

Allegany County Public Schools
2024-2025 School Improvement Plan for Title I Schools

School: South Penn Elementary School

Principal: Tessa Fairall

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, AND CORE VALUE

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.

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B. SCHOOL CLIMATE AND CULTURE

Climate

The school – wide PBIS program addresses the tiered layers of behaviors by emphasizing positive behaviors through the use of a more proactive approach which is 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. In addition, classrooms are promoting a community culture through classroom 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

Culture

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 increase 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.

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II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? 0

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		52	52
Itinerant staff	2	3	5
Paraprofessionals	6	25	31
Support Staff		6	6
Other		24	24
Total Staff	8	112	120

B. Student Demographics

Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	≤10
Hawaiian/Pacific Islander	n/a
African American	48
White	346
Asian	≤10
Two or More Races	82
Special Education	133
LEP	≤10
Males	243
Females	248
Gender X	n/a
Total Enrollment	491
FARMS Rate (2022-2023)	100%

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Special Education Data 2024-2025 School Year (Sept 30 data)

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	2	06 Emotional Disturbance	2	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment		13 Traumatic Brain Injury	1
03 Deaf	0	08 Other Health Impaired	15	14 Autism	18
04 Speech/Language Impaired	20	09 Specific Learning Disability	15	15 Developmental Delay	49
05 Visual Impairment	0	10 Multiple Disabilities	4	TOTAL COUNT	126

III. ATTENDANCE

Table 4a	2022-2023	2023-2024
Grade Level – School Level	Attendance Rate	Attendance Rate
All (Excluding PreK & K)	88.9	88.8
Grade 1, 6, or 9	89.2	88.6
Grade 2, 7, or 10	87.9	88.8
Grade 3, 8, or 11	90.8	88.4
Grade 4 or 12	87.9	89.7
Grade 5	89.1%	88.6

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Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024
All Students	88.5	87.6
Hispanic/Latino of any race	≤10	≤10
American Indian or Alaska Native	≤10	≤10
Asian	≤10	≤10
Black or African American	85.8	85.4
Native Hawaiian or Other Pacific Islander	n/a	n/a
White	88.9	88.1
Two or more races	87.1	86.7
Male	88.5	87.6
Female	88.4	87.6
EL	≤10	≤10
Special Education	86.0	86.1
Free/Reduced Meals (FARMS)	88.0	86.6

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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.

The school average for all students attendance was 87.6%. For grades 1-5, no grade level met the target of 94.0% attendance. The Black or African American subgroup attendance was 85.4%. The attendance rate for the Special Education subgroup was 86.1%. Parents need to be provided information and data showing the importance of good attendance. The special education population includes students with medical needs that contribute to the lower attendance rate.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.
 - Information and data on the importance of regular on-time attendance from the *Attendance Works* resources will be shared with parents in the forms of calendars, letters, and posters.
 - The PBIS Team will focus on school wide Tier I incentives. Classrooms and students will be recognized for meeting or exceeding the 94% attendance goal. Recognition will be weekly for classrooms and monthly for individual students.
 - Kindergarten and 5th grade buddies activities will be done on half days before or after holidays to provide incentive for students to come to school.
 - The PST team meets weekly to focus on Tier II and Tier III strategies for students with attendance concerns. The automated system makes daily calls for absent students and a staff member makes calls when students have missed several days in a row. In addition, Judy Center staff makes calls to all PreK3 and PreK4 families when the child misses school.

Chronically Absent

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

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MD Report Card reports students NOT chronically absent.

Table 5	2022	2023	2024
Not Chronically Absent (percentage)	42.9	55	55.5
Not Chronically Absent (student count)	176	244	253
Report Card Points Earned	1	1	1

Habitually Truant

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.

Table 6	2022	2023	2024
Habitually Truant (percentage)	5.20	4.50	8
Habitually Truant (student count)	22	20	34

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

Continue to educate parents on the impact habitual truancy has to their child's education.

- Students at risk for habitual truancy are monitored by our pupil service team. The team makes contact through phone calls, family letters, parent conferences, and home visits in an attempt to increase the number of students coming to school.
- The pupil service worker and social worker make contact with families at risk to serve as a resource and build supporting relationships to help students get to school.
- Utilize resources on attendanceworks.org to disseminate information and resources to parents.

IV. GRADUATION RATE – High Schools Only

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V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2021-2022	2022-2023	2023-2024
Total Referrals	99	138	265
All Suspensions	9	11	15
In School	n/a	n/a	n/a
Out of School	9	11	15
Sexual Harassment Offenses	n/a	n/a	n/a
Harassment/Bullying Offenses	0	0	0

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

Title I funding (\$300.00/teacher x 24 K-5 teachers = \$7,200.00) has been set-aside to purchase additional materials to support social and emotional learning in classrooms.

63 students accumulated a total of 265 referrals for the year. Eleven students received six or more referrals for a total of 157 referrals. 26 students received two to five referrals for a total of 82 referrals. 120 referrals occurred from behavior in the classroom. 77 referrals by problem behavior were attributed to disruption.

We will use the following strategies to decrease the number of discipline referrals:

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- Strengthen the Tier I Schoolwide PBIS program promoting school community and a proactive approach to behavior
- Teachers will focus on building classroom community through classroom meetings at least twice per week. Meetings will include second step lessons and proactive coping strategies
- Guidance counselors and social emotional coach will deliver weekly lessons focusing on Tool Box Tools and character development
- Analyze SRSS data to identify students needing Tier II and Tier III support
- PST/Tier II team will review data biweekly to provide support for struggling students and implement Tier II interventions (social groups, cico, project Yes, etc..)
- Tier III team will provide specific behavior plans to provide student support
- District behavior specialist will provide Tier III support to teachers and students

VI. EARLY LEARNING (Elementary Only)

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

Table 9			
Kindergarten Readiness Assessment			
	2021-2022	2022-2023	2023-2024
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated
Language & Literature	16.98%	56.76%	Not Available
Mathematics	20.75%	29.73%	Not Available
Social Foundations	52.83%	33.78%	Not Available
Physical Development	52.83%	70.27%	Not Available

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

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sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten “demonstrating readiness”.

- Collaborate with the Judy Center to identify and serve children living in the South Penn district with educational experiences prior to entering school.
- Host weekly playgroups for South Penn parents with children ages birth to two years old. Host weekly playgroups for South Penn parents with children ages two to four years old. Utilize the Creative Curriculum to guide learning activities. The playgroups are hosted in partnership with the Cumberland YMCA, Cumberland Housing Authority, and Birth to 5 program.
- Judy Center family engagement events focus on educating parents on the domains of learning and building specific readiness skills.
- Continuing the focus of providing more full day learning opportunities for Pre k students
 - Prioritize low socioeconomic status students with enrollment in our full day pre-k program.
 - 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
- Continue to maintain our accreditation certification in Maryland EXCELS Level 5 status
- Host a 4 week Judy Center Summer camp. The program serves 3 year old children that have not attended a Pre-k program, current Pre-k3 students, and children that receive extended school year services.
- Conduct vision and dental screening at South Penn, Head Start and other community partners
- Physical development
 - Weekly physical education class for all Pre K classes
 - Received open space grant funds to enhance South Penn’s outdoor playground with developmentally appropriate equipment.

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- In collaboration with UPMC Western Maryland, host an 8 week Healthy Living parent workshop for South Penn parents. The program focuses on educating families on facets of whole family wellness.
- Facilitate free monthly produce giveaways in collaboration with the Western Maryland Food Bank.
- Facilitate the weekend backpack program in collaboration with two local churches and the Western Maryland Food Bank to provide students identified as being at risk of food insecurity with meals during the weekend.
- Social Foundations
 - Fund field trips that connect instruction to real world experiences.
 - Host programs featuring early childhood performers.
- Mathematics
 - Math oriented Literacy Night
 - Allocate funding to enhance math learning in the classroom through purchase of math manipulatives
- Language and Literacy
 - Implementing Frog Street 4 curriculum in all Pre-K classes and provide developmentally appropriate books for prek families to help with kindergarten readiness.
 - Implementing the Raising a Reader program to promote literacy skills and promote parental involvement. This will include 2 parent events that will provide families with literacy information.
 - The Judy Center hosts monthly Literacy Night events for Pre-k3 and Pre-k4 families.

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 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 are occurring to support 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 is utilized daily in Pre-k

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- 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
- 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 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.

VII. ACADEMIC PROGRESS

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A. ENGLISH LANGUAGE ART

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

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

MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for ELA Proficiency out of 5 = 1.4

Points for ELA average levels out of 5 = 2.6

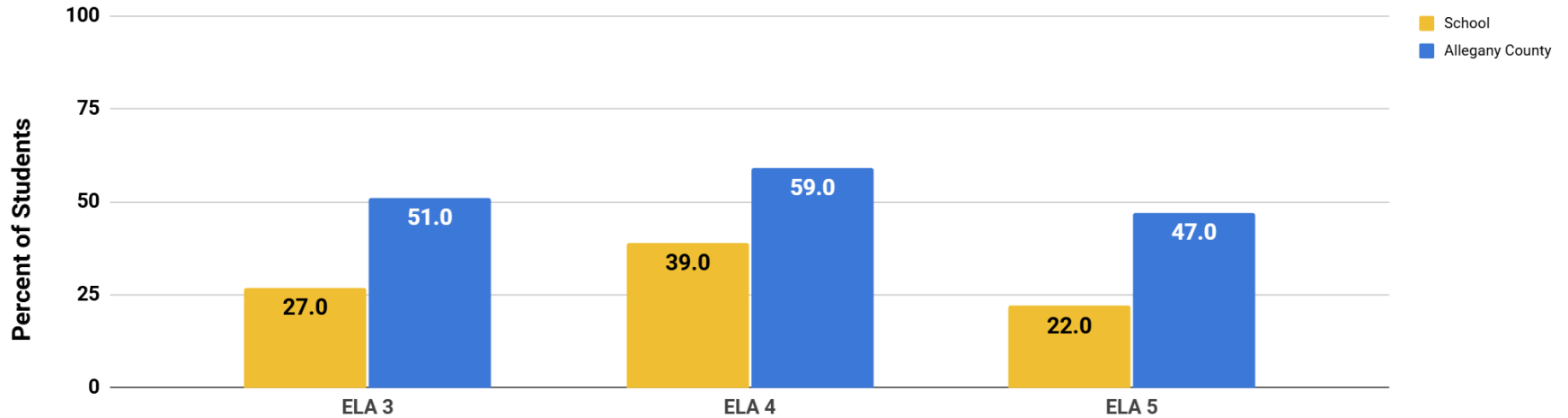
Points for ELA Growth out of 12.5 = 4.5

- South Penn's ELA Median Student Growth Percentile= 37%

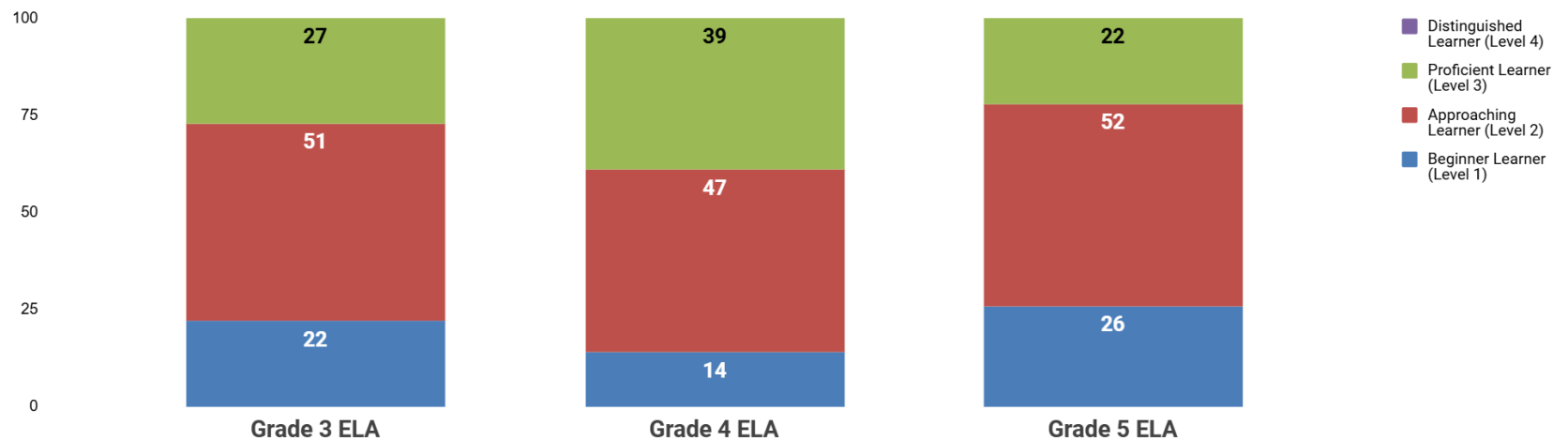
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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South Penn Elementary 2024 ELA Proficiency Rates

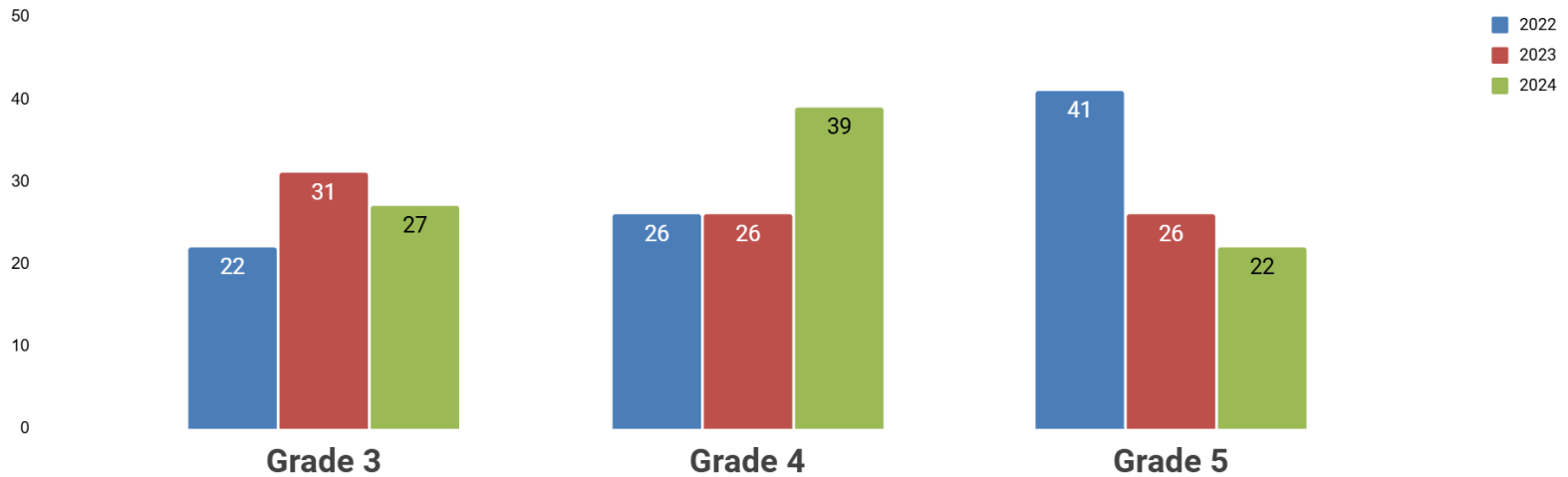


South Penn Elementary 2024 MCAP ELA Proficiency Levels

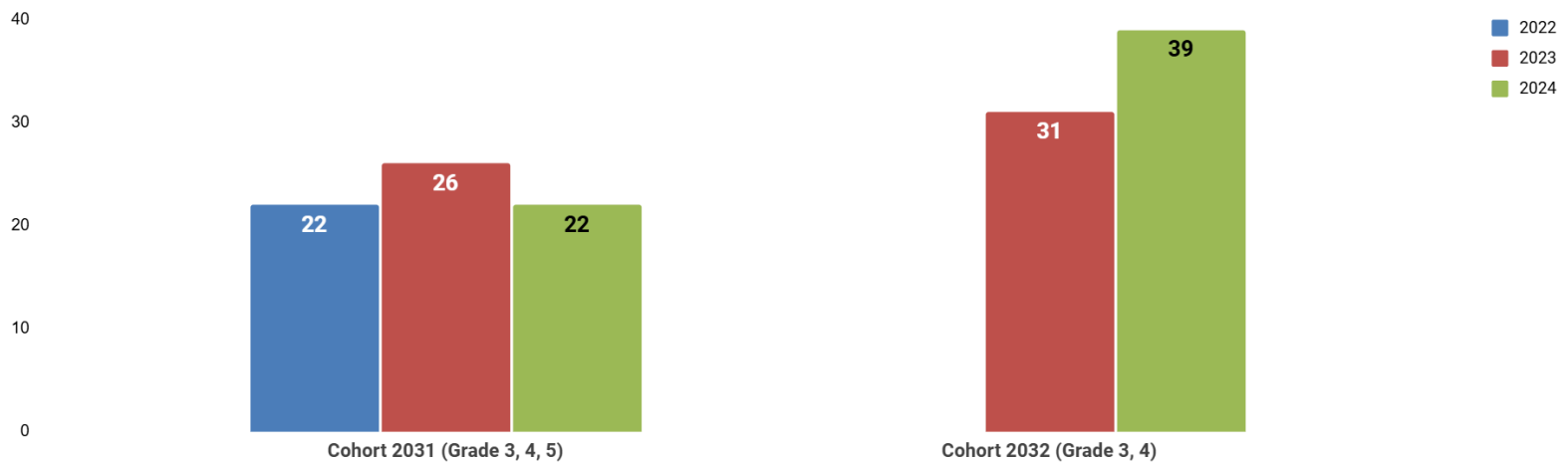


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South Penn Elementary ELA Proficiency Trend



South Penn Elementary ELA Cohort Proficiency Growth



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2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Oral Reading Fluency																
Focus Area Goal	According to DIBELS BOY 2024 data, 66% of students in grades 1-5 are below grade level expectations in reading fluency (Summary data is in the tables below). The focus area goal is for students in grades 1-5 to show an increase of 5% in the percentage of students scoring on/above grade level in oral reading fluency from BOY to EOY 2024-2025.																
	1ST AND 2ND GRADE COMBINED ORF																
	<table><tr><td></td><td>Well-Below</td><td>Below</td><td>TOTAL</td></tr><tr><td>BOY 2024-2025</td><td>52%</td><td>12%</td><td>64%</td></tr><tr><td>EOY 2023-2024</td><td>40%</td><td>11%</td><td>51%</td></tr><tr><td>BOY 2023-2024</td><td>55%</td><td>14%</td><td>69%</td></tr></table>		Well-Below	Below	TOTAL	BOY 2024-2025	52%	12%	64%	EOY 2023-2024	40%	11%	51%	BOY 2023-2024	55%	14%	69%
		Well-Below	Below	TOTAL													
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	BOY 2023-2024	55%	14%	69%													
	3RD, 4TH AND 5TH GRADE COMBINED ORF																
	<table><tr><td></td><td>Well-Below</td><td>Below</td><td>TOTAL</td></tr><tr><td>BOY 2024-2025</td><td>50%</td><td>17%</td><td>67%</td></tr><tr><td>EOY 2023-2024</td><td>50%</td><td>11%</td><td>61%</td></tr><tr><td>BOY 2023-2024</td><td>52%</td><td>15%</td><td>67%</td></tr></table>		Well-Below	Below	TOTAL	BOY 2024-2025	50%	17%	67%	EOY 2023-2024	50%	11%	61%	BOY 2023-2024	52%	15%	67%
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	EOY 2023-2024	50%	11%	61%													
BOY 2023-2024	52%	15%	67%														
Root Cause(s):	<p>Students’ performance on MCAP in grades 3-5 shows a need for improvement in reading comprehension. Fluent reading is directly connected to improvement in reading comprehension. Students’ performance on the DIBELS screener in oral reading fluency in grades 1-5 show that 66% of students are reading below or well-below grade level expectations.</p> <ul style="list-style-type: none">• Students are unable to comprehend complex grade level text.• Lack of fluency prevents comprehension.																

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	<ul style="list-style-type: none"> Some students are still working to master foundational phonics skills and this is impeding grade level fluency. Students need more practice fluently reading grade level text.
Focus Content Standard(s):	RF.1.4, 2.4, 3.4, 4.4, 5.4 Read with sufficient accuracy and fluency to support comprehension. RF.1.4a, 2.4a, 3.4a, 4.4a, 5.4a Read grade-level text with purpose and understanding. RF.1.4b, 2.4b, 3.4b, 4.4b, 5.4b Read grade-level text orally with accuracy, appropriate rate, and expression. RF.1.4c, 2.4c, 3.4c, 4.4c, 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Barriers:	Attendance, transient student population in and out of the county, insufficient practice with reading fluency
Needed Resources:	Fluency packets, BOOST reading program, Read Live program
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Incorporate daily fluency practice in K-2 ELA lessons as outlined in the curriculum Students K-5 will participate in BOOST reading quests targeted to increase fluency. Utilize a system of universal screening, data analysis, and collaborative planning to provide targeted Tier 2 and Tier 3 reading interventions for identified students. Students in these programs will also practice fluency daily with known phonics skills. Incorporate progress monitoring to measure growth. All students in Grades 2-5 who have mastered phonics skills but are not meeting oral reading fluency benchmark targets will participate in the Read Live program to increase fluency Targeted after school programs and tutoring will occur to remediate reading. One School, One Book to increase comprehension through modeled fluent reading. Fluency packets will be created and sent home with students at all grade levels.
How will it be funded?	Title I (supplies to support reading such as books related to deeper comprehension building for One School, One book activity) District Core Curriculum resources
Steps towards full implementation with timeline:	September 2024-June 2025: Literacy Lab Structure- The Literacy Lab structure targets reading deficits in identified students and provides enrichment opportunities for targeted students. Daily fluency practice is embedded in all literacy labs. September 2024-June 2025: District Literacy Vision and Strategy implementation will continue. Learning walks, collaborative planning and professional development opportunities will be aligned throughout the remainder of the year.

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	<p>Weekly: All students K-5 will participate in BOOST reading program and hit weekly target goals.</p> <p>Weekly: Fluency packets with Core program materials will be sent home to all students for repeated practice</p> <p>Monthly: Grade level team data meetings to discuss reading data</p>
Monitoring Procedure:	<p>DIBELS ORF progress monitoring (biweekly for well-below students and monthly for below students)</p> <p>Team meetings/Collaborative planning to monitor BOOST progress and creation of fluency packets</p> <p>Data meetings to monitor Read Live progress</p> <p>Targeted tutoring</p> <p>Targeted After School Program</p>

ELA FOCUS AREA 2:	Vocabulary
Focus Area Goal	<p>According to Spring MCAP 2024 evidence statement analysis, students in grades 3-5 scored below the district and state averages on questions requiring students to determine meanings of unknown words using context. The focus area goal is for students in grades 3-5 to show an increase of 5% in proficiency on these type of Vocabulary questions.</p> <p>2024 Vocabulary proficiency: Grade 3 (27%), Grade 4 (36%), Grade 5 (30%)</p>
Root Cause(s):	<ul style="list-style-type: none"> • Reading instruction in primary grades mainly focuses on increasing foundational reading skills • There was a lack of frequent opportunities to engage with rigorous text in primary grades • Lack of ability to make meaning of unknown words in grade-level text • Students have not been exposed to explicit modeling and practice in using context to determine the meanings of unknown words • Students lack the ability to use context and comprehension skills to determine the meanings of unknown words
Focus Content Standard(s):	<p>RL.3.4, RL.4.4, RL.5.4- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RI.3.4, RI.4.4, RI.5.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 (4 and 5) reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.5, L.4.5, L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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Barriers:	Background knowledge, environmental speech, foundational reading skills
Needed Resources:	More exposure to vocabulary question format, morphology instruction, exposure to rigorous text, knowledge building activities
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Daily engagement with CKLA rigorous text for all students Grades 3-5 • Text-based questioning used with Superkids core materials • Facilitate text-based discussions using robust vocabulary. • Consistently incorporate structures that require students to respond to text dependent and inference-based questions. Hold all students accountable for going back into the text to locate answers and/o evidence to support responses. • Build background knowledge through exposure to rigorous text. • Consistent lessons in grammar and morphology to determine meanings of unknown words.
How will it be funded?	District Core Curriculum resources
Steps towards full implementation with timeline:	<p>September 2024-June 2025: Literacy Lab Structure- The literacy lab structure targets reading deficits in identified students and provides enrichment opportunities for targeted students.</p> <p>September 2024-June 2025: District Literacy Vision and Strategy implementation will continue. Learning walks, collaborative planning, and professional development opportunities will be aligned throughout the remainder of the year.</p> <p>Monthly: Reading Team review of data and targeted support activities</p> <p>Monthly: Collaborative planning meetings focused on full implementation of reading programs.</p>
Monitoring Procedure:	<p>Formative assessments while reading complex text.</p> <p>Student Discourse measured through focused learning walks</p> <p>Targeted planning of vocabulary and morphology instruction</p> <p>Consistent practice with vocabulary inference questions</p>

Universal Design for Learning for ELA.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
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Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Interactive slide decks for material presentation ● Audio recordings of reading ● Digital materials, media, and manipulatives for auditory and visual representation ● Pre-teach background knowledge and vocabulary
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.
	<ul style="list-style-type: none"> ● Allowance of multiple ways for representation of ideas through media and materials ● Oral discussions and partner sharing will be utilized ● Adjusted scaffolding and pacing for student expression
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> ● Optional technology provided for task completion ● Digital access to grade level program materials ● Opportunities for project choice and self-regulation ● Formative feedback to enhance understanding ● Activity design with authentic purposes

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 increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for Math Proficiency out of 5 = 1

Points for Math average levels out of 5 = 2.4

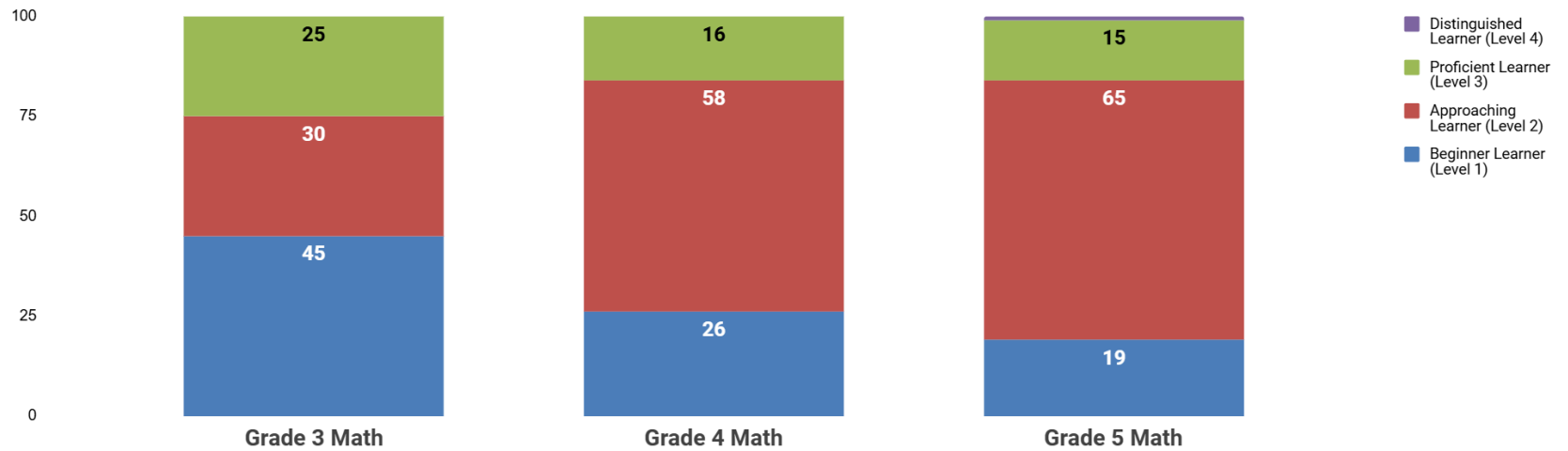
Points for Math Growth out of 12.5 = 5.5

- South Penn's Math Median Student Growth Percentile= 44%

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

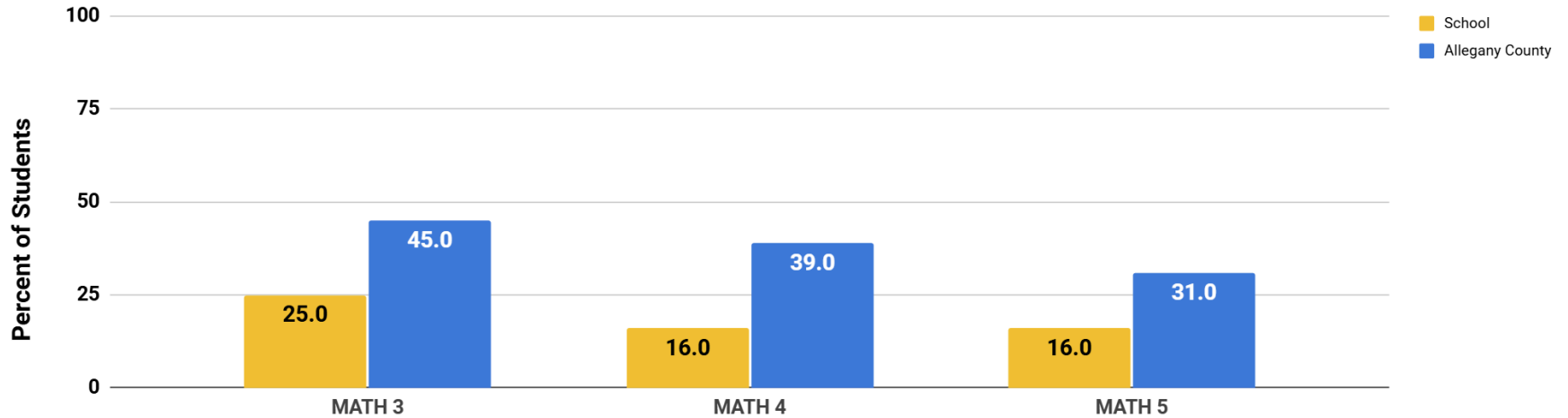
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South Penn Elementary 2024 MCAP MATH Proficiency Levels

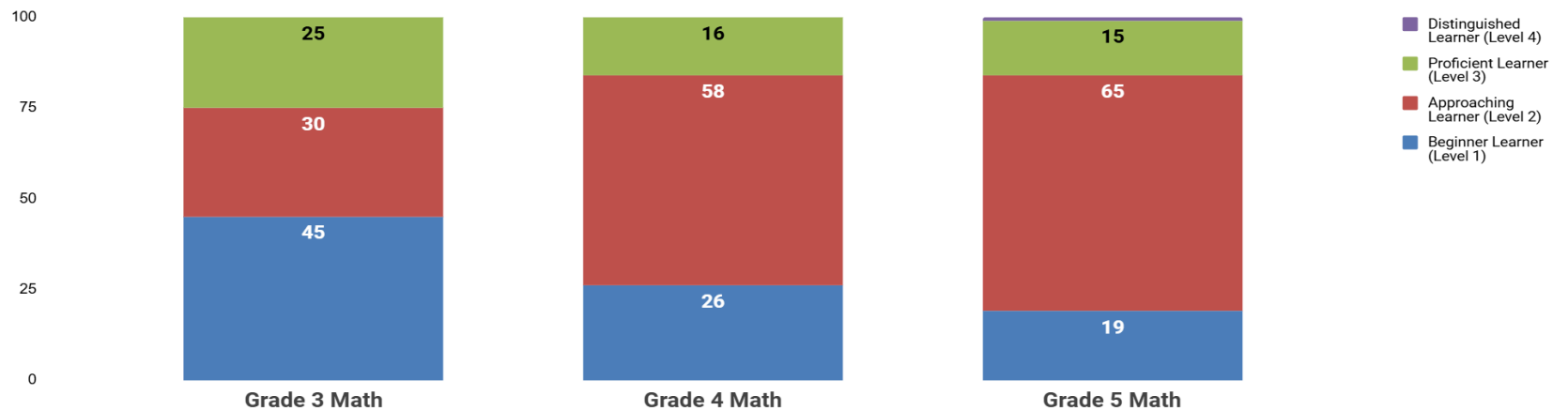


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South Penn Elementary 2024 Math Proficiency Rates

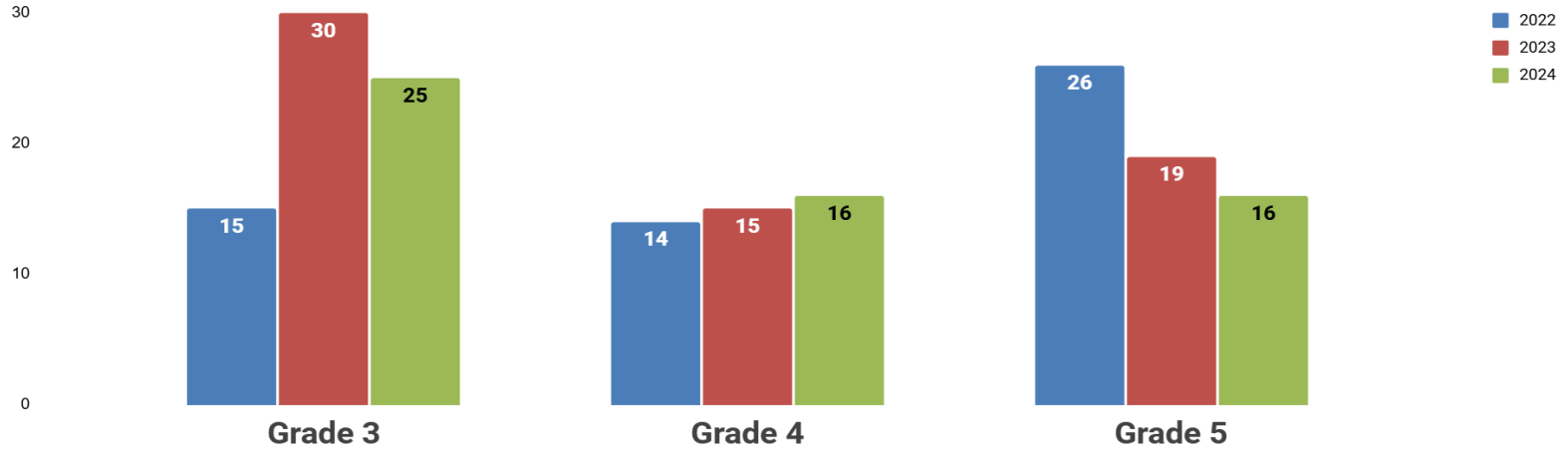


South Penn Elementary 2024 MCAP MATH Proficiency Levels

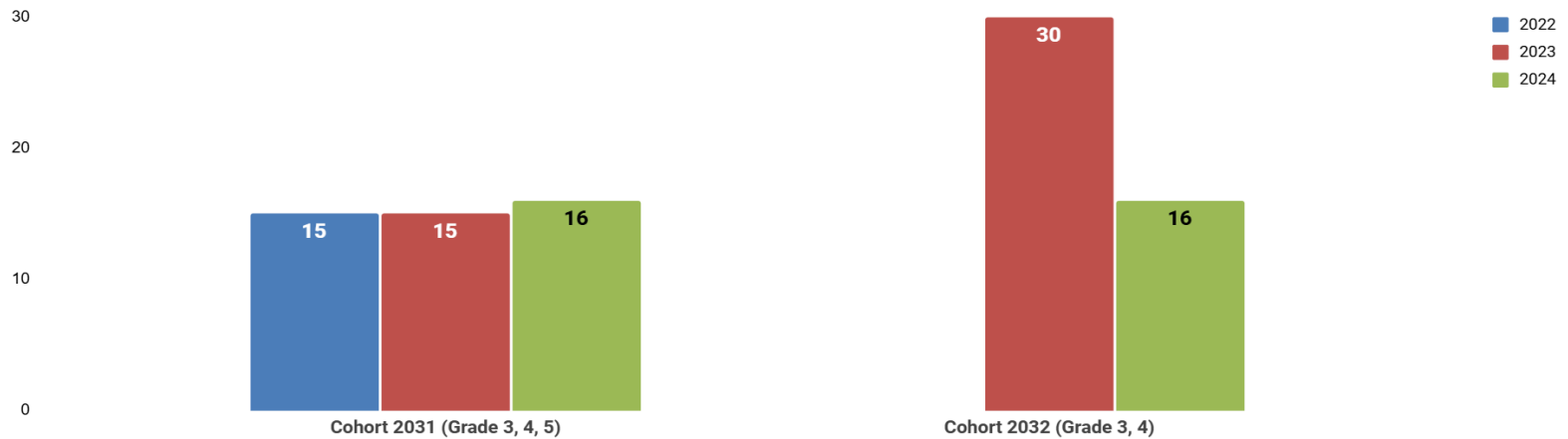


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Math Proficiency Rate



Math Cohort Proficiency Growth



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MATH FOCUS AREA 1:	Grade 3, 4, and 5 proficiency rates.
Focus Area Goal	The focus area goal is for the proficiency rate in grades 3, 4, and 5 to show an increase of 5% on the 2025 Math MCAP assessment.
Root Cause(s):	<ul style="list-style-type: none"> Beginning of the year data reflect scores below math grade level expectancies. Appropriate scaffolding is necessary to gradually release responsibility for students to gain independence. Focus on building perseverance and stamina to give students the skills needed for rigorous math questions or problems. More opportunities are needed to break apart the complexity of math problems.
Focus Content Standard(s):	<p>Common Core mathematics standards in the following domains:</p> <ul style="list-style-type: none"> 3rd grade-Number and Operations in Fractions 4th and 5th Grade-Operations and Algebraic Thinking
Barriers:	<p>Attendance Growth mindset Insufficient opportunities for productive struggle. Interruptions caused by 4th and 5th grade band/orchestra pullouts during math instructional blocks.</p>
Needed Resources:	<p>Access to MCAP rubrics and top responses Attendance incentives Consistent use of Anchor Charts and Math Focus Walls Rewards for passing lessons in i-Ready MCAP incentives and rewards</p>
Strategies and/or evidence-based interventions:	<p>Strengthen Tier 1 core instruction with the use of Gradual Release of Responsibility and Universal Design for Learning. Teachers follow the Concrete Representational Abstract progression within the i-Ready curriculum. Use of Visible Learning to monitor and assess student learning goals. Utilize Co-teaching/Co-planning to internalize lessons. Using our researched based curriculum of i-Ready Classroom Mathematics with fidelity. Individualized pathways on a computerized math program for remediation/enrichment. Use of Fluency Flight to master facts. Students have opportunities for after school tutoring. Use of Number Talks and spiral reviews daily. Utilizing small group instruction, differentiation, and formative assessments to drive instruction.</p>

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How will it be funded?	Title I, Part A: Additional math materials of instruction to support the core math programs (24 K-5 teachers x \$600.00 = \$14,400.00), workshop supplies to create materials of instruction for differentiation (519 students x \$3.00 = \$1,557.00), laminating film, poster maker ink, print heads, and/or paper (\$2,578.63), laminating machine (\$2,495.00).
Steps towards full implementation with timeline:	<p>Administration and instructional coach will meet weekly with the targeted educators to guide, plan, model and reflect and provide feedback on teaching practices and student performance.</p> <p>Instructional coach will meet with grade level teams to internalize math lessons prior to each unit as determined by the pacing guide.</p> <p>August 2024 system wide supervisor's professional development with i-Ready Classroom Mathematics consultants on Supporting Productive Struggle and updates to the curriculum.</p> <p>February 2025 system wide supervisor's professional development with i-Ready Mathematics on Teacher Assigned Lessons and Prerequisite Reports to support small group instruction.</p> <p>Fall of 2024 and Spring of 2025 i-Ready Learning Walks with feedback provided from the i-Ready facilitator.</p> <p>Math coach and Title 1 staff run intentional small groups daily.</p> <p>Completing monthly released MCAP tasks and reflecting/using that to guide instruction.</p> <p>Continually promoting a growth mindset.</p> <p>Consistent use of formative assessments, manipulatives, and use of the 8 Math Practices.</p> <p>Consistent recognition of student growth.</p>
Monitoring Procedure:	<p>Monthly math team meetings.</p> <p>i-Ready Classroom Mathematics diagnostics 3 times per year.</p> <p>i-Ready Classroom Mathematics unit and lesson assessments, including online Comprehension Checks.</p> <p>i-Ready Classroom Mathematics individual pathway analysis.</p> <p>i-Ready Classroom Mathematics growth monitoring assessments.</p> <p>i-Ready Standards Mastery Assessments.</p> <p>Strategic SLO focuses.</p> <p>Formative assessments to drive instruction and small groups.</p> <p>Written MCAP tasks.</p>
MATH FOCUS AREA 2:	Reasoning and Modeling Questions
Focus Area Goal	The focus area goal is for students in grades 3, 4, and 5 to show an increase of 5% in proficiency on reasoning and modeling questions. These questions include multiple choice and written responses.
Root Cause(s):	<ul style="list-style-type: none"> Beginning of the year data reflect scores below math grade level expectancies.

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	<ul style="list-style-type: none"> • Appropriate scaffolding is necessary to gradually release responsibility for students to gain independence. • Focus on building perseverance and stamina to give students the skills needed for rigorous math questions or problems. • More opportunities are needed to break apart the complexity of reasoning and modeling math problems.
Focus Content Standard(s):	<p>All grade 3, 4, and 5 Common Core mathematics reasoning and modeling standards:</p> <p>(3.4.5).R.1 - Base reasoning of explanation on a given pictorial representation and explain how the pictorial model represent a mathematical concept, or how it can be used to justify or refute a statement (with or without flaws), or how it can be used to make a generalization</p> <p>(3.4.5)R.2 - Identify flawed thinking or reasoning and explain how to correct the thinking or work</p> <p>(3.4.5)R.3 - Prove or disprove a statement, conjecture, or generalization, using correct and precise mathematical examples (visual representations, words, symbols, equations, or expressions.)</p> <p>(3.4.5)R.4 - Reason mathematically to create or analyze a correct and precise solution to a real-world problem and be able to explain why the answer is mathematically correct</p> <p>(3.4.5).M. 1-1 Determine the problem that needs to be solved in a real-world situation.</p> <p>(3.4.5).M.1-2 - Determine the information that is needed to solve a problem in a given real-world situation.</p> <p>(3.4.5). M.1-3 - Identify the mathematics that is needed to create a solution path for a real-world situation</p> <p>(3.4.5).M.1-4 - Create a solution path that represents the mathematics needed to solve a real-world situation.</p> <p>(3.4.5)M.1-5 - Evaluate a partial or complete solution to a real-world situation.</p>
Barriers:	<p>Reading and interpreting lengthy passages to determine the appropriate skills needed to solve the math problems.</p> <p>Modeling solution paths by typing in written responses.</p> <p>Error analysis, critiquing others' work, and explaining mathematical processes</p> <p>Limited platforms exist that mimic the Pearson assessment to enter math answers.</p>
Needed Resources:	<p>Reasoning and Modeling Tasks-written and multiple choice.</p> <p>Time to create tasks in a platform that mimics the Pearson assessments.</p>
Strategies and/or evidence-based interventions:	<p>Strengthen core instruction with the use of Gradual Release of Responsibility and Universal Design for Learning.</p> <p>Teachers follow the Concrete Representational Abstract progression within the i-Ready curriculum.</p> <p>Use of Visible Learning to monitor and assess student learning goals.</p> <p>Utilize Co-teaching/Co-planning to internalize lessons. .</p> <p>Using our researched based curriculum of i-Ready Classroom Mathematics with fidelity.</p>

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	<p>Individualized pathways on a computerized math program for remediation/enrichment.</p> <p>Use of Fluency Flight to master facts.</p> <p>Teachers utilize 3 Reads during math instruction.</p> <p>Students have opportunities for after school tutoring.</p> <p>Use of Number Talks and spiral reviews daily.</p> <p>Utilizing small group instruction, differentiation, and formative assessments to drive instruction.</p>
How will it be funded?	<p>Title I, Part A: Additional math materials of instruction to support the core math programs (24 K-5 teachers x \$600.00 = \$14,400.00), workshop supplies to create materials of instruction for differentiation (519 students x \$3.00 = \$1,557.00), laminating film, poster maker ink, print heads, and/or paper (\$2,578.63), laminating machine (\$2,495.00).</p>
Steps towards full implementation with timeline:	<p>Administration and instructional coach will meet weekly with targeted educators based on i-Ready data to guide, plan, model and reflect and provide feedback on teaching practices and student performance.</p> <p>Instructional coach will meet with grade level teams to internalize math lessons prior to each unit as determined by the pacing guide.</p> <p>August 2024 system wide supervisor's professional development with i-Ready Classroom Mathematics consultants on Supporting Productive Struggle and updates to the curriculum.</p> <p>February 2025 system wide supervisor's professional development with i-Ready Mathematics on Teacher Assigned Lessons and Prerequisite Reports to support small group instruction.</p> <p>Fall of 2024 and Spring of 2025 i-Ready Learning Walks with feedback provided from the i-Ready facilitator..</p> <p>Math coach and Title 1 staff run intentional small groups daily.</p> <p>Completing monthly released MCAP tasks and reflecting/using that to guide instruction.</p> <p>Continually promoting a growth mindset.</p> <p>Consistent use of formative assessments, manipulatives, and use of the 8 Math Practices.</p> <p>Consistent recognition of student growth.</p>
Monitoring Procedure:	<p>Monthly math team meetings.</p> <p>Monthly analysis of written MCAP tasks.</p> <p>Formative assessments with lengthy multiple choice reasoning and modeling tasks.</p>

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Universal Design for Learning for MATH.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> ● School wide math instruction will include implementing the GRRUDL instructional model daily at all grade levels. Teachers will assist students in understanding the objectives, the language purpose with an emphasis on math vocabulary and the content purpose related to their learning. Teachers will provide mathematical concepts symbolically, linguistically, and in physical representations. ● Provide students with the understanding that math concepts are not isolated and can be applied to a variety of situations in order to problem solve. Students will be provided with a variety of math situations so that they can transfer the application to new situations. Through the use of good questioning, teachers will encourage students to interpret situations, and stimulate thinking and reasoning. ● Build background knowledge for students lacking exposure to real world skills by embedding new opportunities of engagement in foundational math skills. Teachers will use multiple examples and representations to help students continuously practice in order to develop an understanding of grade level concepts. ● Teachers will provide support to students that struggle in the area of mathematics by activating their prior knowledge and encouraging students to connect prior learning to new learning. Strategies will be provided that will help students connect this learning to everyday situations relevant to real world applications. ● Teachers will incorporate explicit opportunities for spiral review and practice in addition to providing opportunities for students to revisit key ideas. This will allow students to master math concepts and skills aligned to Common Core standards.
<p><i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> ● Provide students with a variety of ways to demonstrate what they have learned. Math classrooms will address multiple learning styles by including small group collaboration with finished products, oral presentations and discussions providing an understanding of math processes, and student displays of manipulatives to express math processes.

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	<ul style="list-style-type: none"> • Students will be provided varied levels of tasks that are challenging to meet the needs of individual students. Tasks will be adjusted not to overwhelm but rather to challenge students so that students are able to perform at their optimal level. • Math Talks and discussions of how math problems are solved will provide students with the opportunity to demonstrate their understanding of math vocabulary and concepts by connecting big ideas and relationships. • Grades k-5 will use computer assisted instruction through the I-Ready computer program. Students will work on individual pathways as determined on beginning and middle of the year diagnostics to support differentiated instruction. This program is highly structured, provides systematic tutorials, and incorporates independent practice with immediate feedback. Teachers will monitor pathway and individual learning progress to determine differentiated small group instruction.
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> • Sharing the objective, language purpose, and content purpose will allow students to determine the relevance of what is being taught. This will provide students with a learning environment that is comfortable and motivational. • Students will be referred to the focus wall to engage in math activities during classroom instruction. Teachers will assure that students are active participants to increase engagement to promote high expectations and encourage self regulation. • Teachers will provide written and oral feedback to support students in understanding their progress toward the learning goal. • To promote student motivation and attention in constructive learning situations, classrooms will offer options and opportunities for engagement such as manipulatives, SmartBoard activities and other methods of technology, along with writing opportunities. • Teachers will provide collaborative structures based on student strengths to minimize learning barriers. Teachers will consider assessment data, student learning levels, and differentiated instructional needs so that specific needs can be addressed to ensure maximized learning.

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C. SCIENCE

MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for Science Proficiency out of 5 = 0.7

1. Update data charts using 2024 data results.

* indicates no students or fewer than 10 students in category

	2022				2023				2024				2022 to 2024
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%		%	%	%	+ or - %
MISA (SCIENCE)													
Maryland Results	64716	20	50	30	64543	18	48	34	65006	29	47	24	-6%
ACPS Results	589	14	55	31	611	13	53	34	569	20	57	23	-8%
All school students	68	21	54	25	80	23	55	22	83	33	54	13	-12%

FOCUS AREA 1:	5th Grade Proficiency Rates
Focus Area Goal	In 2023, the proficiency rate was 22%, and in 2024, the rate decreased to 13%. The goal is to increase the proficiency rate.
Root Cause(s):	<p>Why did the rate of proficient students decrease?</p> <p>Why? Students struggle to answer questions on cross cutting concepts and science content.</p> <p>Why? Students have difficulty writing constructed responses related to hands-on learning experiences.</p> <p>Why? Students do not have regular opportunities for hands-on learning experiences.</p> <p>Why? There is not a plan in place for dedicated time to provide meaningful science lessons and extensions for writing.</p> <p>Why? There is a lack of emphasis on science due to increased time dedicated to reading and math.</p>
Focus Content Standard(s):	5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

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	<p>5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p>5-ESS1-1. Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.</p> <p>Science and Engineering Practices: Engaging in Argument from Evidence-Engaging in argument from evidence in 3-5 builds on K-2 experiences and progresses to critiquing the scientific explanation or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). Support an argument with evidence, data, or a model.</p>
Barriers:	<ul style="list-style-type: none"> -Time for teacher planning, preparation, and for lessons. -Reading difficulty hinders the comprehension of content. -Knowledge of content vocabulary is lacking. -Students have poor science backgrounds due to COVID learning loss and lack of emphasis on science.
Needed Resources:	<ul style="list-style-type: none"> -Generation Genius to make connections to the real world and to build background and vocabulary. -Foss Resources for hands-on activities. -www.nextgenscience.org resources such as evidence statements and rubrics to drive writing about the hands-on activities.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> -Increased hands-on activities with writing components (monthly) -Increased exposure to the use of rubrics. -Increased opportunities to write constructed responses related to science concepts using text support. -Building of background and vocabulary
How will it be funded?	Title I, Part A: Additional science materials of instruction (24 K-5 teachers x \$300.00 = \$7,200.00).
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> -Next Gen resources will be shared and discussed during a team meeting. Teachers will determine ways to use the rubrics and sample hands-on lessons. Teachers will also review the FOSS resources and determine ways to incorporate them. -Hands-on learning opportunities with writing components will be done monthly. -Students will access the Generation Genius resources weekly to review concepts, build background and vocabulary.
Monitoring Procedure:	<ul style="list-style-type: none"> -Team Meetings (Checklist)

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Universal Design for Learning 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>	<ul style="list-style-type: none"> • Providing science vocabulary support, highlighting key concepts, and embedding grade-level questions for texts, charts, graphs, and additional features. • In conjunction with effective supportive teaching, technology will provide the flexibility needed to assist students with opportunities to learn and succeed along their pathways and at their own pace. • Implementing the GRRUDL instructional model daily at all grade levels, teachers will assist students in understanding the objective, the language purpose, and the content purpose related to their learning.
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> • Introducing scientific vocabulary and definitions, providing examples and pictures, and facilitating class discussions allow students to develop a better understanding of scientific concepts of grade-level tasks and investigations. Knowledge of scientific vocabulary allows students to express and communicate both orally and in writing. • 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. • Using collaborative learning, distribute tasks among group members, allowing students to share data and findings of science investigations as students complete assigned tasks.
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<p>Multiple Options for Engagement</p> <ul style="list-style-type: none"> • Provide opportunities with authentic science materials and texts to increase student interest and participation. This will give students a sense of purpose and will provide students with opportunities to connect this information to their background knowledge and experience. • Encourage student engagement in science discussions providing an atmosphere that is conducive for all levels of learners. This will promote a learning environment where there is an opportunity for growth and a deeper understanding of science, science concepts, and thinking scientifically in an engaging and safe science classroom. • Develop interest and participation by helping students see the connection between scientific concepts and their applications to real-life situations, which will build an interest in science, allowing students to discover relationships between these concepts and life experiences. This will promote learning and assist students in making sense of science.

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VIII. MD School Survey Results and Plan

<i>Staff Engagement Action Plan: 5.0</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Safety, Physical Safety, 2.38
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:: What steps will be taken in order to obtain the desired outcome..	<p>-Focus on promoting a strong tier I positive school climate. Building classroom communities through class morning meetings which build positive relationships. Second Step lessons and classroom circles will be strategies incorporated in class meetings.</p> <p>-Data through the SRSS and referral system will drive decisions to support tier II and tier III students helping them develop healthy school relationships. Tier II and tier III strategies will include social skills groups, Check in - Check out, restorative practices, Project Yes and individualized behavior plans.</p>
Initiative leader and team: Who is responsible and involved in the work?	PBIS Team, Administration, Counselors, Social Emotional Coach, Social Worker/Mental Health Counselor, Behavior Specialist, Teachers, School Safety Officer, School Nurse
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<p>-Counselors/Social Emotional Coach materials for lessons/character development.</p> <p>-Teachers schedule and conduct class meetings at least twice weekly and more if needed. Second Step curriculum</p> <p>-Time to initiate multi-tiered system of support behavior interventions.</p>

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Referral Data Monthly B, M, E of year SRSS Progress reflected on the 2024-2025 MD report card
Timeline: Include dates for implementation of action steps.	Aug School Wide Tier I Assembly and Tier I lessons taught in class Teacher schedule class meetings minimally 2 times per week Data Driven Monthly PBIS Meetings BiWeekly PST/Tier II Meetings
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Environment Physical Environment 3.11 (<i>Many elements out of building admin control therefore, we will focus on the next area - instructional feedback.</i>) Instructional Support, Instructional Feedback, 3.52
Topic Description:	Instructional feedback for educators is the process through which teachers receive information from school leadership to improve their teaching.
Strategies:: What steps will be taken in order to obtain the desired outcome..	Learning walks will be conducted by different stakeholders and feedback provided at a school level. Examples - leadership teams, curriculum associates, TNTP, MSDE Principal, assistant principal and supervisors will conduct observations of teachers on the observation cycle. Feedback will be given during an individual conference with the teacher.
Initiative leader and team: Who is responsible and involved in the work?	Principal, Assistant Principals, Supervisors, Stakeholders mentioned above
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time will be dedicated by administration to conduct and document classroom walk-throughs. Time will be utilized by administrators and teachers to discuss feedback and to review information on the TPE app. School staff will need a computer and access to the TPE application to access observation documents.

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Progress reflected on the 2024-2025 MD report card
Timeline: Include dates for implementation of action steps.	September 2024 - June 2025

<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score	Safety, Physical Safety, 1.00
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:: What steps will be taken in order to obtain an improved outcome(s).	-Focus on promoting a strong tier I positive school climate. Building classroom communities through class morning meetings which build positive relationships. Second Step lessons and classroom circles will be strategies incorporated in class meetings. -Data through the SRSS and referral system will drive decisions to support tier II and tier III students helping them develop healthy school relationships. Tier II and tier III strategies will include social skills groups, Check in - Check out, restorative practices, Project Yes and individualized behavior plans.
Initiative leader and team: Who is responsible and involved in the work?	PBIS Team, Administration, Counselors, Social Worker/Mental Health Counselor, Behavior Specialist, Teachers, School Safety Officer, School Nurse, Student Safety Patrol

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time to initiate multi-tiered system of support behavior interventions. Time will be dedicated by administration to conduct and promote restorative practices 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?	Progress reflected on the 2024-2025 MD report card
Timeline: Include dates for implementation of action steps.	September 2024 - June 2025
Secondary Area of Need State the Domain, Topic, and Score	Environment, Physical Environment, 1.00
Topic Description:	The physical environment topic describes the degree to which students feel the school is kept clean, comfortable, and in good repair
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	Students will take a shared responsibility in keeping the school clean.
Initiative leader and team: Who is responsible and involved in the work?	Principal, Assistant Principals, Faculty, Custodial Staff
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Administration will allot time to examine the physical environment to ensure proper care and cleanliness of the school building. Teachers will share schoolwide expectations with students for building cleanliness. Students will be responsible for keeping their areas neat and clean.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the	Progress reflected on the 2024-2025 MD report card

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identified goal has been met?	
Timeline: Include dates for implementation of action steps.	September 2024 - June 2025

IX. MULTI-TIERED SYSTEM OF SUPPORT

PRIORITY: #1 Use academic data to plan tier 2 and tier 3 instruction			
PRACTICE: Utilizing various sources of academic data, school personnel will implement differentiated instructional strategies through small group instruction 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/progress monitoring data to determine student need for small groups Identify and explore instructional strategies to promote groups that are based on that data 	Staff Administration Specialists	B, M, EOY 2024 Progress Monitoring Ongoing	<ul style="list-style-type: none"> initial screening data was analyzed to create small groups Strategies based upon student need as determined by data were identified and explored
INSTALLING			

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<ul style="list-style-type: none"> ● Planning with co-teachers to implement strategies based on data weekly. ● Planning with specialists to review data and strategy implementation ● Planning with intervention teacher to discuss student progress ● Planning with special education teacher to discuss student progress ● PD on how core programs fit with MTSS ● Leadership teams monitor school wide data 	<p>Staff Administration Special Ed. Teacher Intervention teacher Specialists</p>	<p>Spring 2024 Ongoing</p>	<ul style="list-style-type: none"> ● Continued evaluation of small group progress to determine student need.
IMPLEMENTING			
<ul style="list-style-type: none"> ● Implementation of small group instruction on a consistent basis ● Grade level teachers meet weekly to plan differentiated instruction of all three tiers based on data. ● Classroom teachers, intervention teacher, special education teachers and specialists monitor student progress ● Based on data and instruction, strategies are discussed to provide support needed. 	<p>Classroom Teacher Administration Special Ed teacher Intervention teacher Specialists</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ● Continued conversation and learning with staff to provide supportive strategies to help with instruction ● Data is analyzed to determine instructional next steps for all three tiers of student need

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<ul style="list-style-type: none"> Leadership teams meet monthly to analyze, discuss data and next steps for instruction 			
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> Spiral Review, formative assessment, focused standards Progress monitoring data Intervention cycle meetings Collaborative meetings with specialists and special education teacher 	Classroom teacher Administration Intervention teacher SPecial Ed teacher Specialists	Monthly Ongoing	Continued meetings to discuss data and make instructional decisions

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I

PBIS Tier II

PBIS Tier III

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

- South Penn completed its twenty-third year as a PBIS school. PBIS sets a goal of 80% of students having 0 – 1 office discipline referrals (ODR). For the 2023-2024 school year, South Penn had 265 office discipline referrals. This is an increase of 129 discipline referrals from the 2022-2023 school year. The data indicates that 454/491 students or 92% of the students have 0 - 1 (ODR). Of the 265 referrals in 2023-24, 11 students had 6+ referrals, 26 students had 2-5 referrals, and

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26 students had 1 referral. 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 October of 2024 and January of 2025, and will be given in May of 2025. 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.

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 the Second Step program.

Title I, Part A funds will be used to purchase additional materials for social and emotional learning (24 K-5 teachers x \$300.00 = \$7,200.00).

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

TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

The Title I School Improvement Plan includes the Title I Four Components requirements. This plan was developed with the engagement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible, tribes and tribal organizations present in

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the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.
(Reference the sign-off sheet at the end of this plan.)

- How were parents, families, and community members involved in developing the School Improvement Plan?

Parents, family members, and community members attended a Spring Title I Meeting on May 16, 2024 to review, discuss, and give feedback on the previous year's plan in order to give input for this year's plan. Also, 62 people returned a Parent Interest Survey that was given to collect input. A "Coffee with the New Administrators/Annual Title I Meeting" was held on September 10, 2024 during which information was gathered in consideration of the SIP. 30 parents and community members attended the meeting, reviewed key Title I documents, provided input, and completed meeting evaluations which invited comments, questions, and suggestions and allowed for attendees to sign up to join school decision-making teams.

- How were teachers, principals, and other school staff involved in developing the School Improvement Plan?

The principal and assistant principal oversaw the development of the plan and scheduled the action team, grade level team, and data meetings in order to get teacher input to develop the plan. Also, the Community School Coordinator, the Judy Center coordinator, the Title I Family Engagement Coordinator, the ACPS ELA and math coaches, and the Title I support specialists assisted by providing data and information.

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Back to School and Meet the Teacher Celebration (Title I funded stipends to pay teachers to present during hours beyond the regular school day.)	August 21, 2024
"Coffee with the New Administrators & The Annual Title I Meeting" was held.	September 10, 2024
Title I Mid-Year Monitoring Meeting with Parents will be held to monitor implementation of the Parent and Family Engagement Plan.	January 2025
Title I Spring Meeting with Parents will be held to determine the effectiveness of the	May 2025

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2024-2025 Parent and Family Engagement Plan and to get input in the next year's plan.	
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families, and translates parent communications for parents who speak English as a second language.	Daily as needed.
Math Days (Parents will be invited to lunch and to classroom activities with their students to build parental capacity in helping students at home with math to increase student academic achievement. Math manipulatives and/or math games will be provided.) Title I, Part A will pay teachers, including K-5, special educators, and math specialist, stipends to plan for Math Days @ \$26.25 rate x 1 hour x 24 teachers = \$630.00 + fixed charges. Math manipulatives and/or math games @ \$11.27/family x 200 families = \$2,254.33.	TBD
MCAP Night (Parents of third graders will be invited to an evening activity during which they will be introduced to the Maryland Comprehensive Assessment Program, expectations for students, and ways they can help at home. Materials such as books and math manipulatives will be provided.) Title I, Part A will pay teachers, including any K-5, special educator, and math or ELA specialist, stipends to plan and present @ \$26.25 rate x 1 hour x 4 teachers = \$105.00 and \$27.77 rate x 2 hours x 4 teachers = \$221.16 and fixed charges. Books and math games @ \$15.00 x 75 parents = \$2,254.33.	February 2025
1 Book. 1 School. Literacy Event (Parents will be invited to an evening event during which the school community will celebrate the reading of The Wild Robot. Reading strategies will be shared to assist parents with helping their students at home to increase student academic achievement.) Title I, Part A will pay stipends for teachers to plan and present @ \$26.25 rate x 2 hours x 10 teachers = \$525.00 and \$27.77 rate x 2 hours x 24 teachers = \$1,332.96 and fixed charges.	April 2025
12 Tools Training for Parents (Parents will be invited to attend an after school session with the school counselors to learn about the 12 Tools for Social and Emotional Learning and Meaningful and Satisfying Relationships to carry school skills into the home to improve students' behaviors.) Title I, Part A will pay stipends to the counselors to plan and present @ \$26.26 rate x 2 hours x 2 people = \$105.00 and \$27.77 rate x 2 hours x 2 counselors = \$11.08	November 26, 2024

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and fixed charges.	
School-Parent Compacts were created with parent input and are used during parent and teacher conferences.	August and parent conference days

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

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

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

Service	Provider	Explanation of Services
Raising a Reader	ACPS Early Childhood Office, Dr. Cheri Helmstetter, Early Learning Specialist	This family program provides bags of books for students in grades pre-k3, pre-k4, and kindergarten to take home for a week to foster literacy in the home. Books are changed every week.
Community Schools	Concentration of Poverty Grant, Maddie Frank, Community School Coordinator	This grant provides wrap around services to help improve the school and community. Activities include providing food, hygiene items, and clothing to

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		students and families, providing parent training sessions, and other activities.
Judy Center	Dan Snyder, Program Coordinator	This program provides family learning experiences, services and support for children ages birth to five. Activities include monthly literacy events and more.
ACPS After School Program	South Penn teachers	Students are provided educational and nutritional services after school.
ACPS Summer School Program	ACPS teachers	Students are provided educational and nutritional services in the summer.
The Salvation Army	Parent & Community Members	The Salvation Army is a major school partner providing after school tutoring, Christmas gifts, holiday food baskets, and more. Employees are members of the Title I Parent Team and the Concentration of Poverty Steering Committee.
Backpack Program	Western Maryland Food Bank	Bags of food are provided for identified students to take home for the weekends.
Outdoor School	4-H and ACPS staff	All fifth grade students in ACPS have the opportunity to attend a week-long residential outdoor school at the 4-H Center in Garrett County, Maryland. Two elementary schools attended the camp in three one-week sessions beginning in the fall.

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

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

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

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? (Please include Title I funded professional development activities.)

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
Model Schools Conference(Title I funded @ \$26,034.00 for registrations, travel, and contracted services)	June 22-25, Washington , D.C.	10 staff (principal and assistant principal and/or their designees and 8 teacher leaders)	Teachers will gain information.Strategies will be implemented. Materials of instruction will be purchased (Title I, Part A funded @ \$5,000.00).	The attendees will gain strategies to improve student outcomes and overall culture of the school.	Teacher surveys will be given post-conference. Principal's choice data?

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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
Additional Articulation Meetings (for grades 1-5) Funded by Title I, Part A (Stipends and fixed charges @ \$26.25 rate x 2 hours after school x 24 K-5 teachers = \$1,260.00 + fixed charges \$100.56.)	May 2025	24 K-5 teachers	Student information forms will be completed. Needs of students will be reviewed, and class lists and groupings will be created.	Class lists, groupings, and informed instruction.	Student Information Forms, class lists, and groupings, sign-in sheet, agenda/notes, and meeting evaluation.
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
Book Studies, <i>The Illustrated Guide to Visible Learning</i> for additional PLC for non-tenured teachers and <i>The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective</i>	TBD	12 non-tenured 32 tenured teachers	Teachers will meet in PLCs and/or faculty meetings to discuss chapters and plan to implement new strategies.	Evidence based strategies to increase student academic achievement.	Principal's Choice Data?

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<i>Instruction for all tenured teachers. (Title I, Part A Funded: $\\$39.95 \times 12 = \\479.00 and $\\$33.28 \times 32 =$ $\\$1,064.96 =$ $\\$1,543.96$.)</i>					
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Additional Planning Time (Title I, Part A will fund stipends and fixed charges.)	After school and summer	6 Inexperienced and/or new to South Penn teachers ($\$26.25 \times 8 \text{ hours} \times 6 \text{ teachers} = \$1,260.00$) and 24 K-5 teachers ($\$26.25 \times 8 \text{ hours} \times 24 \text{ teachers} = \$5,040.00$.)	Additional planning will take place to support implementation of the core reading and math programs.	The teachers will be able to review seed lessons and resources to better familiarize themselves with the core program materials.	Principal's Choice Data?

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XIII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
The plan will be shared with faculty and staff at leadership team meetings during the creation and implementation of the plan. In addition, the plan components will be shared at leadership meetings, PBIS meetings, Family Involvement Team meetings, faculty and grade level team meetings during the monitoring of the plan. Meetings are held at least monthly.
2. How will the plan be shared with parents and community members? Please include approximate dates.
The plan will be shared by hard copy in the school office. The plan will be posted on the school website, and a snapshot brochure will be distributed to all students for their parents. Winter 2025
3. What role will classroom teachers and/or departments have in implementing the plan?
Classroom teachers and/or departments, such as grade level teams, will be responsible for scheduling and planning activities during team meetings and implementing the activities as scheduled. They will also have the role of adjusting groupings and instruction as needed based on the students' needs as determined by data analysis.
4. How will student progress data be collected, reported, and evaluated by the SIT?
Student progress data will be collected by ELA and math specialists at the beginning, middle, and end of the year and will be reported during grade level team meetings. Adjustments to groupings and/or instruction will be made as needed. The SIP will be evaluated based on the end of the year data.
5. How will the administration monitor the plan?
The principal and assistant principal will monitor the plan during Leadership, PBIS, and Family Engagement Team meetings. In addition, a mid-year monitoring meeting with parents will take place in January to check-in on progress of the parent and family engagement portion of the plan. Grade level team meetings with specialists will be held monthly, and the administration will facilitate the meetings. Also, the administration will meet at least monthly with the Title I specialist to monitor implementation.
6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?
The Title I school support specialist will provide data and information. She will also facilitate a mid-year parent meeting to monitor the implementation of the parent and family engagement portion of the plan. Monthly compliance visits will be made to collaborate with the principal to monitor the implementation of the plan.

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School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Tessa Fairall		Principal
James Clark		Assistant principal
Lindsay Burns		Title I Teacher
Shayna Welsh		Teacher
Amanda Miller		Teacher
Kathy Foster		Instructional Assistant
Karen Snurr		ACPS/School Reading Coach or Specialist
Amanda Boone		ACPS/School Math Coach or Specialist
Kelly Whitacre		Reading Interventionist
Laura Michael		Title I School Support Specialist
Heather Eisenhour		Title I Family Engagement Coordinator
Amanda Davis		Parent/Family Member
Sierra Lease		Parent/Family Member
		Community Member
		Community Member
Kim Taylor		Other School Staff