

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

School: South Penn

Principal: Scott Sisler

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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.

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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.**

B. SCHOOL CLIMATE AND CULTURE

Climate

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

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- 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 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.

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographic

Number of years the principal has been in the building? 10

B. Student Demographics

| Table 2 | |
|--------------------------------|--------------------|
| SUBGROUP DATA | 2023-2024 COUNT |
| American Indian/Alaskan Native | ≤10 |
| Hawaiian/Pacific Islander | n/a |
| African American | 47 |
| White | 376 |
| Asian | ≤10 |
| Two or More Races | 86 |
| Special Education | 107 |
| LEP | ≤10 |
| Males | 273 |

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| Table 1 | | | |
|------------------------|-----------|-----------|-------|
| School-based Personnel | Part Time | Full Time | Total |
| Administrators | | 3 | 3 |
| Teachers | | 49 | 49 |
| Itinerant staff | 6 | 3 | 9 |
| Paraprofessionals | | 28 | 28 |
| Support Staff | | 6 | 6 |
| Other | | 17 | 17 |
| Total Staff | 6 | 106 | 112 |

| | |
|-------------------------|-------------|
| Females | 241 |
| Gender X | n/a |
| Total Enrollment | 514 |
| FARMS Rate (2022-2023) | 100% |

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Special Education Data 2023-2024 School Year

The total of this chart should match the number entered in Table 2.

| Table 3 | | | | | |
|-----------------------------|--------------|---------------------------------|--------------|---------------------------|--------------|
| Disability | TOTAL | Disability | TOTAL | Disability | TOTAL |
| 01 Intellectual Disability | 2 | 06 Emotional Disturbance | 1 | 12 Deaf-Blindness | n/a |
| 02 Hard of Hearing | n/a | 07 Orthopedic Impairment | n/a | 13 Traumatic Brain Injury | 2 |
| 03 Deaf | n/a | 08 Other Health Impaired | 15 | 14 Autism | 16 |
| 04 Speech/Language Impaired | 21 | 09 Specific Learning Disability | 10 | 15 Developmental Delay | 46 |
| 05 Visual Impairment | n/a | 10 Multiple Disabilities | 4 | TOTAL COUNT | 117 |

III. ATTENDANCE

| Table 4a | 2022-2023 |
|-----------------------------------|------------------------|
| Grade Level – School Level | Attendance Rate |
| All (Excluding PreK & K) | 88.9 |

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| | |
|-------------------|-------|
| Grade 1, 6, or 9 | 89.2 |
| Grade 2, 7, or 10 | 87.9 |
| Grade 3, 8, or 11 | 90.8 |
| Grade 4 or 12 | 87.9 |
| Grade 5 | 89.1% |

| Table 4b: Subgroup Attendance Rate | 2022-2023 |
|---|------------------|
| All Students | 88.5 |
| Hispanic/Latino of any race | 93.1 |
| American Indian or Alaska Native | 80.6 |
| Asian | 91.3 |
| Black or African American | 85.8 |
| Native Hawaiian or Other Pacific Islander | n/a |
| White | 88.9 |
| Two or more races | 87.1 |
| Male | 88.5 |
| Female | 88.4 |

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| | |
|----------------------------|------|
| EL | 90.3 |
| Special Education | 86.0 |
| Free/Reduced Meals (FARMS) | 88.0 |

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 88.5%. For grades 1-5, no grade level met the target of 94.0% attendance. The Black or African American subgroup attendance was 85.8%. The attendance rate for the Special Education subgroup was 86.0%. COVID-19 continues to impact student attendance. 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. South Penn offers many early learning opportunities including Pre-K 3, Pre-K 4 and all day Pre-K 4. Student attendance is not mandated by the state for these students. Also, our students in these programs 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.
 - Materials and resources will be utilized from Attendance Works.
 - The PST team meets weekly to discuss and focus on attendance concerns. The automated system makes daily calls for absent students and the school nurse makes calls when students have missed several days in a row. The Judy Center staff makes calls to all PreK3, PreK4 and Kindergarten families when the child misses school. The Community School Coordinator makes calls throughout the week for students with 10 or more tardies.

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- School wide Tier I incentive for classrooms that have perfect attendance for the week and students are recognized quarterly for perfect attendance.

Chronically Absent

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

MD Report Card reports students NOT chronically absent.

| Table 5 | 2019 | 2022 | 2023 |
|--|------|------|------|
| Not Chronically Absent (percentage) | 72.7 | 42.9 | 51.7 |
| Not Chronically Absent (student count) | | | |
| Report Card Points Earned | 6 | 1 | 5 |

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 |
|-----------------------------------|------|------|
| Habitually Truant (percentage) | 5.20 | 4.50 |
| Habitually Truant (student count) | 22 | 20 |

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

Many parents do not recognize how habitual truancy impacts the education of their child.

- Letters, phone calls and conferences to provide information and support to families regarding attendance concerns
- Utilize resources on [attendanceworks.org](https://www.attendanceworks.org) to disseminate information and resources to parents.
- Social skills groups, mentoring, Check-in and Check-out (Tier II Interventions).
- Parent contact made by the school social worker to offer help on any barriers for attendance.
- The Pupil Personnel worker works with the families in an attempt to improve attendance

IV. GRADUATION RATE – High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

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

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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.

56 students accumulated a total of 136 referrals for the year. Six students received six or more referrals for a total of 40 referrals. 27 students received two to five referrals for a total of 73 referrals 63 referrals occurred from behavior in the classroom. 44 referrals by problem behavior were attributed to disruption

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

- Schoolwide PBIS program
- Analyze SRSS data to identify students needing Tier II and Tier III support
- Guidance lessons with a focus on behavior
- Poverty training for staff
- Tier II team will review data weekly to provide support for struggling students
- We will implement the Tier II PBIS behavior interventions.
- Tier III team will provide specific behavior plans to provide student support
- District behavior specialist will provide Tier III support
- Second Step lessons and strategies

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VI. EARLY LEARNING (Elementary Only)

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

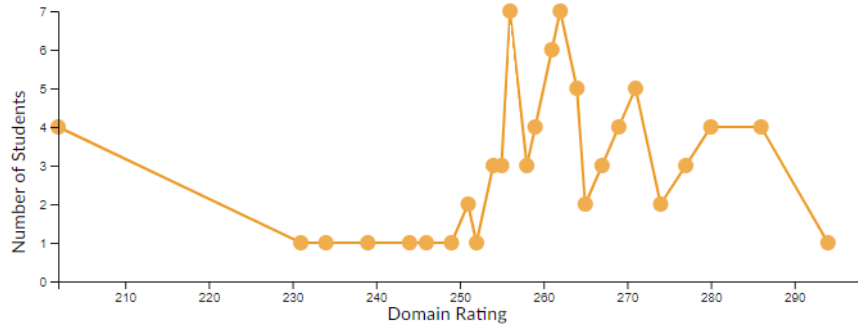
| Table 9 | | |
|--|----------------------|----------------------|
| Kindergarten Readiness Assessment | | |
| | 2021-2022 | 2022-2023 |
| | Percent Demonstrated | Percent Demonstrated |
| Language & Literature | 16.98% | 56.76% |
| Mathematics | 20.75% | 29.73% |
| Social Foundations | 52.83% | 33.78% |
| Physical Development | 52.83% | 70.27% |

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

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Language and Literacy



Range Minimum: 202 Range Maximum: 298

■ Whole population

Lowest Rating: 202

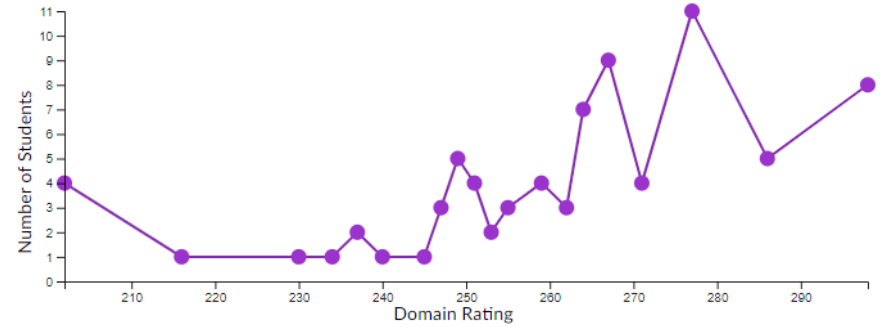
Highest Rating: 294

Mean Rating: 260.2

Median Rating: 262

Standard Deviation: 17.7

Mathematics



Range Minimum: 202 Range Maximum: 298

■ Whole population

Lowest Rating: 202

Highest Rating: 298

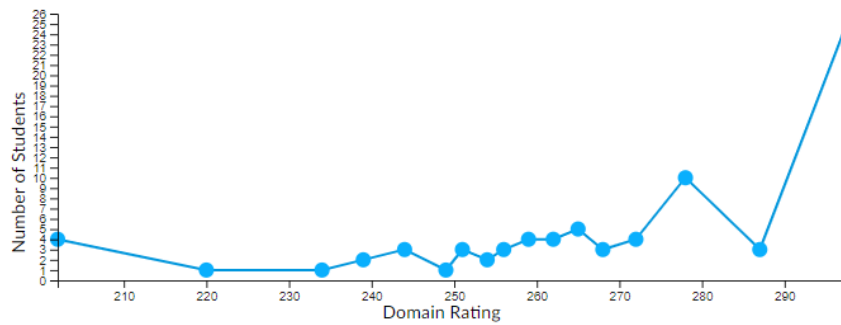
Mean Rating: 262.4

Median Rating: 264

Standard Deviation: 22.4

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Social Foundations



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

■ Whole population

Lowest Rating: **202**

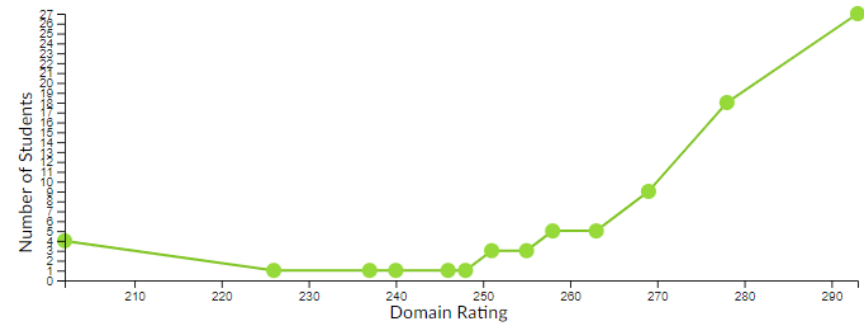
Highest Rating: **298**

Mean Rating: **271.4**

Median Rating: **272**

Standard Deviation: **25.7**

Physical Development



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

■ Whole population

Lowest Rating: **202**

Highest Rating: **293**

Mean Rating: **271.7**

Median Rating: **278**

Standard Deviation: **23.0**

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

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- Received open space grant funds to enhance South Penn's outdoor playground with developmentally appropriate equipment.
- 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
 - Continue to expand our outdoor discovery center to promote learning during outdoor instruction time.
 - Host and sponsor approximately 10 STEM nights 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
 - The Judy Center hosts monthly Literacy Night events for Pre-k3 and Pre-k4 families.

Presentations from Carnegie Science Center will run approximately 45 minutes and explore scientific concepts including insects and bubble exploration. The program will take place indoors in February and the April presentation could occur indoors or outside, if weather permits.

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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 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

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– 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

A. ENGLISH LANGUAGE ART graduation

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

to reduce the 2017 non-pass rate by 50% by the year 2030

Short Term Goal: to increase proficiency rates and to close or reduce achievement gaps between subgroups and their counterparts

- 1. Complete data charts using 2022 and 2023 data results.**

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* indicates no students or fewer than 10 students in category

| TABLE 10a ELA Grade 3 | 2022 | | | | 2023 | | | | 2022 to 2023 |
|---|----------------------|---------|---------|----------------------------|----------------------|---------|---------|----------------------------|-------------------------------|
| | 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 - % |
| Maryland Results | 62843 | 12 | 43 | 45 | 63702 | 9 | 43 | 48 | +3 |
| ACPS Results | 563 | 13 | 46 | 41 | 597 | 5 | 46 | 49 | +8 |
| All school students | 86 | 20 | 58 | 22 | 62 | 3 | 66 | 31 | +9 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | <10 | * | * | * | 0 | 0 | 0 | 0 | * |
| Black or African American | 17 | 29 | 59 | 12 | 18 | 0 | 72 | 28 | +16 |
| Hispanic/Latino of any race | 0 | 0 | 0 | 0 | <10 | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | <10 | * | * | * | 0 | 0 | 0 | 0 | 0 |
| White | 77 | 18 | 60 | 22 | 58 | 3 | 64 | 33 | +11 |
| Two or more races | 11 | 18 | 82 | 0 | 17 | 0 | 71 | 29 | +29 |
| Special Education | 15 | 33 | 60 | 7 | <10 | * | * | * | * |
| Limited English Proficient (LEP) | <10 | * | * | * | <10 | * | * | * | * |
| Free/Reduced Meals (FARMS) | 84 | 20 | 59 | 21 | 61 | 3 | 66 | 31 | +10 |

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|--------|----|----|----|----|----|---|----|----|-----|
| Female | 30 | 13 | 54 | 33 | 32 | 0 | 69 | 31 | -2 |
| Male | 56 | 23 | 61 | 16 | 30 | 7 | 63 | 30 | +14 |

* indicates no students or fewer than 10 students in category

| TABLE 10b ELA Grade 4 | 2022 | | | | 2023 | | | | 2022 to 2023 |
|---|-------------------|---------|---------|-------------------------|-------------------|---------|---------|-------------------------|----------------------------|
| | 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 - % |
| Maryland Results | 63284 | 13 | 41 | 46 | 63938 | 11 | 40 | 49 | +3 |
| ACPS Results | 603 | 9 | 41 | 50 | 567 | 10 | 41 | 49 | -1 |
| All school students | 80 | 23 | 51 | 26 | 86 | 23 | 51 | 26 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | <10 | * | * | * | * |
| Asian | <10 | * | * | * | <10 | * | * | * | * |
| Black or African American | 15 | 13 | 67 | 20 | 20 | 35 | 50 | 15 | -5 |
| Hispanic/Latino of any race | <10 | * | * | * | <10 | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | <10 | * | * | * | 0 | 0 | 0 | 0 | * |
| White | 72 | 22 | 49 | 29 | 73 | 23 | 49 | 28 | -1 |
| Two or more races | 11 | 9 | 55 | 36 | 12 | 33 | 58 | 9 | -27 |
| Special Education | 20 | 45 | 50 | 5 | 19 | 42 | 53 | 5 | 0 |

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|----------------------------------|-----|----|----|----|-----|----|----|----|----|
| Limited English Proficient (LEP) | <10 | * | * | * | <10 | * | * | * | * |
| Free/Reduced Meals (FARMS) | 77 | 24 | 52 | 24 | 85 | 24 | 51 | 25 | +1 |
| Female | 42 | 29 | 48 | 23 | 34 | 27 | 41 | 32 | +9 |
| Male | 38 | 16 | 55 | 29 | 52 | 21 | 58 | 21 | -8 |

* indicates no students or fewer than 10 students in category

| TABLE 10c ELA Grade 5 | 2022 | | | | 2023 | | | | 2022 to 2023 |
|---|-------------------|---------|---------|-------------------------|-------------------|---------|---------|-------------------------|----------------------------|
| | 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 - % |
| Maryland Results | 64583 | 15 | 44 | 41 | 64144 | 14 | 44 | 42 | +1 |
| ACPS Results | 592 | 10 | 37 | 53 | 611 | 8 | 49 | 43 | -10 |
| All school students | 69 | 13 | 46 | 41 | 81 | 14 | 60 | 26 | -15 |
| American Indian or Alaska Native | <10 | * | * | * | 0 | 0 | 0 | 0 | * |
| Asian | <10 | * | * | * | <10 | * | * | * | * |
| Black or African American | 16 | 12 | 63 | 25 | 17 | 6 | 76 | 18 | -7 |
| Hispanic/Latino of any race | 0 | 0 | 0 | 0 | <10 | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | <10 | * | * | * | <10 | * | * | * | * |

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|---|----|----|----|----|-----|----|----|-----------|------------|
| White | 61 | 11 | 48 | 41 | 71 | 14 | 58 | 28 | -13 |
| Two or more races | 12 | 0 | 75 | 25 | 14 | 7 | 57 | 36 | +11 |
| Special Education | 11 | 46 | 45 | 9 | 14 | 29 | 64 | 7 | -2 |
| Limited English Proficient (LEP) | 0 | 0 | 0 | 0 | <10 | * | * | * | * |
| Free/Reduced Meals (FARMS) | 67 | 12 | 46 | 42 | 80 | 14 | 60 | 26 | -16 |
| Female | 31 | 6 | 58 | 36 | 39 | 15 | 57 | 28 | -8 |
| Male | 38 | 18 | 37 | 45 | 42 | 12 | 64 | 24 | -21 |

| Table 11a: Cohort Growth (Elementary Cohort 2031) | | | |
|--|----------------------|----------------------|-----------------------------------|
| ELA Percent Proficient | Grade 3 2021-2022 | Grade 4 2022-2023 | Growth from Grade 3 to Grade 4 |
| All Students | 22 | 26 | +4 |
| Economically Disadvantaged | 21 | 25 | +4 |
| Special Education | 7 | 5 | -2 |
| Male | 16 | 21 | +5 |
| Female | 33 | 32 | -1 |
| Other subgroup | | | |

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| Table 11b: Cohort Growth (Elementary Cohort 2030) | | | |
|--|----------------------|----------------------|-----------------------------------|
| ELA Percent Proficient | Grade 4 2021-2022 | Grade 5 2022-2023 | Growth from Grade 4 to Grade 5 |
| All Students | 26 | 26 | 0 |
| Economically Disadvantaged | 24 | 26 | +2 |
| Special Education | 5 | 7 | +2 |
| Male | 29 | 24 | -5 |
| Female | 23 | 28 | +5 |
| Other subgroup | | | |

2. ELA FOCUS AREAS

| | |
|--------------------------|---|
| ELA FOCUS AREA 1: | Written Expression and Conventions |
| Focus Area Goal | <p>According to Spring MCAP 2023 evidence statement analysis, students in grades 3-5 scored below the district and state averages in writing. The focus area goal is for students in grades 3-5 to show an increase of 10% in proficiency in both written expression and conventions.</p> <p>Grade 3: Conventions proficiency will increase from 47% to 57% and Written Expression proficiency will increase from 32% to 42%.</p> <p>Grade 4: Conventions proficiency will increase from 30% to 40% and Written Expression proficiency will increase from 24% to 34%.</p> <p>Grade 5: Conventions proficiency will increase from 29% to 39% and Written Expression proficiency will increase from 27% to 37%.</p> |
| Root Cause(s): | Students' performance on MCAP writing shows a need for improvement in both written expression and |

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| | <p>conventions.</p> <p>Why? Gaps in learning required remedial teaching of reading skills and inhibited focus on rigor in writing expectations.</p> <p>Why? Foundational writing skills are not mastered in primary grades</p> <p>Why? Students have not built stamina for these types of writing tasks</p> <p>Why? Lack of ability to write text-dependent essays/paragraphs independently</p> <p>Why? Lack of proficiency in written expression and conventions</p> <p><i>Why? Rigor and expectations of writing tasks from primary grades to intermediate is greatly increased</i></p> |
| Focus Content Standard(s): | <p>L3.1, L3.2, L3.3, L4.1, 4.2, L4.3, L5.1, L5.2, L5.3</p> <p>Writing Conventions-</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <p>W3.1, W4.1, W5.1 Opinion writing- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W3.2, W4.2, W5.2 Explanatory /Informative writing- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W3.3, W4.3, W5.3 Narrative writing- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> |
| Barriers: | <p>Attendance, transient student population in and out of the county</p> <p>Insufficient time spent on writing foundational skills</p> |
| Needed Resources: | <p>MCAP ELA writing tasks, MCAP rubric, CKLA rubric, graphic organizers</p> |
| Strategies and/or evidence-based interventions: | <ul style="list-style-type: none"> • Incorporate daily convention practice tasks as warm-ups in ELA lessons. • Incorporate small group instruction 4-5 days per week to support students in learning and mastering reading and writing skills based on unit instruction and identified skill deficits. • Writing conferences with meaningful feedback using the MCAP/CKLA rubrics provided to students on a |

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| | <p>consistent basis.</p> <ul style="list-style-type: none"> Consistently incorporate structures that require students to respond to text dependent and inference-based questions. Hold students accountable for going back into the text to locate answers and/or evidence to support responses. Utilize a system of universal screening, data analysis, and collaborative planning to provide targeted Tier 2 and Tier 3 reading interventions for identified students. Incorporate progress monitoring to measure growth. Full implementation of Superkids writing component in primary grades K-2. Consistent collection of writing samples for data collection and progress monitoring. |
| How will it be funded? | Title I (supplies to support writing such as books related to finding the main idea for One School. One book activity, materials to support Kindergarten and Grade 5 buddies program, additional materials to support the core reading program, subscriptions- Studies Weekly for grades 3-5, Storyworks for 2-5, and supplies and materials for volunteers to create materials of instruction for differentiation) |
| Steps towards full implementation with timeline: | <p>September 2023-June 2024: Literacy Lab Structure- The new structure targets reading deficits in identified students and provides enrichment opportunities for targeted students.</p> <p>September 2023-June 2024: District Literacy Vision and Strategy will be introduced to staff. Learning walks and professional development opportunities will be aligned throughout the remainder of the year.</p> <p>Quarterly: Writing tasks will be collected and scored collaboratively in team meetings.</p> <p>Monthly: Grade level team data meetings to discuss reading and writing data</p> <p>Monthly: MCAP task completion in grades 3-5 with Reading Specialist follow-up</p> |
| Monitoring Procedure: | <p>Student conferences providing meaningful feedback</p> <p>Team meetings including range finding and collaborative scoring</p> <p>Formative Assessments - consistent use to form small groups and remediate</p> <p>Tutoring</p> <p>After School Program</p> |

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| ELA FOCUS AREA 2: | Vocabulary |
| Focus Area Goal | <p>According to Spring MCAP 2023 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.</p> <p>The focus area goal is for students in grades 3-5 to show an increase of 10% in proficiency in these type of</p> |

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| | <p>Vocabulary questions.</p> <p>Grade 3: Vocabulary proficiency will increase from 29% to 39%. Grade 4: Vocabulary proficiency will increase from 26% to 36%. Grade 5: Vocabulary proficiency will increase from 29% to 39%.</p> |
| Root Cause(s): | <p>Why? Gaps in student learning prevent acquisition of grade-level phonics skills Why? Phonics skills are not fully mastered by students in 3rd-5th grades Why? Fluency is hindered by lack of foundational phonics skills Why? Reading comprehension is greatly hindered by lack of reading fluency Why? Students lack ability to make meaning of unknown words in text</p> <p><i>Why? Lack of foundational reading skills</i> <i>Why? Reading instruction focused on increasing foundational reading skills did not allow for robust vocabulary</i> <i>Why? Comprehension of vocabulary is limited</i> <i>Why? Exposure to language in home environments is limited</i></p> |
| Focus Content Standard(s): | <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RI.3.4. 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> |
| Barriers: | Background knowledge, environmental speech, foundational reading skills, lack of morphological knowledge |
| 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 • Teach and consistently utilize close reading strategies to 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. |

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| | <ul style="list-style-type: none"> Consistent lessons in grammar and morphology to determine meanings of unknown words. |
| How will it be funded? | Title I (books related to finding the main idea for One School. One Book. activity, materials to support Kindergarten and Grade 5 buddies program, additional materials to support the core reading program, subscriptions- Studies Weekly for grades 3-5, Storyworks for 2-5, and supplies and materials for volunteers to create materials of instruction for differentiation) |
| Steps towards full implementation with timeline: | <p>September 2023-June 2024: Literacy Lab Structure- The new structure targets reading deficits in identified students and provides enrichment opportunities for targeted students.</p> <p>September 2023-June 2024: District Literacy Vision and Strategy will be introduced to staff. Learning walks and professional development opportunities will be aligned throughout the remainder of the year.</p> <p>Daily: 30 min small groups will support the development of vocabulary and close reading procedures with targeted students.</p> <p>Monthly: Team planning meetings focused on full implementation of reading programs.</p> |
| Monitoring Procedure: | <p>Formative assessments while reading complex text.</p> <p>Close reading procedures in small groups and/or conferences</p> <p>Targeted planning of vocabulary and morphology instruction</p> <p>Consistent practice with vocabulary inference questions</p> |

Universal Design for Learning for ELA.

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| Table 12 | |
| UDL Principle/Mode | Representation – This is how the teacher presents the information. |
| <i>Means of Representation: 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 Availability of multiple lexile levels for reading practice |

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| 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 close or reduce achievement gaps between subgroups and their counterparts.

1. Complete data charts using 2022 and 2023 data results.

* indicates no students or fewer than 10 students in category

| | | | |
|------------------|-------------|-------------|---------------------|
| TABLE 13a | 2022 | 2023 | 2022 to 2023 |
|------------------|-------------|-------------|---------------------|

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| Math Grade 3 | 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 - % |
| Maryland Results | 63262 | 28 | 35 | 37 | 64274 | 26 | 34 | 40 | +3 |
| ACPS Results | 563 | 26 | 41 | 33 | 596 | 20 | 39 | 41 | +8 |
| All school students | 86 | 38 | 47 | 15 | 62 | 26 | 44 | 30 | +15 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | <10 | * | * | * | 0 | 0 | 0 | 0 | * |
| Black or African American | 17 | 41 | 53 | 6 | 18 | 22 | 61 | 17 | +11 |
| Hispanic/Latino of any race | 0 | 0 | 0 | 0 | <10 | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | <10 | * | * | * | 0 | 0 | 0 | 0 | * |
| White | 77 | 38 | 47 | 15 | 58 | 24 | 45 | 31 | +16 |
| Two or more races | 11 | 36 | 64 | 0 | 17 | 23 | 65 | 12 | +12 |
| Special Education | 15 | 67 | 33 | 0 | <10 | * | * | * | * |
| Limited English Proficient (LEP) | <10 | * | * | * | <10 | * | * | * | * |
| Free/Reduced Meals (FARMS) | 84 | 39 | 47 | 14 | 61 | 25 | 44 | 31 | +17 |
| Female | 30 | 33 | 50 | 17 | 32 | 28 | 44 | 28 | +11 |
| Male | 56 | 41 | 45 | 14 | 30 | 23 | 44 | 33 | +19 |

* indicates no students or fewer than 10 students in category

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| TABLE 13b Math Grade 4 | 2022 | | | | 2023 | | | | 2022 to 2023 |
|---|-------------------|---------|---------|-------------------------|-------------------|---------|---------|-------------------------|----------------------------|
| | 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 - % |
| Maryland Results | 63749 | 27 | 45 | 28 | 64520 | 25 | 43 | 32 | +4 |
| ACPS Results | 602 | 18 | 47 | 35 | 566 | 17 | 47 | 36 | +1 |
| All school students | 80 | 31 | 55 | 14 | 85 | 31 | 54 | 15 | +1 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | <10 | * | * | * | * |
| Asian | <10 | * | * | * | <10 | * | * | * | * |
| Black or African American | 15 | 27 | 67 | 6 | 19 | 32 | 68 | 0 | -6 |
| Hispanic/Latino of any race | <10 | * | * | * | <10 | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | <10 | * | * | * | 0 | 0 | 0 | 0 | * |
| White | 72 | 31 | 54 | 15 | 73 | 33 | 51 | 16 | +1 |
| Two or more races | 11 | 18 | 73 | 9 | 12 | 33 | 67 | 0 | -9 |
| Special Education | 20 | 65 | 35 | 0 | 18 | 67 | 28 | 5 | +5 |
| Limited English Proficient (LEP) | <10 | * | * | * | <10 | * | * | * | * |
| Free/Reduced Meals (FARMS) | 77 | 31 | 56 | 13 | 84 | 31 | 54 | 15 | +2 |
| Female | 42 | 29 | 59 | 12 | 34 | 32 | 53 | 15 | +3 |
| Male | 38 | 34 | 50 | 16 | 51 | 29 | 55 | 16 | 0 |

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* indicates no students or fewer than 10 students in category

| TABLE 13c Math Grade 5 | 2022 | | | | 2023 | | | | 2022 to 2023 |
|---|-------------------|---------|---------|-------------------------|-------------------|---------|---------|-------------------------|----------------------------|
| | 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 - % |
| Maryland Results | 64989 | 26 | 49 | 25 | 64666 | 22 | 51 | 27 | +2 |
| ACPS Results | 590 | 19 | 49 | 32 | 611 | 14 | 54 | 32 | 0 |
| All school students | 69 | 20 | 54 | 26 | 81 | 17 | 64 | 19 | -7 |
| American Indian or Alaska Native | <10 | * | * | * | 0 | 0 | 0 | 0 | * |
| Asian | <10 | * | * | * | <10 | * | * | * | * |
| Black or African American | 16 | 6 | 81 | 13 | 17 | 0 | 88 | 12 | -1 |
| Hispanic/Latino of any race | 0 | 0 | 0 | 0 | <10 | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | <10 | * | * | * | <10 | * | * | * | * |
| White | 61 | 23 | 51 | 26 | 71 | 18 | 62 | 20 | -6 |
| Two or more races | 12 | 8 | 67 | 25 | 14 | 0 | 86 | 14 | -11 |
| Special Education | 11 | 46 | 45 | 9 | 14 | 50 | 50 | 0 | -9 |
| Limited English Proficient (LEP) | 0 | 0 | 0 | 0 | <10 | * | * | * | * |
| Free/Reduced Meals (FARMS) | 67 | 18 | 55 | 27 | 80 | 17 | 64 | 19 | -8 |

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|---------------|----|----|----|----|----|----|----|-----------|------------|
| Female | 31 | 23 | 64 | 13 | 39 | 13 | 72 | 15 | +2 |
| Male | 38 | 18 | 45 | 37 | 42 | 22 | 57 | 21 | -16 |

Table 14a:

Cohort Growth (Elementary Cohort 2027)

| MATH Percent Proficient | Grade 3 2021-2022 | Grade 4 2022-2023 | Growth from Grade 3 to Grade 4 |
|----------------------------|----------------------|----------------------|-----------------------------------|
| All Students | 15 | 15 | 0 |
| Economically Disadvantaged | 14 | 15 | +1 |
| Special Education | 0 | 5 | +5 |
| Male | 14 | 16 | +2 |
| Female | 17 | 15 | -2 |
| Other subgroup | | | |

Table 14b:

Cohort Growth (Elementary Cohort 2030)

| MATH Percent Proficient | Grade 4 2021-2022 | Grade 5 2022-2023 | Growth from Grade 4 to Grade 5 |
|----------------------------|----------------------|----------------------|-----------------------------------|
| All Students | 14 | 19 | +5 |
| Economically Disadvantaged | 13 | 19 | +6 |

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| | | | |
|-------------------|----|----|----|
| Special Education | 0 | 0 | 0 |
| Male | 16 | 21 | +5 |
| Female | 12 | 15 | +3 |
| Other subgroup | | | |

2. MATH FOCUS AREAS

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| MATH FOCUS AREA 1: | Grade 5 math proficiency rates. |
| Focus Area Goal | The 2023 Math MCAP assessment showed a deficit of 7% in math proficiency rates for grade 5. The focus area goal is for grade 5 students to show an increase of 10% in math proficiency on the 2024 Math MCAP assessment. Grade 5 proficiency rates will increase from 19% to 29%. |
| Root Cause(s): | <p>Why? Students begin the year well below math grade level expectancies.</p> <p>Why? Students give up when they see the rigor of the math questions.</p> <p>Why? Students aren't comprehending what they are reading.</p> <p>Why? Students lack perseverance and stamina.</p> <p>Why? Students lack confidence and number sense in mathematics.</p> |
| Focus Content Standard(s): | <p>All grade 5 Common Core mathematics standards in the following domains:</p> <ul style="list-style-type: none"> ● Operations and Algebraic Thinking ● Number and Operations in Base Ten ● Number and Operations in Fractions ● Geometry ● Measurement and Data |
| Barriers: | <p>Attendance</p> <p>Transient population in and out of the county</p> <p>Growth mindset</p> <p>Mental health</p> |

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| | <p>Interruptions during instruction</p> <p>Consistent unfilled substitute positions are affecting intervention and SDI for our students.</p> |
| Needed Resources: | <p>Rigorous math materials for MCAP practice</p> <p>Access to MCAP rubrics and top responses</p> <p>Attendance incentives</p> <p>Rewards for passing lessons in i-Ready</p> <p>MCAP incentives and rewards</p> |
| Strategies and/or evidence-based interventions: | <p>GRRUDL</p> <p>CRA</p> <p>Co-teaching</p> <p>Using our researched based curriculum of i-Ready Classroom Mathematics with fidelity</p> <p>Individualized pathways on a computerized math program for remediation/enrichment</p> <p>Fluency Flight</p> <p>3 Reads</p> <p>Number Talks</p> <p>Spiral review</p> <p>Formative assessments</p> <p>Small group instruction</p> <p>Differentiation</p> |
| How will it be funded? | <p>Title I (additional materials to support the core math program, supplies and materials for parent volunteers to create materials of instruction for differentiation)</p> |
| Steps towards full implementation with timeline: | <p>Instructional coaches will meet weekly with the general educators to guide, plan, model and reflect on teaching practices and student performance.</p> <p>November 2023 system wide supervisor's professional development with i-Ready Classroom Mathematics consultants on Supporting Productive Struggle.</p> <p>Math coach will begin MCAP review groups with cusp students in January.</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, tools, and manipulatives.</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.</p> |

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| | i-Ready Classroom Mathematics individual pathway analysis. i-Ready Classroom Mathematics growth monitoring assessments. Formative assessments to drive instruction and small groups. Monthly written MCAP tasks. |
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| MATH FOCUS AREA 2: | Reasoning and Modeling Questions |
| Focus Area Goal | <p>The 2023 Math MCAP Evidence Statements showed an achievement gap between our school and the county and state averages on reasoning and modeling questions. These questions include multiple choice and written responses. The focus area goal is for students in grades 3, 4, and 5 to show an increase of 10% in proficiency on these types of questions.</p> <p>Grade 3: Modeling proficiency will increase from 29% to 39% and Reasoning proficiency will increase from 32% to 42%.</p> <p>Grade 4: Modeling proficiency will increase from 15% to 25% and Reasoning proficiency will increase from 20% to 30%.</p> <p>Grade 5: Modeling proficiency will increase from 23% to 33% and Reasoning proficiency will increase from 17% to 27%.</p> |
| Root Cause(s): | <p>Why? Students are guessing or not typing enough for these types of rigorous tasks.</p> <p>Why? Students don't want to read the lengthy questions.</p> <p>Why? Students aren't comprehending the lengthy questions.</p> <p>Why? Students have a lack of stamina and focus.</p> <p>Why? Students don't have the necessary skills to model or explain mathematical reasoning in words.</p> |
| 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> |

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| | (3.4.5).M.1-4 - Create a solution path that represents the mathematics needed to solve a real-world situation. (3.4.5)M.1-5 - Evaluate a partial or complete solution to a real-world situation. |
| Barriers: | Reading and interpreting lengthy passages to determine the appropriate skills needed to solve the math problems. Modeling solution paths by typing in written responses. Error analysis, critiquing others' work, and explaining mathematical processes. |
| Needed Resources: | Reasoning and Modeling Tasks-written and multiple choice Rigorous math materials for MCAP practice |
| Strategies and/or evidence-based interventions: | GRRUDL CRA Co-teaching Using our researched based curriculum of i-Ready Classroom Mathematics with fidelity Individualized pathways on a computerized program for math remediation/enrichment Fluency Flight 3 Reads Number Talks Spiral review Formative assessments Small group instruction Differentiation |
| How will it be funded? | Title I (additional materials to support the core math program, supplies and materials for parent volunteers to create materials of instruction for differentiation) |
| Steps towards full implementation with timeline: | Instructional coaches will meet weekly with the general educators to guide, plan, model and reflect on teaching practices and student performance. November 2023 system wide supervisor's professional development with i-Ready Classroom Mathematics consultants on Supporting Productive Struggle. Math coach will begin MCAP review groups with cusp students in January. Completing monthly released MCAP tasks and reflecting/using that to guide instruction. Continually promoting a growth mindset. Consistent use of formative assessments, tools, and manipulatives. |
| Monitoring Procedure: | Monthly math team meetings. Monthly analysis of written MCAP tasks. |

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| | Formative assessments with lengthy multiple choice reasoning and modeling tasks. |
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Universal Design for Learning for MATH.

| Table 15 | |
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| 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, math vocabulary and critical vocabulary. 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. |
| <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 and pictorial models for learning. 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. 3. Teachers will model think alouds and provide success criteria to guide through 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 connected to math. 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 mathematical practices including vocabulary supports, process charts, math tools, background information or models. Provide opportunities for brain breaks. |

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C. SCIENCE

1. Complete data charts using 2022 and 2023 data results.

* indicates no students or fewer than 10 students in category

| TABLE 16 MISA (SCIENCE) | 2022 | | | | 2023 | | | | 2022 to 2023 |
|---|-------------------|---------|---------|-------------------------|-------------------|---------|---------|-------------------------|----------------------------|
| | 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 - % |
| Maryland Results | 64716 | 20 | 50 | 30 | 64543 | 18 | 48 | 34 | +4 |
| ACPS Results | 5889 | 14 | 55 | 31 | 611 | 13 | 53 | 34 | +3 |
| All school students | 68 | 21 | 54 | 25 | 80 | 23 | 55 | 22 | -3 |
| American Indian or Alaska Native | <10 | * | * | * | 0 | 0 | 0 | 0 | * |
| Asian | <10 | * | * | * | <10 | * | * | * | * |
| Black or African American | 16 | 25 | 63 | 12 | 16 | 25 | 63 | 12 | 0 |
| Hispanic/Latino of any race | 0 | 0 | 0 | 0 | <10 | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | <10 | * | * | * | <10 | * | * | * | * |
| White | 60 | 21 | 52 | 27 | 71 | 21 | 54 | 25 | -2 |
| Two or more races | 12 | 25 | 42 | 33 | 13 | 15 | 46 | 39 | +6 |
| Special Education | 11 | 36 | 55 | 9 | 14 | 50 | 43 | 7 | -2 |

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|----------------------------------|----|----|----|----|-----|----|----|-----------|-----------|
| Limited English Proficient (LEP) | 0 | 0 | 0 | 0 | <10 | * | * | * | * |
| Free/Reduced Meals (FARMS) | 67 | 20 | 55 | 25 | 80 | 23 | 55 | 22 | -3 |
| Female | 31 | 16 | 68 | 16 | 39 | 26 | 59 | 15 | -1 |
| Male | 37 | 24 | 43 | 33 | 41 | 20 | 51 | 29 | -4 |

2. Focus Areas

| | |
|----------------------------|---|
| FOCUS AREA 1: | 5th Grade Proficiency Rates |
| Focus Area Goal | In 2022, the proficiency rate was 25%, and in 2023, the rate decreased to 22%. The goal is to increase the proficiency by 10% in 2024 to 32%. |
| 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): | <p>5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.</p> <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> |

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| Barriers: | <ul style="list-style-type: none"> -Time for teacher planning and 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 using online resources such as Generation Genius and/or FOSS online resources. |
| How will it be funded? | <p>Title I Funds- Generation Genius</p> <p>Local Funds</p> |
| 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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| FOCUS AREA 2: | Grade 5 Females Proficiency Rates |
| Focus Area Goal | In 2022, the proficiency rate was 16%, and in 2023, the rate decreased to 15%. There was also a 17% gap between males and females in 2022 and a 14% gap between males and females in 2023. The goal is to decrease the achievement gap and for females to achieve a 25% proficiency rate. |
| Root Cause(s): | Why was there a decrease in the rate of females scoring proficient and why is there a gap between males and females? |

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| | <p>Why? Females lack interest due to the inability to connect to authentic experiences.</p> <p>Why? Females do not have many experiences making and describing models.</p> <p>Why? Females do not have enough opportunities to solve problems using models.</p> <p>Why? There is not enough time to implement meaningful hands-on learning activities.</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): | <p>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.</p> <p>5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. Examples could include diagrams and flowcharts.</p> <p>5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p>Developing and Using Models: Modeling in 3-5 builds on K-2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. Develop a model using an example to describe a scientific principle.</p> |
| Barriers: | <p>-Time for teacher planning and preparation and for lessons.</p> <p>-Supplies and materials for hands-on lessons.</p> |
| Needed Resources: | <p>-Supplies and materials for hands-on lessons.</p> |
| Strategies and/or evidence-based interventions: | <p>-Monthly hands-on activities involving modeling with writing components.</p> <p>-Celebrating Science Week (schoolwide science focus February 11-14, 2024) - Including Career Day presentations by guest speakers who use science in their careers to provide opportunities to make real-world connections. Other extension activities TBD.</p> |
| How will it be funded? | <p>School funds may be used to supplement local funds for supplies to be replaced in FOSS kits.</p> |
| Steps towards full implementation with timeline: | <p>-Meet with teachers to schedule monthly hands-on lessons with writing.</p> <p>-Schedule guest speakers.</p> <p>-Plan other activities for Celebrating Science Week.</p> |
| Monitoring Procedure: | <p>-Teacher lesson plans.</p> <p>-Schedule of events for Celebrating Science Week</p> |

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Universal Design for Learning for SCIENCE.

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| Table 17 | |
| UDL Principle/Mode | Representation – This is how the teacher presents the information. |
| <i>Means of Representation: 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 support to promote perseverance within scientific practices including vocabulary supports, background information or models. Provide opportunities for brain breaks. |

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VIII. MD School Survey Results and Plan

| Staff Engagement Action Plan: 2023 MD Report Card Score out of 3 = 1.6 Projected MD Report Card Score (2024) = 1.62 | |
|--|--|
| Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10. | Domain: Safety Topic: Physical Safety Score: 3.15 |
| 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.. | Utilize staff to identify student need for early intervention and strategy development. Second step Building security/Drills practiced Behavior plans/safety plans CPI training Restorative Practice Training and implementation Social Groups |
| Initiative leader and team: Who is responsible and involved in the work? | Administration Counselors Social Worker/Mental Health Counselor Behavior Specialist Teachers School Safety Officer School Nurse |

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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/school staff to conduct and promote restorative practices Second Step curriculum |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | The 2024 educator survey results will show an increase from the previous year's average educators' score of 5.41 to 6.41. Aspen discipline data, PST meeting notes and action plans will also be utilized to monitor student progress. |
| Timeline: Include dates for implementation of action steps. | Ongoing throughout the 2023-2024 school year |
| Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10 | Domain: Instructional Support Topic: Instructional Feedback Score: 3.55 |
| 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.. | Walk-through observations will be conducted by the principal and assistant principal. Administrators will document classroom walk-throughs on the TPE app. Feedback will be provided to teachers and staff will be encouraged to visit the TPE to review documents. Post formal observation/evaluation conferences are utilized to provide feedback. |
| Initiative leader and team: Who is responsible and involved in the work? | Principal, Assistant Principals |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(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 |

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| (strategies/activities) to achieve the desired outcome(s)? | review information on the TPE app. School staff will need a computer and access to the TPE application to access observation documents. |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | The 2024 educator survey results will show an increase from the previous year's average educators' score of 5.41 to 6.41. |
| Timeline: Include dates for implementation of action steps. | September, 2023-May, 2024- Walk-throughs will be conducted by school administrators. Feedback will be shared verbally and teachers may access the TPE app. to review walk-through documents. Feedback from formal observations will be provided during post observation conferences. |

Student Engagement Action Plan:

2023 MD Report Card Score out of 7 = 3.9

Projected MD Report Card Score (2024) out of 7= 3.94

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| Primary Area of Need State the Domain, Topic, and Score | Domain: Safety Topic: Physical Safety Score: 2.25 |
| 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). | Utilize staff to identify student need for early intervention and strategy development. Second Step Visibility of the School resource officer in all areas of the building |
| Initiative leader and team: Who is responsible and involved in the work? | Administration Counselors Social Worker/Mental Health Counselor |

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| | 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)? | 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? | The 2024 educator survey results will show an increase from the previous year's average educators' score of 5.41 to 6.41. Aspen discipline data, PST meeting notes and action plans will also be utilized to monitor student progress. |
| Timeline: Include dates for implementation of action steps. | Ongoing throughout the 2023-2024 school year |
| Secondary Area of Need State the Domain, Topic, and Score | Domain: Environment Topic: Physical Environment Score: 2.84 |
| 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 |
| Resources: What investments (people, equipment, time, etc) will be needed to | Administration will allot time to examine the physical environment to ensure proper care and cleanliness of the school building. |

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| carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | 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 identified goal has been met? | The 2024 educator survey results will show an increase from the previous year's average educators' score of 5.41 to 6.41. |
| Timeline: Include dates for implementation of action steps. | Ongoing throughout the 2023-2024 school year |

IX. MULTI-TIERED SYSTEM OF SUPPORT

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

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 second year as a PBIS school. PBIS sets a goal of 80% of students having 0 – 1 office discipline referrals (ODR). For the 2022-2023 school year, South Penn had 136 office discipline referrals. This is an increase

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of 37 discipline referrals from the 2021-2022 school year. The data indicates that 23/525 students or 96% of the students have 0 - 1 (ODR). Of the 136 referrals in 2022-23, 6 students had 6+ referrals, 73 students had 2-5 referrals, and 23 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 2023 and will be given in January and May of 2024. 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.

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 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.)

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

Parents and family members were invited to participate in a Spring Title I Meeting to review the Title I 4 Components Plan and to evaluate the effectiveness of the plan to make adjustments for 2023-2024. Parents provided input on key Title I documents such as the parent and family engagement plan, the parent and family engagement budget, and the school parent compact. In addition, parents and family members were invited to a Back to School Night / Annual Title I Meeting on Thursday, August 17, 2023 during which parents were presented information about Title I and were invited to provide input into the plan.

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

Teachers, principals, and other school staff work collaboratively to develop the School Improvement Plan. ACPS math, ELA, and Title I specialists work with the administration to compile data, and teachers and administrators on the Leadership Team analyze the data to determine strategies and activities to be included in the plan to best meet the needs of the students.

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

| Title I Funded Strategies to Increase Parent and Family Engagement | Date |
|---|-----------------|
| Stipends to pay teachers to plan and present beyond the regular duty day at the Back to School Night / Annual Title I Meeting | August 17, 2023 |
| Title I Mid-Year Monitoring Meeting with Parents | TBD |
| Title I Spring Meeting with Parents | TBD |
| Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families. | ongoing |
| Title I Family Engagement Coordinator works with classroom teachers to translate key Title I documents and invitations to parent events to parents who speak English as a second language | ongoing |
| Stipends to pay teachers to plan and present beyond the regular duty day for a One School. | TBD |

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| One Book. literacy event for parents and families. | |
| Stipends to pay teachers to plan and present beyond the regular duty day for a math event for parents and families. | TBD |
| Stipends to pay teachers to plan and present beyond the regular duty day for a MCAP event for parents of students in grade 3 | TBD |
| Parent Communication Take Home Folders are provided to all students | ongoing |
| Materials are provided to all parents who attend the literacy and/or math events. | TBD |
| Books and math manipulatives are provided to all parents who attend the MCAP Night. | TBD |
| Refreshments are provided for parent and family engagement activities. | ongoing |
| Title I funded Family Engagement Coordinators collaborate with the Concentration of Poverty funded Community School Coordinators, the Judy Center, and the PTO to improve parent and family engagement activities | ongoing |

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.

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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 | Pre-K3, Pre-K4, and Kindergarten teachers, Dr. Cheri Helmstetter, Early Elementary Program Specialist | The Raising a Reader program is a reading at home program that provides students and families with bags of books that are rotated each week to promote a love of literacy. |
| Community Schools | Concentration of Poverty Grant, Doris Wheeler, Community Schools Coordinator | Community schools promote positive, equitable outcomes by providing students and families with the physical and mental health, academic, and extracurricular support needed to thrive. |
| Judy Center | Dan Snyder, Service Coordinator | The Judy Center provides programs that will give parents the knowledge, skills, and resources to meet their children's basic needs; provides affordable, high – quality early childhood programs; provides quality health services, which promote the healthy growth and development of children; and collaborates with community agencies. |
| ACPS After School Program | ACPS, including South Penn, teachers | Students in grades 3-5 are provided extended learning time opportunities, an |

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| | | after school snack and outside play time. |
| ACPS Summer School Program | ACPS, including South Penn, teachers | Students in grades 1-5 are provided extended learning time opportunities, school meals, and field trips during the summer. |
| Western Maryland Food Bank | Doris Wheeler, Community Schools Coordinator | Identified students are provided bags of food to take home every Friday for the weekend. |
| Outdoor School | Tim Farrell, assistant principal, grade 5 teachers, parent volunteers | 5th grade students participate in 5 full days and 4 nights of environmental education and experiential learning opportunities at the Western Maryland 4-H Center. |
| The Salvation Army | Program staff | After school program that provides social and academic development opportunities in a structured environment during after school hours. |
| PTO | Parents, teachers, school staff members and school administration | Supports the school and its students to achieve goals. Support includes fundraising and volunteerism. |

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.

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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

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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 |
|---|-----------------------------|-------------------------|--|--|---|
| 1. Title I funded Ruby Payne book study evening discussion group meetings (stipends, fixed charges, books, and materials) | TBD | 20 teachers for 4 hours | Increased use of evidence based strategies to better meet the needs of students experiencing poverty | Evidence based strategies for meeting the needs of students experiencing poverty | Increased student achievement based on school level assessments |
| 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 |

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| 2. Title I funded articulation meetings for teachers of grades 1-5 in the evening (stipends, fixed charges, and supplies) | May 2024 | N/A | Adjusted student groupings and instructional plans | Student groups | Class lists |
|---|-----------------------------|-------------------|---|--|---|
| 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 |
| 3. Title I funded Math and ELA data meetings in the evening (stipends and fixed charges) | TBD | N/A | Groupings and schedules will be adjusted. | Adjusted groupings and schedules | Group lists and schedules |

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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 with parents and community members by being posted on the school's web page, on the Title I bulletin board, and a paper copy of the plan in its entirety will be available in the school office. Sharing will take place immediately upon approval of the plan in November or December 2024.

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?

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The Central Office will provide assistance in developing, monitoring, assessing, and implementing the plan. The Title I specialist will provide technical assistance in the writing of the plan, will meet with an administrator at least monthly to monitor implementation of the plan, and will facilitate both mid-year and spring meetings with parents to monitor and evaluate the effectiveness of the parent and family engagement section.

School Improvement Plan for Title I School - SIGN OFF SHEET

| Name | Signature | Role |
|-------------|------------------|--------------------------------|
| | | Principal |
| | | Assistant principal |
| | | Other School Leader |
| | | Teacher |
| | | Teacher |
| | | Instructional Assistant |

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| | | ACPS/School Reading Coach or Specialist |
| | | ACPS/School Math Coach or Specialist |
| | | Reading Interventionist |
| | | Title I School Support Specialist |
| | | Title I Family Engagement Coordinator |
| | | Parent/Family Member |
| | | Parent/Family Member |
| | | Community Member |
| | | Community Member |
| | | Other School Staff |