in grades 3 and 4. |
|----------------------|--|

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|--|--|
| Focus Area Goal | Reduce the levels of 1's and 2's by 12% of students with disabilities in grades 4 and 5 in Math. |
| Root Cause(s): | Insufficient fundamental skills and the gap between grade level expectations and the students current level. |
| Focus Content Standard(s): | 4th Grade-All OA Standards-Multiplying/Dividing word problems-multi step (all 4 operations) Multiples/Factors/Prime/Composite/Patterns 5th Grade NBT.5 NBT.6 NBT.7-Multiplying and Dividing Whole Numbers and Add/Subtract/Multiply/Divide Decimals |
| Barriers: | Understanding and comprehending the questions Effectiveness of delivery of specialized instruction in lower grades. Intense behavior issues Attention span Developmental levels are below grade level |
| Needed Resources: | Professional Development-Ready Common Core/iReady Math Coach/Specialist |
| Strategies and/or evidence-based interventions: | -Focused and Guided instruction with multi-step word problems utilizing the Three Reads of Mathematics -More consistent specially designed math instruction to focus on bridging the gap for students with disabilities and utilizing their accommodations that are specified in their Individualized instructional plan to access grade level material. -iReady or Imagine Math is utilized at every grade level to meet students at their individual level. -Students will view exemplar responses of MCAP tasks (through teacher model or student example), students set their own goal based on the model and teacher/peer feedback to students during small group instruction. -Directly teach social emotional skills for learning through the Second Step curriculum. |
| How will it be funded? | Title 1 Funds |
| Steps towards full implementation with timeline: | Use daily data to generate groupings Special education professional development- specific to SDI Implementation of coaching model for Special Educators that focuses on current authentic student goals Coaching process with the SEF and the special educator to complete codevelopment forms for each goal Instructional coaches meeting with the general educator to guide, plan, model and reflect on teaching practices and student performance Professional development about motivating students-November Completing monthly released MCAP tasks and reflecting/using that to guide instruction and change groupings Promoting growth mindset when the general education or special education teacher meets with individual |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|-----------------------|---|
| | students to monitor progress and set goals Consistent use of tools and manipulatives |
| Monitoring Procedure: | Focused Walkthroughs from administration Formative assessments Released MCAP tasks as a teaching tool Benchmark iReady and Imagine Math screeners - 3 times a year Data meetings Students and teachers meet and discuss any MCAP and benchmarks scores to determine goals and strategies to increase their scores IEP meetings Special educators complete progress reports and discuss with the general educators |

| | Level 1 -2019 | Level 2- 2019 | | Level 1-2020 | Level 2 -2020 | Met/Not Met |
|------------------------|-------------------|-------------------|---------|--------------|---------------|-------------|
| Grade 3 16 students | 8 students - 50% | 5 students- 31.3% | Grade 4 | Target 44% | Target 27.5% | |
| Grade 4 13 students | 7 students- 53.8% | 5 students- 38.5% | Grade 5 | Target 47.3% | Target 33.9% | |

| | |
|----------------------------|---|
| FOCUS AREA 2: | All students in grades 4 and 5 in Math. |
| Focus Area Goal | Reduce the number of students in level 1 and level 2 by 25% for grades 4 and 5 in Math. |
| Root Cause(s): | Ability to independently read, interpret, and solve high level multi step word problems . Not enough exposure to rigorous MCAP level tasks on a regular basis. |
| Focus Content Standard(s): | 4th Grade-All OA Standards-Multiplying/Dividing word problems-multi step (all 4 operations) Multiples/Factors/Prime/Composite/Patterns 5th Grade NBT.5 NBT.6 NBT.7-Multiplying and Dividing Whole Numbers and Add/Subtract/Multiply/Divide Decimals |
| Barriers: | Pull outs during core math instruction (band/orchestra/AEP/specially designed instruction) |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|--|---|
| | <p>More consistent grade level expectations for math blocks.</p> <p>Typing skills</p> <p>Behavioral interruptions.</p> <p>Clear and consistent messages and communication</p> <p>Managing multiple initiatives effectively</p> |
| Needed Resources: | <p>Professional Development-Ready Common Core/iReady</p> <p>Math Coach/Specialist</p> <p>Monthly MCAP Tasks</p> |
| Strategies and/or evidence-based interventions: | <p>-Using a research based program, Ready Math, as a primary resource school wide.</p> <p>-Focused and Guided instruction with multi-step word problems utilizing the Three Reads of Mathematics</p> <p>-iReady or Imagine Math is utilized at every grade level to meet students at their individual level.</p> <p>-Students will view exemplar responses of MCAP tasks (through teacher model or student example), students set their own goal based on the model and teacher/peer feedback to students during small group instruction.</p> <p>-Directly teach social emotional skills for learning through the Second Step curriculum.</p> <p>-Team meetings to share expectations for more consistent math blocks</p> |
| How will it be funded? | Title 1 Funds |
| Steps towards full implementation with timeline: | <p>Use monthly MCAP tasks as a teaching tool looking at scores to guide instruction.</p> <p>Provide feedback to students and guide students in individual goal setting.</p> <p>Promoting a growth mindset.</p> <p>More intentional groupings based on daily formative assessments and MCAP data</p> |
| Monitoring Procedure: | <p>Focused Walkthroughs from administration</p> <p>Formative assessments</p> <p>Released MCAP tasks as a teaching tool</p> <p>Benchmark</p> <p>iReady and Imagine Math screeners - 3 times a year</p> <p>Data meetings</p> <p>Students and teachers meet and discuss any MCAP and benchmarks scores to determine goals and strategies to increase their scores</p> |

| | | | | | | |
|--|---------------|---------------|--|--------------|---------------|-------------|
| | Level 1 -2019 | Level 2- 2019 | | Level 1-2020 | Level 2 -2020 | Met/Not Met |
|--|---------------|---------------|--|--------------|---------------|-------------|

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | | | | |
|------------------------|----------------------|-------------------|---------|--------------|--------------|--|
| Grade 3 16 students | 8 students - 50% | 5 students- 31.3% | Grade 4 | Target 44% | Target 27.5% | |
| Grade 4 13 students | 7 students- 53.8% | 5 students- 38.5% | Grade 5 | Target 47.3% | Target 33.9% | |

| | |
|--|---|
| FOCUS AREA 3: | All 3rd grade students in Math |
| Focus Area Goal | Reduce the number of students in level 1 and level 2 by 25% for grades 3 in Math. |
| Root Cause(s): | Ability to independently read, interpret and solve high level multi step word problems . Not enough exposure to rigorous MCAP level tasks on a regular basis. |
| Focus Content Standard(s): | All OA Standards or one/multi step word problems |
| Barriers: | Typing skills. Behavioral interruptions. Clear and consistent messages and communication Managing multiple initiatives effectively |
| Needed Resources: | Professional Development-Ready Common Core/iReady Math Coach/Specialist |
| Strategies and/or evidence-based interventions: | -Using a research based program,Ready Math, as a primary resource school wide. -Introduce MCAP like tasks in the second grade to prepare students for the assessment. -Focused and Guided instruction with multi-step word problems utilizing the Three Reads of Mathematics -iReady or Imagine Math is utilized at every grade level to meet students at their individual level. -Students will view exemplar responses of MCAP tasks (through teacher model or student example), students set their own goal based on the model and teacher/peer feedback to students during small group instruction. -Directly teach social emotional skills for learning through the Second Step curriculum. -Team meetings to share expectations for more consistent math blocks |
| How will it be funded? | Title 1 Funds |
| Steps towards full implementation with timeline: | Use monthly MCAP tasks as a teaching tool looking at scores to guide instruction. Provide feedback to students and guide students in individual goal setting. Promoting a growth mindset. |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|-----------------------|--|
| | Introduce MCAP like tasks in the second grade to prepare students for the assessment. More intentional groupings based on daily formative assessments and MCAP data |
| Monitoring Procedure: | <p>Focused Walkthroughs from administration</p> <p>Formative assessments</p> <p>Released MCAP tasks as a teaching tool</p> <p>Benchmark</p> <p>iReady and Imagine Math screeners - 3 times a year</p> <p>Data meetings</p> <p>Students and teachers meet and discuss any MCAP and benchmarks scores to determine goals and strategies to increase their scores</p> |

| | Level 1 -2019 | Level 2- 2019 | | Level 1-2020 | Level 2 -2020 | Met/Not Met |
|------------------------|----------------------|-------------------|---------|--------------|---------------|-------------|
| Grade 3 16 students | 8 students - 50% | 5 students- 31.3% | Grade 4 | Target 44% | Target 27.5% | |
| Grade 4 13 students | 7 students- 53.8% | 5 students- 38.5% | Grade 5 | Target 47.3% | Target 33.9% | |

| Table 19 | UDL for Math |
|---|---|
| UDL Principle/Mode | Representation – This is how the teacher presents the information. |
| <i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i> | <p>1. Provide visual diagrams, charts, and graphic organizers.</p> <p>2. Pre-teach vocabulary in ways that connect with the learners’ experience and prior knowledge. For example, math vocabulary and critical vocabulary.</p> <p>3. Students are provided multiple means of representations through teacher modeling, think alouds, utilization of talk moves, demonstrations, and/or use of concrete objects/realia.</p> |
| Means for Expressions: | Expression/Action- This is how the student will demonstrate their knowledge. |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|--|---|
| <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i> | <p>1. Students will have opportunities to use manipulatives and pictorial models for learning.</p> <p>2. Teachers will provide students with scaffolds such as sentence starters, math vocabulary cards, success criteria, etc. allowing for a gradual release of skills through high quality discourse and writing in math.</p> <p>3. Teachers will model think alouds and provide success criteria to guide through self monitoring.</p> |
| Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i> | <p>Multiple Options for Engagement</p> <p>1. Activities and resources are provided that promote personal connections and interests connected to math.</p> <p>2. Provide opportunities for students to self reflect and monitor their own work including accomplishments and areas for improvement.</p> <p>3. Provide supports to promote perseverance within mathematical practices including vocabulary supports, process charts, math tools, background information or models. Provide opportunities for brain breaks.</p> |

C. SCIENCE

1. Complete data charts using 2018 and 2019 Data Results.

| TABLE 20 MISA Grade 5 | 2018 | | | | | | | 2019 | | | | | | | 2018 to 2019 change in prof. rate |
|---|---------|---------|------|---------|------|--------------|------|---------|---------|------|---------|------|--------------|------|--|
| | Total # | Level 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 2 | | Level 3 | | Level 4 or 5 | | |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | |
| All Students | 73 | 26 | 35.6 | 30 | 41.1 | 17 | 23.3 | 85 | 29 | 34.1 | 38 | 44.7 | 18 | 21.2 | -2.1 |
| American Indian or Alaska Native | 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 |
| Black or African | ≤10 | ≤10 | 50 | ≤10 | 50 | 0 | 0 | ≤10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | | | | | | | | | | | | | |
|--|-----|-----|------|-----|------|-----|------|-----|----|------|----|------|-----|------|------|
| American | | | | | | | | | | | | | | | |
| Hispanic/Latino of any race | 0 | 0 | 0 | 0 | 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 |
| White | 65 | 23 | 35.4 | 26 | 40 | 16 | 24.6 | 70 | 23 | 32.9 | 30 | 42.9 | 17 | 24.3 | -.3 |
| Two or more races | ≤10 | ≤10 | 25 | ≤10 | 50 | ≤10 | 25 | ≤10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Education | 13 | ≤10 | 69.2 | ≤10 | 23.1 | ≤10 | 7.7 | ≤10 | 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 |
| Free/Reduced Meals (FARMS) | 45 | 19 | 42.2 | 19 | 42.2 | ≤10 | 15.6 | 85 | 29 | 34.1 | 38 | 44.7 | 18 | 21.2 | +5.6 |
| Female | 32 | 10 | 31.3 | 14 | 43.8 | ≤10 | 25 | 46 | 13 | 28.3 | 23 | 50 | 10 | 21.7 | -3.3 |
| Male | 41 | 16 | 39 | 16 | 39 | ≤10 | 22 | 39 | 16 | 41 | 15 | 38.5 | ≤10 | 20.5 | -1.5 |

2. FOCUS AREAS

| | |
|-----------------------------------|---|
| FOCUS AREA 1: | All 5th grade students in science. |
| Focus Area Goal | Increase the number of students in level 4 and 5 by 10% for grade 5 in the area of science through a focus on analyzing and comprehending informational text. |
| Root Cause(s): | Non proficient students lack the skills to analyze or comprehend complex texts. |
| Focus Content Standard(s): | Grade 5 Reading Informational text standards Grade 5 Core Disciplinary Ideas: Earth and Space Science, Physical Science, Life Science |
| Barriers: | Keeping students motivated and setting high expectations for themselves. |
| Needed Resources: | Scholastic News Freckle |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|--|--|
| Strategies and/or evidence-based interventions: | Provide feedback to students and guide students in individual goal setting. Promote a growth mindset. Emphasize science/STEM instruction in K-5 utilizing FOSS kits with an emphasis on hands on activities. Close Reading strategies for informational text |
| How will it be funded? | Funded through the Board of Education |
| Steps towards full implementation with timeline: | Reading instructional coaches meeting with the general educator to guide, plan, model and reflect on teaching practices and student performance-weekly Professional development about motivating students in October Promoting growth mindset when the general education or special education teacher meets with individual students to monitor progress and set goals-daily Utilize close reading strategies and use formative assessment practices to guide instruction MISA practice test in February |
| Monitoring Procedure: | Focused Walkthroughs from administration Formative assessments Students and teachers meet and discuss any MISA practice test scores to determine goals and strategies to increase their scores |

| | |
|----------------------------|---|
| FOCUS AREA 2: | Students with disabilities in grade 5 in Science. |
| Focus Area Goal | Maintain the positive increasing trend of students with disabilities. |
| Root Cause(s): | ELA and Math data trends show that instruction for students with IEP's have not been as specific as needed to meet their current level of performance and their specific goal areas. More specially designed instruction needs to be implemented in order for students with disabilities to increase their achievement. Grade level standard expectations are significantly higher than their present level of performance. |
| Focus Content Standard(s): | Grade 5 Reading Informational text standards Grade 5 Core Disciplinary Ideas: Earth and Space Science, Physical Science, Life Science |
| Barriers: | Many of the grade level standard expectations are significantly higher than the students' individual IEP goals and level of performance. |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | |
|---|--|
| | Keeping students motivated and setting high expectations for themselves. |
| Needed Resources: | Collaboration/planning between general education teachers and special education teachers Scholastic News |
| Strategies and/or evidence-based interventions: | Emphasize science/STEM instruction in K-5 utilizing FOSS kits with an emphasis on hands on activities. Instruction for students with disabilities is specially designed to be deliberate and intentional towards their goals Small group instruction within the classrooms should also be aligned to the special education goals of individual students Use MISA tasks as a teaching tool looking at scores to guide instruction. Provide feedback to students and guide students in individual goal setting. Promoting a growth mindset. More intentional groupings based on students' individual IEP goals. Close Reading strategies |
| How will it be funded? | Funded through the Board of Education |
| Steps towards full implementation with timeline: | Use data to generate groupings-daily Special education professional development- specific to SDI-Beginning of year Implementation of coaching model for Special Educators that focuses on current authentic student goals-monthly Coaching process with the SEF and the special educator to complete co-development forms for each goal-annually Instructional coaches meeting with the general educator to guide, plan, model and reflect on teaching practices and student performance-weekly Professional development about motivating students-October Promoting growth mindset when the general education or special education teacher meets with individual students to monitor progress and set goals -daily Utilize close reading strategies and formative assessment practices to guide instruction-daily/weekly |
| Monitoring Procedure: | Focused Walkthroughs from administration Formative assessments Released MISA tasks as a teaching tool Students and teachers meet and discuss any MISA released tests to determine goals and strategies to increase their scores |

**Allegany County Public School
2019-2020 School Improvement Plan**

| Table 21 | UDL for SCIENCE |
|---|---|
| UDL Principle/Mode | Representation – This is how the teacher presents the information. |
| Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i> | <ol style="list-style-type: none"> 1. Provide visual diagrams, charts, and graphic organizers. 2. Pre-teach vocabulary in ways that connect with the learners’ experience and prior knowledge. For example, specific science vocabulary and critical vocabulary. 3. Students are provided multiple means of representations through teacher modeling, think alouds, demonstrations, and/or use of concrete objects/realia. |
| Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i> | Expression/Action- This is how the student will demonstrate their knowledge. <ol style="list-style-type: none"> 1. Students will have opportunities to use hands on activities and pictorial models for learning. 2. Teachers will provide students with scaffolds such as sentence starters, science vocabulary cards, success criteria, etc. allowing for a gradual release of skills through high quality discourse and writing in science. 3. Teachers will model think alouds and provide success criteria to guide through self monitoring. |
| Means for Engagement: <i>tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i> | Multiple Options for Engagement <ol style="list-style-type: none"> 1. Activities and resources are provided that promote personal connections and interests connected to science. 2. Provide opportunities for students to self-reflect and monitor their own work including accomplishments and areas for improvement. 3. Provide supports to promote perseverance within scientific practices including vocabulary supports, background information or models. Provide opportunities for brain breaks. |

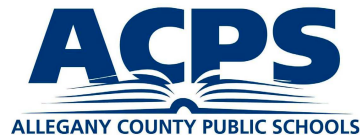
D. SOCIAL STUDIES/GOVERNMENT: N/A for Elementary

E. Advanced Placement Data: N/A for Elementary

**Allegany County Public School
2019-2020 School Improvement Plan**

IX. MULTI-TIERED SYSTEM OF SUPPORT

Please insert your MTSS Practice Profile. Be sure the MTSS addresses all parts from the guidance document.



MTSS Multi-Tiered System of Support Action Planning

MTSS Continuation of 2016-2017 Plan

School Personnel will use multi-level instructional strategies for both reading and math to include all students with various needs in the general education curriculum activities by identifying and prioritizing instructional interventions based on analysis of multiple sources of academic data.

PRACTICE: Utilizing various sources of academic data school personnel will implement differentiated instructional strategies through small group instruction in both reading and math to meet the needs of all students.

| Action Step | Who | By When | Status Update / Next Steps |
|--|--|-----------------|---|
| LAYING THE FOUNDATION | | | |
| <ul style="list-style-type: none"> Utilize universal screening data to determine student need for small groups. Reading and math leadership teams have been identified and maintained. | staff admin school coaches district coaches | August 2019 | <ul style="list-style-type: none"> Initial screening data was analyzed to create small groups for instruction. Schedule team meeting times, norms, protocols and communication structure. |
| INSTALLING | | | |
| <ul style="list-style-type: none"> A small group procedure/protocol was developed to implement differentiated practices during the ELA and Mathematical Instructional blocks. Differentiated small group instruction | staff admin school coaches district coaches | Ongoing 2019-20 | <ul style="list-style-type: none"> Identify and create fidelity protocols to monitor implementation of small group. |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | |
|--|--|-----------------|---|
| focusing on spiral review and student accountability | | | |
| IMPLEMENTING | | | |
| <ul style="list-style-type: none"> Implementation of small group instruction on a consistent basis. Identify and explore instructional strategies to promote differentiated groups based upon data. Teachers plan differentiated instruction for all three Tiers based on ongoing data collection-formative assessment. Coaching practices are in place to promote reflective thinking and decision making within instructional practices. School and district coaches are aligned to instructional planning times. They model and guide daily strategic instructional practices while also providing coaching feedback. Reading and math leadership teams meet monthly to analyze, discuss data and next steps for instruction. | staff admin school coaches district coaches | Ongoing 2019-20 | <ul style="list-style-type: none"> Continued evaluation of small group progress to determine student need. Strategies based upon student needs as determined by data were identified, explored, and modeled by the instructional coaches and classroom teachers. During grade level team planning, reading and math team meetings barriers to implementation of small group practices are discussed. Data is analyzed and shared to problem solve around instructional next steps in implementation of strategic practices for all three Tiers of student need. |
| SUSTAINING SCHOOLWIDE IMPLEMENTATION | | | |
| | | | |
| Notes- | | | |

1. Based upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?
2. How will the priority/priorities be addressed?
3. What district support is needed to address your priority/priorities?
4. Highlight several strategies for increasing the fidelity of the practices, strategies, and interventions for your tier II and tier III students.

**Allegany County Public School
2019-2020 School Improvement Plan**

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

- South Penn completed its eighteenth year as a PBIS school. PBIS sets a goal of 80% of students having 0 – 1 office discipline referrals (ODR). For the 2018-2019 school year, South Penn had 204 office discipline referrals while this is a +2 increase, the data indicates 94% of the students have 0 - 1 (ODR). Of the 204 referrals in 2018-19, 9 students had 6+ referrals, 29 students had 2-5 referrals, and 32 students had 1 referral. This year, South Penn will continue 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 2019 and will be given in February and May of 2020. 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. South Penn will focus on increasing utilization of Tier II supports to address the referral increase. Based on previous years data and looking at the large number of referrals in March a PBIS booster will be planned.

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

- South Penn will utilize data from the SRSS and discipline referrals to place students in Tier II behavior support interventions. Tier II interventions are Check In/Check Out or social groups based on student need. Social groups will focus on student needs with lessons from Project Wisdom and utilizing pbisworld.com.

XI. Title I Schools

TITLE I PARENT/FAMILY ENGAGEMENT

Parent/Community Engagement Needs

Allegany County Public School

2019-2020 School Improvement Plan

- **Describe in a narrative your school's parental/community engagement. 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 growing and very dedicated group of parents. Hannah Eisenhour, Family Engagement Coordinator, hosts a volunteer workshop every Wednesday, Thursday and Friday where a faithful group of volunteers cut, paste, laminate and assemble materials for classroom use and for parent activities. A group of up to 11 volunteers have attended meetings and logged approximately 414 volunteer hours for these workshops in 2018-2019. We have several different parents that attend Leadership Team meetings, are members of the Family Engagement Team, and the PBIS Team. Our fall parent teacher conference day was well attended by over 374 parents and the March parent conference day was attended by 161 parents.

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 with 188 family members signing in. Families also attended classroom visitation activities during American Education Week. Partners in Print workshops for parents of Kindergarten and Grade 1 students were held in December, January and February with 56 attendees. Information about the *Book It Program* was shared with families in November with 61 persons attending. PARCC Assessment night, hosted by our teachers, and math and reading instructional specialists, enabled parents to have a better understanding of the PARCC assessments. Last year, 36 parents attended. Over 70 persons attended STEM Night where they participated in a spaghetti challenge. Pre K families attend the Raising a Reader Cupcake Program in February and 39 adults attending. This program was followed up by Raising A Reader Red Carpet in April and 39 Pre K parents attended. Preventing Summer Slide was held in May by each grade level. Families were invited to each lunch with their child and online sites for I Ready and Imagine Math were shared with parents as well as other activities to do in the summer. The committee also conducted 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 team sponsors Operation Santa where the faculty "adopts" families for Christmas. South Penn is grateful to our community partners including Church of the Nazarene, Davis Memorial Church, Chick Fil A, Patrick's, and Fratelli's.

The Annual Title I Meeting was held in September with 12 parents attending. A Title I Parent Survey was sent home in the spring of 2019 asking parents to select the topics on which they would like information. Parent responses included: how to help my child with reading, math, improving attitude/behavior at home and school as well as MCAP testing information. These topics will be addressed at sessions offered throughout the year as they relate to reading and math curriculum. Family Literacy Night and Family Math Nights are offered on a

**Allegany County Public School
2019-2020 School Improvement Plan**

monthly basis through the Judy Center. This workshop is open to students and families in grades PreK-1 (although no one is turned away). The purpose of these meetings is to provide parent information to help them work with their children at home. Family nutrition activities are also held. The Judy Center partners with other agencies such as The Family Junction, local daycares, Head Start to offer parent classes and other resources for families in need.

Parent Advisory/ Title I Parent Committee 2019-2020

| Name | Grade Level Representation | Position |
|------------------|-----------------------------------|-------------------------------|
| Amanda Davis | 2, | PAC Representative |
| Misty Raines | PK, 1, 4 | PAC Alternate |
| Vicky Leasure | K, 3 | Parent |
| Rachel Stewart | 4 | Parent |
| Dixie Armbruster | 5 | Parent |
| Shay Richardson | 2, 3, 5 | Parent |
| | | |
| Hannah Eisenhour | | Family Engagement Coordinator |

Under the “Grade Level Representation” column, identify the grade level being represented by this parent. Under the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, Community Member, and so forth. **The parent committee must represent a cross section of the school community. Title I schools must have representations from all grade levels.**

South Penn Elementary School’s PARENT / FAMILY ENGAGEMENT PLAN

Expectations

**Allegany County Public School
2019-2020 School Improvement Plan**

As a schoolwide Title I school, South Penn's Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Section 1116 Every Student Succeeds Act of 2005.

South Penn 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/family engagement, the staff at South Penn Elementary 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/family engagement activities
- V – 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 /Family Engagement Plan with the district's Parent/Family Engagement Plan.

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet all goals on MCAP 2020.

Action Plan

| Title I Requirements | Description of Activities/Actions/ Initiatives | Date(s) | Whom should you contact for more information |
|-----------------------------|---|----------------|---|
|-----------------------------|---|----------------|---|

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | |
|---|--|------------------------------------|--------------------------------|
| I. Shared Decision Making ➤ 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/Family Engagement Plan is developed with input from parents. ➤ The Parent/Family Engagement Plan is distributed to all parents. ➤ With parents, develop a written School Parent Compact(s) supporting instruction that is signed by teachers, parents, and students. | Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. Parents are invited in a variety of ways to provide input into the plan. | September/ October 2019 | Scott Sisler, Principal |
| | A synopsis of the SIP is shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time. | January 2020 | Scott Sisler, Principal |
| | A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval. | May 2020 | Scott Sisler, Principal |
| | A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP. | January 2020 | Scott Sisler, Principal |
| | A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's School Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be | May 2020 | Scott Sisler, Principal |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | |
|--|------------------------------------|--|--|
| | submitted to the SIT for approval. | | |
|--|------------------------------------|--|--|

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | |
|---|--|---|---|
| <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 the school will provide for parental/family engagement. | <p>Information is shared by powerpoint presentation.</p> | <p>January 9, 2020</p> | <p>Scott Sisler, Principal Tessa Fairall, Assistant Principal</p> |
| <p>III. Building Parental Capacity</p> <ul style="list-style-type: none"> Provide assistance to parents 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 parents improve their children's academic achievement. Educate school personnel on how to work with parents as equal partners in their child's | <p>Grade level expectations are distributed to parents in the fall. Teachers discuss expectations with parents during conferences, Back to School/Meet the Teacher events, and/or during classroom visitation activities. Information about testing is also distributed to parents at appropriate times. Parent Quick Tips - \$314 Elementary e Tips - \$197</p> <p>The following events are planned for this school year: Open House Meet the Teacher Stipends \$740.10 STEM Night Stipends - \$1,233.50 Partners in Print /SuperKids Adventure - Materials \$1,566.74 MCAP Workshop for Parents - Stipends \$296.04, Materials - \$300 Math Day Materials - \$400 Food for Parent Meetings - \$718.50 Materials for Parent Workshops - \$919.18</p> <p>Input from parents is gathered at parent events by activity evaluations and parent surveys. The results are shared to improve future events. Parent members of school teams attend meetings and</p> | <p>August 2019 October 7, 2019</p> <p>August 2019</p> <p>December 2019 May 2020 March 2020 Spring 2020</p> <p>February 2020</p> | <p>Scott Sisler, Principal</p> <p>Scott Sisler, Principal Tessa Fairall, Assistant Principal Whitney Stoner, Teacher</p> <p>Scott Sisler, Principal Tessa Fairall, Assistant Principal</p> |

Allegany County Public School 2019-2020 School Improvement Plan

| | | | |
|--|---|--|--|
| <p>education.</p> <ul style="list-style-type: none"> ➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources such as the Health Department, Library, Head Start, Striving Readers Grant, Local After School Program, MD Extension, YMCA, etc. ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities. | <p>provide input.</p> <p>The following programs provide opportunities to increase parent/family engagement:</p> <p>Reading Night Math Night Nutrition Events Dental Screening After School Program</p> <p>Communications with parents are designed to be parent-friendly. Blackboard Connect mass notification phone calls, texts, and emails enhance communication with parents. Paper for Parent Communications - \$500</p> <p>Translated documents are provided on an as needed basis. Reasonable requests for transportation and childcare may be provided.</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Scott Sisler, Principal Tessa Fairall, Assistant Principal Dan Snyder, Judy Center</p> <p>Allegany County health Department Kim Foote</p> <p>Scott Sisler, Principal Tessa Fairall, Assistant Principal</p> <p>Scott Sisler, Principal Tessa Fairall, Assistant Principal</p> |
| <p>IV. Review the Effectiveness</p> <ul style="list-style-type: none"> ➤ The effectiveness of the school's parental/family engagement activities will be reviewed. | <p>Evaluations from parent activities are reviewed and are the basis for changes in subsequent activities. The School Improvement Team reviews the effectiveness of the parental/family engagement activities.</p> | <p>Ongoing</p> | <p>Scott Sisler, Principal Tessa Fairall, Assistant Principal</p> |
| <p>V. Joyce Epstein's Third Type of Parent Involvement</p> | <p>Parents are given the opportunity to volunteer in a</p> | <p>Ongoing</p> | <p>Scott Sisler, Principal Tessa Fairall, Assistant</p> |

**Allegany County Public School
2019-2020 School Improvement Plan**

| | | | |
|----------------|--|--|--|
| ➤ Volunteering | variety of ways: -Outdoor School Chaperones -Weekly Volunteer Workshops with Family Engagement Coordinators -School Leadership Teams -Classroom Activities | | Principal Hannah Eisenhour, Family Engagement Coordinator |
|----------------|--|--|--|

XII. Professional Community for Teachers and Staff- Standard 7

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school's achievement gaps?

| 1. Professional Learning Title | Date(s), Time, and Location | Intended Audience | Changes to occur as a result of Professional Learning | Knowledge and skills the participant will attain | Method to measure implementation of knowledge and skills in the classroom |
|--------------------------------|---------------------------------------|-----------------------------------|--|--|---|
| Super Kids | October 2019 January/February 2020 | Kindergarten and Grade 1 teachers | Individual feedback was given to each teaching in a coaching format on the Daily Routine within the SuperKids Reading Program. | Individual feedback on implementation of the Daily Routine | Coaching role, pacing of components for new reading program, support for new program, suggestions for differentiation |

**Allegany County Public School
2019-2020 School Improvement Plan**

| 2. Professional Learning Title | Date(s), Time, and Location | Intended Audience | Changes to occur as a result of Professional Learning | Knowledge and skills the participant will attain | Method to measure implementation of knowledge and skills in the classroom |
|---|-----------------------------|-------------------|--|---|---|
| Ready Math curriculum training from Curriculum Associates | Ongoing | K-5 teachers | More consistency in instructional practices aligned with MCAP expectations | Gain a deeper understanding of Ready CommonCore Curriculum and i Ready diagnostic data including interpreting and responding to the data through the development of small groups. | Improved assessments results |
| 3. Professional Learning Title | Date(s), Time, and Location | Intended Audience | Changes to occur as a result of Professional Learning | Knowledge and skills the participant will attain | Method to measure implementation of knowledge and skills in the classroom |
| Striving Readers | Monthly | PreK-5 teachers | Improved literacy instruction | Increase rigorous instruction through modeling, planning and collaboration | Administration walk throughs and observations Formative assessments and Teacher SLOs |

Allegany County Public School 2019-2020 School Improvement Plan

XIII. Management Plan

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

The SIP plan review date will be held on December 16, 2019. 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.

2. How will the plan be shared with parents and community members? Please include approximate dates.

In January, the SIP will be placed on the school website and a summary will be distributed to parents.

3. What role will classroom teachers and/or departments have in implementing 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 identified school goals and proposed activities and the steps to be taken to fully implement the plan. During Data meetings teachers will discuss, review, and analyze data and monitor/update progress of the SIP.

4. How will student progress data be collected, reported, and evaluated by the SIT?

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 Leadership Team and the Leadership Team informed of progress on all reading milestone data.

Grade 3-5 Imagine Math beginning, middle and end of year screeners are administered. Grade K-2 i-Ready diagnostic screeners beginning, middle and end of year are administered. Grade 3-5 monthly PARCC like tasks that are aligned to instructional standards are given. Math Benchmarks used for grade level SLO's 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. The math focus team will continue to look at best practices and will share findings with grade level teams.

**Allegany County Public School
2019-2020 School Improvement Plan**

5. How will administration monitor the plan?

Administrators will attend team data meetings to monitor students progress. Implementation of strategies is monitored by walk throughs and teacher observations. Tracking of SLO data and benchmark data as well as reports made by the Reading and Math Leadership Teams assist in monitoring the implementation of the plan.

6. What assistance does the Central Office need to provide 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. Jacqueline Enright, 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 Karen Snurr, locally funded ELA specialist, also provide assistance to the South Penn staff. Mrs. Boone and Mrs. Snurr 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, Shayna Welsh, Math/Reading Instructional Coach, and the focus team chairs to analyze data, provide professional development opportunities, and other additional specific requests.

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

**Allegany County Public School
2019-2020 School Improvement Plan**

| Name (Print and Sign) | Affiliation/Title |
|-----------------------|--------------------------|
| | Principal |
| | Community Representative |
| | Parent Representative |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |