Allegany County Public Schools

2018 – 2019 School Improvement Plan

hool: South Penn Elementary **Principal: Scott Sisler**

Section	Table of Contents	Page
	Title Page	
I	Integrated Educational Framework	1
II	School Demographics	7
III	Attendance	10
IV	Habitual Truancy	11
V	School Safety/ Suspensions	12
VI	Early Learning	13
VII	Academic Progress	15
VIII	Administrative Leadership	35
IX	Multi-tiered System of Support	37
X	Positive Behavioral Intervention & Supports or Behavior Management Systems	37
XI	Family and Community Engagement; Title I	38
XII	Professional Community for Teachers and Staff	44
XIII	Management Plan	45
XIV	Title I Components (Title I Schools Only) – Separate Document	48

XV	Title I Evaluation (Title I Schools Only) – Separate Document	

TEGRATED EDUCATIONAL FRAMEWORK

ssion, Vision, and Core Values

Mission Statement

Penn Elementary strives to inspire a passion for learning for ALL. We provide an engaging and supportive student centered
ng environment that encourages high expectations and provides quality learning experiences. Our school community works
oratively to ensure that the needed skills and knowledge are provided so that ALL students can achieve personal success in
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

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

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

1. What is the role of the principal in the School Improvement Process at your school? The principal's role is to help facilitate development of the plan, ensure the implementation, prioritize and ensure that decision are based upon the improvement of student success. The principal is the instructional leader in the school improvement process. He guides all stakeholders in carrying out the vision within the school improvement plan and sees that it is carried out in the work accomplished by all.

2. What is the purpose of your school leadership team in the School Improvement Process? The leadership team works collaboratively to identify needs, actively problem solve and develop and select activities that will create a positive impact on student achievement. Each grade level is represented on the team, as well as community partners and parents making the school improvement process more comprehensive. This plan guides all decisions made for the school.

3. Does your school improvement team (SIT) represent your entire school community, including parents/guardians? Yes, the leadership team consists of a teacher representative from each grade, instructional assistant representation, resource teacher representation, special educators, and grade level parent/guardian representation as well as community partners.

4. What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes? Throughout the year, school personnel and families meet and are surveyed, decisions are based on input from the surveys (ex. Title I, Family engagement, feedback from social media). The family engagement leadership team is co-existing with the PTO. The team works to create opportunities for families and students based on a collective input of all. Title I committees are formed that include representation of parents from each grade level. Decisions are made regarding parent and family involvement opportunities aligned Math and Reading activities included in the SIP.

5. What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school and community? The leadership team looked at the current vision, mission and core values to evaluate the "now" of our environment. Then we collaborated with all representations of stakeholders to determine the goal of our school and the steps to achieve the goal. In order to develop a commitment to the vision, mission and core values, all imbedded in the School Improvement plan.

6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur? Mid year 2017/2018 school year at the principal staff development. All faculty and staff were involved in several team-building activities that included "interacting" with the newly aligned school vision. At the beginning of this school year all stakeholders were involved in review of the vision, mission and core values.

7. Have you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and situations of students? If so, why?

B. Culture, Climate, and Inclusive Community

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development.

School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School climate refers to a school's social, physical, and academic environment. It refers to but is not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. A related concept is school culture, which refers to the "unwritten rules and expectations" among the school staff (Gruenert, 2008).
Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to student learning, fulfillment, and well-being. The following examples are commonly associated with positive school cultures:

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

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

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

ve or bulleted form, address your school's **climate**, **culture, and inclusive community**.

ersonnel share responsibility and employ culturally responsive practices to educate all students in our school. Our school's expectation is s in our school to be actively involved in the social and academic instruction of students. All students including those with IEP's in our e equal access to the general education curriculum and extracurricular learning activities with appropriate supports. The school schedule ne for collaborative planning among grade level teams and collaboration meetings for co-teaching classrooms. Paraprofessionals and ucators also plan with classroom teachers on a daily basis to meet the needs of all students. At South Penn, the leadership team consists of ion from all grade levels, special education, resource areas, IA's, and school/county specialists. At monthly meetings, l/educational information from trainings are shared among team members to disseminate to school -wide teams.

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

– wide PBIS program addresses problematic behaviors by emphasizing positive behaviors on a regular basis through the use of a more pproach embraced by the administration, teachers, and staff and through support from the PBIS team. South Penn continues to embrace ation, which increases student engagement through UDL practices and supports increased student understanding and learning in a d approach.

dering the culture of South Penn, we refer back to our shared core values:
. means ALL - Equity based Inclusive Practices
quent Monitoring of Learning and Teaching
h Levels of Family and Community Involvement
h Standards and Expectations for all students and staff
ective School Leadership
h Levels of Collaboration and Communication
pportive Learning Environment

C. Student and/or Staff Engagement Action Plan

Student and/or Staff Engagement Action Plan	
eas of needed improvement: e the issue (s) that needs l?	Strengthen time for communication among staff. The data shows that 34 of 57 respondents to the survey strongly agreed or agreed that there is adequate time for communication in their school building and 15 of 57 respondents disagreed or strongly disagreed. 8 of 57 neither agreed or disagreed. Acknowledge teacher and staff hard work more frequently. 44 of 57 responded Strongly Agree or Agree. 7 of 57 responded disagree or strongly disagree and 6 neither agreed or disagreed. Provided more opportunities for communication to parents/guardians regularly.
ties: What steps will be taken obtain the desired).	More opportunities will be provided for vertical conversations among teachers and instructional staff.. Teachers will have opportunities to work in vertical planning teams once per month from December 2018 - May 2019. Leadership teams members will be more focused on sharing the three big ideas with colleagues. Following meetings each member will have collaboratively decided the big ideas and information that will need to be shared with their instructional team members. Teachers and staff accomplishments and hard work will be recognized by peers and administration. On a weekly basis “shout-outs” will be given to teacher and staff members that go on and beyond their typical duties. On a monthly basis several staff members will be highlighted for their work and accomplishments in making a difference with students and will be receiving a gift card or other reward. A facebook family engagement page was created this year and will be maintained on a daily basis to continue to provide real time information and classroom happenings to families.

eader and team: Who is e and involved in the work?	Strengthen time for communication among staff.- Administration - Scott Sisler and Tessa Fairall. Reading Specialist/Coach - Donna Beeman. Acknowledge teacher and staff hard work more frequently - Administration - PBIS/Behavior Leadership Team. Provided more opportunities for communication to parents/guardians regularly - Administration - Family engagement Leadership Team.
s: What investments (people, t, time, etc) will be needed to he initiative(s) s/activities) to achieve the itcome(s)?	The Striving Readers grant will provide the opportunities to have substitutes for vertical team planning days that will be occuring once per month. A Facebook family engagement page will be created and maintained in order to share classroom happenings and school events.
s: What are the major events complishments for this?	Monthly vertical planning meetings. Vertically aligned instructional conversations. Development of family engagement page. Family awareness and buy in for membership of the page. Monthly recognitions.
ice Metrics: What will you o gauge progress on your os and to determine if the goal has been met?	A review of the minutes taken during the vertical team planning will be reviewed. Teacher reflections will be taken into account to determine success, progress and needs being met or not met. Data will be collected from the social media page to track the number of visits and comments/questions being asked by parents and family members.

nclude dates for :ation of action steps.	Vertical grade level planning is scheduled monthly, beginning in December. PK/K/Gr1, Gr2/Gr3, Gr4/Gr5 Facebook, Family Engagement Page setup and established in September 2018. In place: Weekly focus sheet with staff recognitions.

:HOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	0	41	41
Itinerant staff	10	0	10
Paraprofessionals	4	22	26
Support Staff	1	4	5
Other	6	13	19
Total Staff	21	82	103

Table 2					
Under each year, indicate the percent as indicated of individual in each category.	**2014 – 2015 Official Data**	**2015 – 2016 Official Data**	**2016 – 2017 Official Data**	**2017 – 2018 Official Data**	**2018-2019 Official Data**
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	100%	100%	100%	100%	100%
For those not certified, list name, grade level course	n/a	n/a	n/a	n/a	n/a
Number of years principal has been in the building	2	3	4	5	6
Teacher Average Daily Attendance	94.1	94.8	94.0	94.4	

B. Student Demographics

Table 3				
	SUBGROUP DATA			
SUBGROUP	**2015-2016 TOTAL**	**2016 – 2017 TOTAL**	**2017-2018 TOTAL**	**2018-2019 TOTAL**
American Indian/Alaskan Native	0	0	0	0
Hawaiian/Pacific Islander	≤10	0	0	0
African American	32	28	45	47
White	447	432	426	411

Asian	0	≤10	3	4
Two or More Races	46	67	80	80
Special Education	107	103	115	113
LEP	0	0	0	0
Males	272	283	290	289
Females	259	247	264	259
Total Enrollment (Males + Females)	531	530	554	548
Farms (Oct 31 data)	73.91%	76.72%	71.66%	

C. Special Education Data 2018-2019 School Year (As of September 30, 2018)

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	3	06 Emotional Disturbance	1	12 Deaf-Blindness	
02 Hard of Hearing	2	07 Orthopedic Impairment		13 Traumatic Brain Injury	1
03 Deaf	0	08 Other Health Impaired	20	14 Autism	5
04 Speech/Language Impaired	33	09 Specific Learning Disability	13	15 Developmental Delay	32
05 Visual Impairment	0	10 Multiple Disabilities	4		

TENDANCE

Table 5	**2017-2018**	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students	93.3%	N
Grade 01	93.8%	N
Grade 02	94.0%	Y
Grade 03	93.6%	N
Grade 04	92.4%	N
Grade 05	92.5%	N
Grade 91	93.4%	N
Grade 92	88.0%	N
Grade 93	92.8%	N

mplete the table and then calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 16-2017. Represent as + or - based on increase or decrease of data.

Table 6					
Attendance Rate					
Subgroups – School Level Data	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**Percent of Change**
All Students	94.1%	93.3%	93.3%	92.7%	-0.64
Hispanic/Latino of any race	*	97.2%	95.5%	96.4%	+0.94
American Indian or Alaska Native	*	*	*	*	*
Asian	*	89.5%	92.8%	91.5%	-1.40
Black or African American	94.4%	93.6%	92.8%	90.7%	-2.26

Native Hawaiian or Other Pacific Islande	*	*	*	*	*
White	94.0%	93.5%	93.4%	93.0%	-0.43
Two or more races	94.2%	92.2%	92.9%	92.1%	-0.86
Special Education	93.0%	91.9%	92%	91.6%	-0.44
Limited English Proficient (LEP)	*	*	*	*	*
Free/Reduced Meals (FARMS)	93.4%	92.7%	92.5%	91.6%	-0.97

be where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups,
ially Special Education, FARMS, ELL and lowest attending.
ts did not meet the AMO of 94.0%. All grade levels, except for 2nd grade, did not meet the AMO of 94.0%

be 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.
hool wide Tier I incentive for classrooms that have perfect attendance for the week.
e Tier II team meets bi-weekly to discuss attendance concerns. The automated system makes daily calls for absent
dents and the school counselor makes calls when the student has missed several days in a row.
idents are recognized quarterly for perfect attendance.

BITUAL TRUANCY

e Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is
awfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days
hin any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b)
e student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for
or less days.

the Examination of the Habitual Truancy Data, respond to the following:
y students were identified as habitual truants? 3
reasons and specific changes/adjustments in place to reduce the number of habitually truant students.
ry students rely on parents to get them up and to school. Some of our families, including the habitual truant
are struggling with living in a state of poverty or drug use, which affects student attendance. Also, some of our

Trina Simpson 1/3/1
Comment [1]: Sta
adjustments.

ck opportunities for access to health and mental health care services.These poor environmental factors affect tendance.

HOOL SAFETY/ SUSPENSIONS

spension – In school and out of school suspensions

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

mplete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and enses of bullying/ harassment. Calculate the annual change by taking difference of 2016-27 and 2017-28 and iding by 2016-2017. Represent as + or - based on increase or decrease of data.

ble 9

SPENSIONS

	All Students			
bgroup	**2015-2016**	**2016-2017**	**2017-2018**	**Percent Change from 2017 to 2018**
tal Referrals	376	131	202	+ 54
Suspensions	28	13	13	+ 0
School	14	0	0	+ 0
t of School	14	13	13	+ 0
xual Harassment fenses	4	1	2	+ 1
rassment/Bullying fenses	16	0	1	+ 1

mment on the number of total suspensions for your school, those related to specific offenses, and provide lan to reduce that number, if applicable. N/A - Suspensions were not related to sexual harassment or bullying.

RLY LEARNING

A. Complete the chart with KRA results.

rten Readiness Assessment

	2015-2016		2016-2017		2017-2018		2018-2019	
	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated
Literature	82	38%	73	26%	73	26%	93	23%
ics	82	40%	73	28%	73	27%	93	37%
ndations	82	49%	73	33%	73	38%	93	48%
ent	82	52%	73	38%	73	38%	93	48%

B. Complete the chart for composite scores of KRA. Complete the percent of change by subtracting 2017-2018 from 2018-2019. Indicate the percent as a gain (+) or a loss (-).

e Score Results

	2015-2016		**2016-2017**		**2017-2018**		**2018-2019**		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Change in %
ed	82	45%	73	27%	73	27%	93	31%	+4.2%
ng	82	35%	73	33%	73	48%	93	38%	-10%
	82	15%	73	34%	73	23%	93	31%	+8%

sed on the examination of the 2018-2019 R4K Kindergarten Readiness Assessment Data:
escribe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of
dents who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland
ndergarten Readiness Assessment. Include a discussion of the best practices your school has implemented to
dress the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be
llected to show that the best practices have been effective.

– In addition to KRA, several assessments are used to help identify student strengths and needs. In Language and Literacy, DIBELS Next is
creener to identify students with deficit(s) in Phonemic Awareness or Phonics. Based on the results, reading Intervention groups meet on
s using a Research Based Intervention program – Fundations K, Treasures Core Program with Tier 2 support. Students will continue to be
sing DIBELS Next benchmarks and progress monitoring to monitor student progress. Educational Software for Guiding Instruction (ESGI) –

identifying student needs and informs the teacher and family of deficit skills to plan for classroom instruction (small groups, individual) ctice at home. Math readiness is being developed by implementation of Math Solutions strategies. Math Talk allows development of student discussions and understanding of strategies in problem solving. Social Groups and Guidance lessons provided by the School ıre delivered on a weekly basis to address Social Readiness. To address needs in Physical Development, the physical education teacher is oreK to help develop Physical Readiness for incoming students.

scribe how the school is working in colysion sites; Head Start; Child Care Programs) to ensure that children are tering kindergarten "demonstrating readiness".

enter has a physical presence at South Penn. This year, a Service Coordinator works with parents and children at South Penn. Support dy Center includes purchasing of materials, literature and materials for Partners in Print, and literature and materials for Literacy Nights eld monthly. Funding for cultural field trips is also supplied. The Service Coordinator meets weekly with a parent group to meet identified Judy Center has a partnership with a community group that supplies fresh fruits and vegetables to families. This year South Penn ed a full day pre-kindergarten which services 20 priority one students. Students from South Penn attend the Head Start Program. Staff articipate in articulation meetings to assist in the transition for readiness to school.

ADEMIC PROGRESS

ryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and plementation of goals, objectives and strategies to determine their effect on student achievement and classroom actices. Schools in Allegany County are required to do the same.

A. ENGLISH LANGUAGE ARTS

1. Reading/ELA Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
Reading – Proficiency Data (Elementary, Middle and High Schools)
Complete data charts using 2015, 2016, 2017, 2018 Data Results.

	2015							2016							2017							2018						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
10		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
	75	49	65.3	17	22.7	≤10	12	73	42	57.6	≤10	11	23	31.5	77	42	54.6	13	16.9	22	28.6	79	46	58.2	15	19	18	22.8
an ve	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
an	≤10	≤10	25.0	≤10	50.0	≤10	25.0	≤10	≤10	66.7	0	0	≤10	33.3	≤10	≤10	80.0	0	0	≤10	20.0	≤10	≤10	60	0	0	≤10	40
o of	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	100	0	0	0	0	≤10	≤10	50	≤10	50	0	0
an or	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	68	46	67.6	14	20.6	≤10	11.8	66	38	57.5	≤10	10.6	21	31.8	67	34	50.7	12	17.9	21	31.3	60	35	58.4	13	21.7	12	20
aces	≤10	≤10	50.0	≤10	50.0	0	0	≤10	≤10	50.0	≤10	25.0	≤10	25.0	≤10	≤10	25.0	≤10	50	≤10	25	12	≤10	58.3	≤10	≤10	≤10	33.3
tion	14	11	78.6	≤10	21.4	0	0	16	13	81.3	≤10	6.3	≤10	12.5	≤10	≤10	80	0	0	≤10	20	20	15	75	≤10	20	≤10	≤10
h P)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Trina Simpson 1/4/1

Comment [2]: Tot
needs indicated. Le
is entered for achie

S)	61	41	67.2	13	21.3	≤10	11.4	55	33	60	≤10	10.9	16	29.1	60	36	60	≤10	15	15	25	59	44	74.6	≤10	11.9	≤10	13.6
	30	18	60	≤10	23.3	≤10	16.6	36	18	50	≤10	13.9	13	36.1	39	20	51.3	≤10	20.5	11	28.2	35	23	65.7	≤10	14.3	≤10	20
	45	31	68.9	≤10	22.2	≤10	≤10	37	24	64.8	≤10	≤10	≤10	27	38	22	57.9	≤10	13.2	11	28.9	44	23	52.3	≤10	22.7	11	25

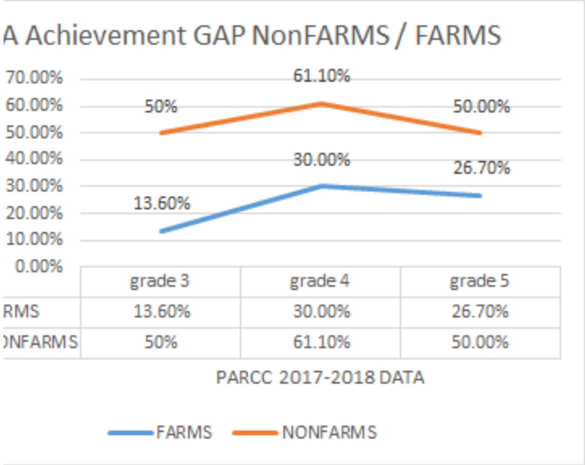
	2015							2016							2017							2018						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
	59	24	40.7	24	40.7	11	18.6	74	34	46	22	29.7	18	24.4	68	30	44.2	17	25	21	30.9	78	30	38.5	19	24.4	29	37.2
n or	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
n	≤10	≤10	20	≤10	80	0	0	≤10	≤10	50	0	0	≤10	50	≤10	≤10	66.6	≤10	33.3	0	0	≤10	≤10	25	≤10	50	≤10	25
of	0	0	0	0	0	0	0	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
n or	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	50	21	42	18	36	11	22	68	31	45.6	20	29.4	17	25	61	26	42.7	15	24.6	20	32.8	63	24	38.1	14	22.2	25	39.7
ces	≤10	≤10	50	≤10	50	0	0	≤10	≤10	33.3	≤10	66.7	0	0	≤10	≤10	50	≤10	25	≤10	25	≤10	≤10	57.1	≤10	14.3	≤10	28.6
on	15	11	73.3	≤1	26.7	0	0	15	≤1	66.	≤1	33.	0	0	13	≤1	76.	≤10	15.	≤10	7.7	≤10	≤1	66.	≤10	11.	≤10	22.2

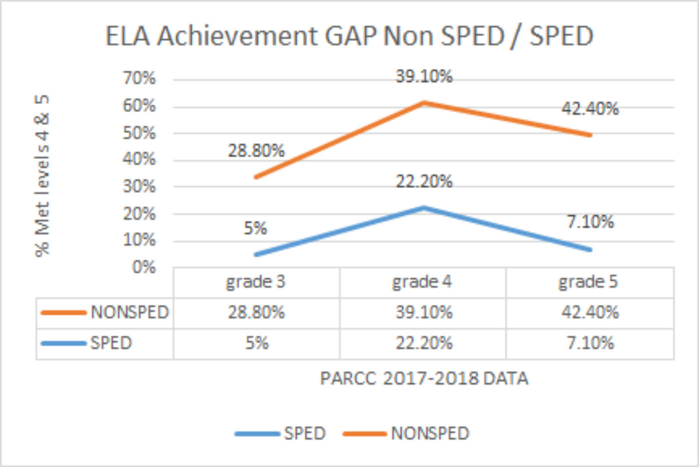
				0					0	6	0	3				0	9		4				0	6		1		
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
leals	46	21	45.7	16	34.8	≤10	19.6	57	26	45.3	19	33.9	12	21.1	47	23	49	11	23.4	13	27.7	60	26	43.3	16	26.7	18	30
	28	≤10	35.7	≤10	35.7	≤10	28.6	34	15	44.2	≤10	26.5	≤10	29.4	33	15	42.8	≤10	21.2	11	33.3	40	12	30	11	27.5	17	42.5
	31	14	45.1	14	45.2	≤10	≤10	40	19	47.5	13	32.5	≤10	20	35	15	42.8	≤10	28.6	≤10	28.6	38	18	47.4	≤10	21.1	12	31.5

	2015							2016							2017							2018						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
	77	37	48.1	27	35.1	13	16.9	59	23	39	19	32.2	17	28.8	65	30	46.2	22	33.8	13	20	73	24	32.9	23	31.5	26	35.6
n or	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
n	≤10	≤10	50	≤10	25	≤10	25	≤10	≤10	16.7	≤10	33.3	≤10	50	≤10	≤10	100	0	0	0	0	≤10	≤10	50	0	0	≤10	50
o of	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	50	≤10	50	0	0	≤10	≤10	100	0	0	0	0
n or	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	64	29	45.	24	37.	11	17.	53	22	41.	17	32.	14	26.	59	27	84.	≤10	15.	0	0	62	21	33.	19	30.	22	35.

			3		5		2			5		1		4			6		4					9		6		5
ces	≤10	≤10	57.2	≤10	28.6	≤10	14.3	0	0	0	0	0	0	0	≤10	≤10	33.3	≤10	66,7	0	0	≤10	0	0	≤10	66.7	≤10	33.3
ion	13	11	84.7	≤10	≤10	≤10	≤10	15	≤10	66.6	≤10	26.7	≤10	≤10	13	11	84.6	≤10	15.4	0	0	14	≤10	64.3	≤10	28.6	≤10	≤10
n)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
)	56	32	57.2	18	32.1	≤10	10.7	45	19	42.2	14	31.1	12	26.7	50	25	50	15	30	≤10	20	45	18	40	15	33.3	12	26.7
	38	≤10	26.3	17	44.7	11	28.9	26	≤10	15.3	11	42.3	11	42.3	25	≤10	32	≤10	40	≤10	28	31	≤10	25.8	≤10	29	14	45.1
	39	27	69.2	≤10	25.6	≤10	≤10	33	19	57.6	≤10	24.2	≤10	18.2	40	22	55	12	30	≤10	15	42	16	38.1	14	33.3	12	28.6

2. **Analyze the data results for ELA 3-5; 6-8; 10 to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.**





a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP.

ere the identified goal(s) met? If so, how will the goal be sustained?

Goals were partially met. Continued implementation of focused small group instruction tiered to students individual instructional level.

scribe the gains made in focus areas.

rrowed the gap in special education and regular education students.

sed on this year’s data, describe the UDL strategies in the 2017-2018 plan that proved most effective?

inciple/Mode	Representation – Process

of Representation: *g the learner various ways uiring information and ge.*	1. Provide visual diagrams, charts, and graphic organizers. 2. **Pre-teach vocabulary in ways that connect with the learners' experience and prior knowledge. For example, story vocabulary and critical vocabulary** 3. Students are provided multiple means of representations through teacher modeling, think alouds, demonstrations, and/or use of concrete objects/realia. 4. **Use of digital text, smart board activities, and opportunities for student use of technology to read and write.**
'or Expressions: *providing arner alternatives for rating their knowledge and hat they know)***.**	**Expression/Action- Product**
	1. Students will have opportunities to use manipulatives for learning 2. **Teachers will provide students with scaffolds such as sentence starters, story webs, concept mapping tools, etc. allowing for a gradual release of skills.** 3. Use prompts while reading grade level text; such as stop and think, think - pair - share, and/or use a reading strategy. 4. **Teachers will model think alouds** and provide success criteria to help with self-monitoring.
for Engagement: *tap into interests, challenge them iately, and motivate them*	**Multiple Options for Engagement**
	1. **Activities and resources are provided that promote personal connections and interests to the texts.** 2. Provide opportunities for students to self reflect and monitor their own work including accomplishments and areas for improvement. 3. Provide supports to promote perseverance with text including vocabulary supports, background information or models. Provide opportunities for brain breaks.

b. Establish Focus Areas

e The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement ps.

termine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.
plement data from the DMRS in the Goal Planning Process.
e the ACPS Goal Planning Process
ase include the following:

○ What is the Issue?

nically Disadvantaged subgroup in grades 3-5 ELA shows insufficient progress.

- ○ What data support the need for a resolution to the identified issue?

a indicate that 38 out of 164, 23%, in the Economically Disadvantaged subgroup met a level of 4 or 5 on the PARCC ELA assessment. 126 tudents, 77%, scored a level of 1-3 proficiency.

'ARCC data indicates a 13.6% Pass rate with a gap of 36.4% between non economically disadvantaged students compared to those who nically disadvantaged.

ARCC data indicates a 30% Pass rate with a gap of 31.1% between non economically disadvantaged students compared to those who are ly disadvantaged.

ARCC data indicates a 16.7% Pass rate with a gap of 23.3% between non economically disadvantaged students compared to those who ically disadvantaged.

- ○ Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

to increase the number/percentage of students within the Economically Disadvantaged subgroup in 3rd, 4th and 5th grade who meet or RCC expectations (levels 4 or 5). An ongoing focus of the ACPS has been to improve the achievement level of all students, including th Economic Disadvantage.

- ○ What is currently preventing the identified goal from being attained?

ual instructional match of approximately 56% of grade 3-5 students is below the grade level expectations.
ce with grade level text is difficult when students' instructional match is below grade level.
sion of text, when working independently presents difficulty for this population of students.
not have rich vocabularies which prevents comprehension.
t of reading practice is not equitable for closing the achievement gap.

- ○ What outcome(s) will determine the identified goal has been met?

tage of students with Economic Disadvantage scoring Levels 1-3 on PARCC will decrease, and there will be an increase in the percentage with Economic Disadvantage scoring Levels 4 and 5 .

- ○ What resources are not currently available to meet the identified goal?

rces with authentic PARCC tasks to be used as formative assessments. Programs (Book-It and Accelerated Reader) to increase t reading and comprehension. More accessibility to technology is needed to support differentiation in Reading small groups (1st/2nd kids). Strategies to reinforce vocabulary that keeps kids accountable to the words that were taught.

- ○ What steps will be taken to fully implement the plan in the effort to reach the identified goal?

seful planning focusing on the independent phase of Gradual Release of Responsibility (GRR). More formative assessment data will be de instruction and form more strategic groups with more purposeful planning and instruction. Increase the effectiveness of small group See MTSS profile

- ○ How will implementation be monitored to reach the identified goal?

entation will be monitored through focused administration walkthroughs with purposeful feedback given. Data meetings based on formative ts. Monthly reading planning meetings to analyze data and effectively plan lessons.

- ○ What is the Issue?

cation subgroup in grades 3-5 ELA show insufficient progress.

○ What data support the need for a resolution to the identified issue?

:a indicate that 4 out of 43, 9%, in the Special Education subgroup met a level of 4 or 5 on the PARCC ELA assessment. 39 out of 43 1%, scored a level of 1-3 proficiency.

'ARCC data indicates a 5% Pass rate among special education students with a gap of 23.8% between students of non special education ɔ those of special education.

ARCC data indicates a 22.2% Pass rate among special education students with a gap of 16.9% between students of non special education ɔ those of special education.

ARCC data indicates a 7.1% Pass rate among special education students with a gap of 35.3% between students of non special education ɔ those of special education.

○ Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

to increase the number/percentage of students within the special needs population who meet and exceed PARCC expectations (levels 4 or ing focus of the ACPS has been to improve the achievement level of all students, including students with special needs.

○ What is currently preventing the identified goal from being attained?

evel expected rigor and pace of instruction is too fast for students with IEP's.

adjusted to the student need in the classroom through specialized instruction.

ual instructional match is often well below the grade level expectations. Adequate training of staff to handle diverse needs of learners both ly and behaviorally.

○ What outcome(s) will determine the identified goal has been met?

tage of students with special needs taking PARCC will decrease in Level 1 and Level 2, and there will be an increase in the percentage of h special needs at Level 3 and above.

○ What resources are not currently available to meet the identified goal?

aining of staff to handle diverse needs of learners both academically and behaviorally.

○ What steps will be taken to fully implement the plan in the effort to reach the identified goal?

de level planning meeting will be used to plan for specialized instruction. Monthly grade level planning meetings will focus on enhancing erformance. More formative assessment data will be used to guide instruction and form more strategic groups with more purposeful Students will be provided more opportunities to use their accommodations at grade level expectations and rigor.

○ How will implementation be monitored to reach the identified goal?

entation will be monitored through focused administration walkthroughs with purposeful feedback given. Data meetings based on formative ts.

○ What is the Issue?

declining trend of students who met or exceeded expectations in grade 3 ELA.

○ What data support the need for a resolution to the identified issue?

ita indicate a 3 year downward trend. In 2016, 31 % met or exceeded. In 2017, 29% met or exceeded. In 2018, 23% met or

○ Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

to increase the number/percentage of Grade 3 students who meet or exceed PARCC expectations (levels 4 or 5). An ongoing focus of the ɔeen to improve the achievement level of all students.

- ○ What is currently preventing the identified goal from being attained?

ata indicates ___ percent of the students come to 3rd grade with skills
ck keyboarding skills/technology test taking skills necessary to be proficient when assessed through state assessments utilizing
logy.
ates
ck communication skills and collaboration skills.

- ○ What outcome(s) will determine the identified goal has been met?

tage of 3rd grade students scoring Levels 1-3 on PARCC will decrease, and there will be an increase in the percentage of Grade 3
oring Levels 4 and 5 .

- ○ What resources are not currently available to meet the identified goal?

y resources
p curriculum

- ○ What steps will be taken to fully implement the plan in the effort to reach the identified goal?

Awareness curriculum is being implemented in all grade PreK - 2 classrooms.
grades 2 and 3 will have allotted time to practice technology skills in preparation for state testing.
lessons will be delivered in kindergarten and grade 1 to develop communication and collaboration skills.

- ○ How will implementation be monitored to reach the identified goal?

c. **To Be Completed when 2019 PARCC data is available**

- ● Based on the implementation outcome (s), has the identified goal been reached?
- ● If the identified goal has been reached, how will capacity be sustained?

3. **Universal Design for Learning for ELA.**
   How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL principle/mode that will be used consistently

during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

rinciple/Mode	**Representation – Process**
of Representation: *g the learner various ways uiring information and ge.*	1. Provide visual diagrams, charts, and graphic organizers. 2. Pre-teach vocabulary in ways that connect with the learners' experience and prior knowledge. For example, story vocabulary and critical vocabulary 3. Students are provided multiple means of representations through teacher modeling, think alouds, demonstrations, and/or use of concrete objects/realia. 4. Use of digital text, smart board activities, and opportunities for student use of technology to read and write.
or Expressions: *providing arner alternatives for rating their knowledge and hat they know)***.**	**Expression/Action- Product**
	1. Students will have opportunities to use manipulatives for learning 2. Teachers will provide students with scaffolds such as sentence starters, story webs, concept mapping tools, etc. allowing for a gradual release of skills. 3. Use prompts while reading grade level text; such as stop and think, think - pair - share, and/or use a reading strategy. 4. Teachers will model think alouds and provide success criteria to help with self-monitoring.
for Engagement: *tap into interests, challenge them iately, and motivate them*	**Multiple Options for Engagement**
	1. Activities and resources are provided that promote personal connections and interests to the texts. 2. Provide opportunities for students to self reflect and monitor their own work including accomplishments and areas for improvement. 3. Provide supports to promote perseverance with text including vocabulary supports, background information or models. Provide opportunities for brain breaks.

B. MATHEMATICS

1. Math Data Overview

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

Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.

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

Allegany County Public Schools

2018 – 2019 School Improvement Plan

Complete data charts using 2015, 2016, 2017, 2018 Data Results.

	2015						2016							2017							2018						
	Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5	
	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%
	32	43.8	24	32.9	17	23.3	73	39	53.4	13	17.8	21	28.7	76	36	47.4	20	26.3	20	26.3	79	48	60.8	16	20.3	15	19
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
n	□10	50	0	0	□10	50	□10	□10	66.7	0	0	□10	33.3	□10	□10	60	□10	20	□10	20	□10	□10	40	□10	40	□10	20
o of	0	0	□10	100	0	0	0	0	0	0	0	0	0	□10	0	0	□10	100	0	0	□10	□10	100	0	0	0	0
n or	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	29	43.9	23	34.8	14	21.2	66	34	51.5	13	19.7	19	28.8	66	31	47	17	25.8	18	27.3	60	37	61.6	13	21.7	10	16.6
aces	□10	50	0	0	□10	50	□10		75	0	0	□10	25	□10	□10	50	□10	25	1□10	25	12	□10	58.4	□10	8.3	□10	33.3

tion	□10	61.6	□10	30.8	□10	7.7	16	12	75	1	6.3	3	18.8	10	6	60	1	10	3	30	20	15	75	4	20	1	5
h)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Meals	27	45.7	20	33.9	12	20.3	55	31	56.3	9	16.4	15	27.2	59	30	50.9	15	25.4	14	23.7	59	46	78	9	15.3	4	6.8
	17	56.7	6	20	7	23.3	36	16	44.4	9	25	11	30.6	38	15	39.5	13	34.2	10	26.3	35	21	60	9	25.7	5	14.3
	15	34.9	18	41.9	10	23.3	37	23	62.1	4	10.8	10	27	38	21	55.2	7	18.4	10	26.3	44	27	61.3	7	15.9	10	22.7

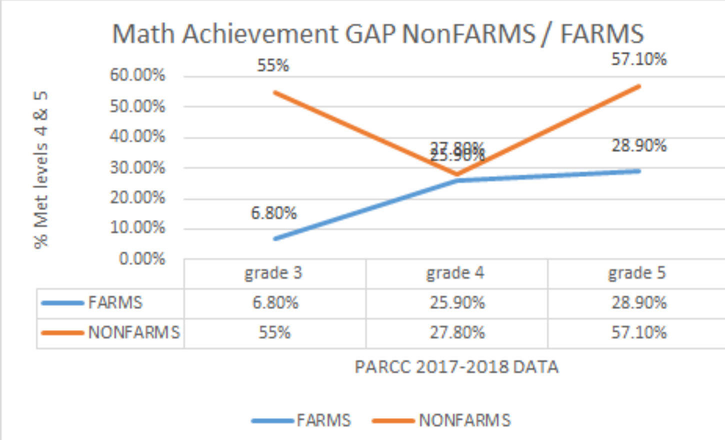
	2015							2016							2017							2018						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
	59	24	40.7	24	40.7	11	18.6	74	34	46	22	29.7	18	24.4	68	30	44.2	17	25	21	30.9	76	40	52.6	16	21.1	20	26.3
n or	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
n	≤10	≤10	20	4	80	0	0	≤10	≤10	50	0	0	≤10	50	≤10	≤10	66.6	≤10	33.3	0	0	≤10	≤10	50	≤10	37.5	≤10	12.5
of	0	0	0	0	0	0	0	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

n or	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	50	21	42	18	36	11	22	68	31	45.6	20	29.4	17	25	61	26	42.7	15	24.6	20	32.8	61	32	50.8	12	19.7	18	29.2
ces	≤10	≤10	50	≤10	50	0	0	3	1	33.3	2	66.7	0	0	≤10	≤10	50	≤10	25	≤10	25	≤10	≤10	71.5	≤10	14.3	≤10	14.3
on	15	11	73.3	≤10	26.7	0	0	15	10	66.6	≤10	33	0	0	13	10	76.9	≤10	15.4	≤10	7.7	≤10	≤10	75	≤10	25	≤10	25
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
leals	46	21	45.7	16	34.8	≤10	19.6	57	26	45.3	19	33.9	12	21.1	47	23	49	11	23.4	13	27.7	58	32	55.2	11	19	15	25.9
	28	10	35.7	10	35.7	≤10	28.6	34	15	44.2	≤10	26.5	≤10	29.4	33	15	45.5	≤10	21.2	11	33.3	39	21	53.9	≤10	17.9	11	28.2
	31	14	45.1	14	45.2	≤10	9.7	40	19	47.5	13	32.5	≤10	20	35	15	42.8	≤10	28.6	≤10	28.6	37	19	51.3	≤10	24.3	≤10	24.3

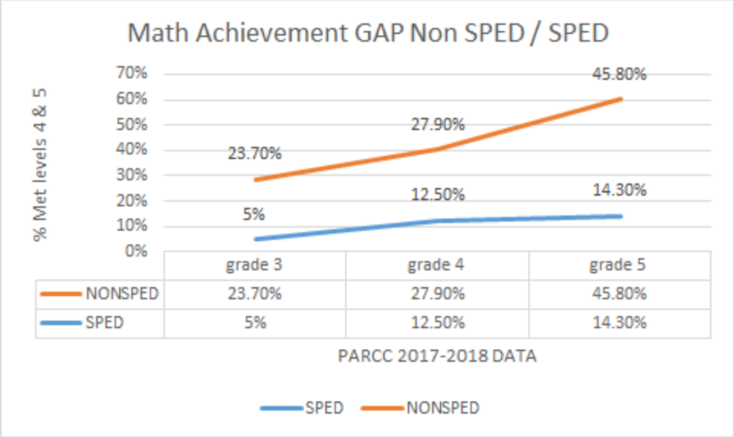
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
	76	40	52.6	26	34.2	10	13.2	59	34	57.6	15	25.4	10	17	65	28	43.1	23	35.4	14	21.5	73	30	41.1	14	19.2	29	39.7
n or	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
n	□10	□10	50	□10	50	0	0	□10	□10	66.7	□10	33.3	0	0	□10	□10	100	0	0	0	0	□10	□10	75	0	0	□10	25

of	□10	□10	100	0	0	0	0	0	0	0	0	0	0	0	□10	0	0	□10	100	0	0	□10	□10	100	0	0	0	0
or lander	□10	□10	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	63	33	52.4	21	33.3	9	14.3	53	30	56.6	13	24.5	10	18.9	59	26	44.1	20	33.9	13	22	62	23	37.1	13	21	26	42
ces	□10	□10	42.9	□10	42.9	□10	14.3	0	0	0	0	0	0	0	□10	□10	33.3	□10	33.3	□10	33.3	□10	□10	50	□10	16.7	□10	33.3
on	13	□10	77	□10	15.4	□10	7.7	15	11	73.3	□10	20	□10	6.7	13	12	92.4	□10	□10	0	0	14	12	85.7	□10	0	2	14.3
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
eals	55	32	58.2	16	29.1	7	12.7	45	28	62.2	12	26.7	5	11.1	50	23	46	16	32	11	22	45	25	55.5	7	15.6	13	28.8
	38	16	42.1	14	36.2	8	21.1	26	13	50	8	30.8	5	19.2	25	11	44	11	44	3	12	31	12	38.8	6	19.4	13	42
	38	24	63.2	12	31.6	2	5.3	33	21	63.6	7	21.2	5	15.2	40	17	42.5	12	30	11	27.5	42	18	42.9	8	19	16	38.1

2. **Analyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.**



	grade 3	grade 4	grade 5
FARMS	6.80%	25.90%	28.90%
NONFARMS	55%	27.80%	57.10%



	grade 3	grade 4	grade 5
NONSPED	23.70%	27.90%	45.80%
SPED	5%	12.50%	14.30%

alyze Data Results and Strategy Implementation from 2017-2018 SIP.

ere the identified goal(s) met? If so, how will the goal be sustained?

Goals were partially met. Continued implementation of focused small group instruction tiered to students individual instructional level.

scribe the gains made in focus areas.

rrowed the gap in special education and regular education students.

rrowed the gap within the noneconomic and economically disadvantaged and the special education and regular education students.

sed on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?

rinciple/Mode	Representation – Process
of Representation: *ng the learner various of acquiring information owledge.*	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.**
for Expressions: *ng the learner alternatives demonstrating their dge and skills (what they*	**Expression/Action- Product**
	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.
for Engagement: *tap rners interests, challenge ppropriately, and motivate learn.*	**Multiple Options for Engagement**
	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.**

tablish Focus Areas

e The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement ps.

termine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.

plement data from the DMRS in the Goal Planning Process.

cording to PARCC distribution points the areas that are most assessed on PARCC are:
ade 3-Reasoning and Modeling, Measurement and Data, and Operations in Algebraic Thinking
ade 4-Reasoning and Modeling, Numbers in Base Ten, and Fractions
ade 5-Reasoning and Modeling, Numbers in Base Ten, and Fractions

- Grade 3 Focus Standards: Reasoning and Modeling, **perimeter, multi-step word problems, and multiplying and dividing within 100.** Taught from October 5th - February 13th.
- Grade 4 Focus Standards: Reasoning and Modeling, patterns/rules, conversions, line plots, multi-step word problems, and **place value in all 4 operations.** Taught from the beginning of the year - December 6th.
- Grade 5 Focus Standards: Reasoning and Modeling, conversions, attributes/hierarchy, **place value with rounding, place value with multiplying and dividing, and adding decimals.** Taught from the beginning of the year - December 20th.

Bolded skills are the standards most assessed on PARCC per grade level.

e the ACPS Goal Planning Process
ase include the following:

- What is the issue?

  The economically disadvantaged subgroup in grade 3 shows insufficient progress.

- What data support the need for a resolution to the identified issue?

  Grade 3 - PARCC data indicates a 19% pass rate with a gap of 48.2% between students of non economic disadvantage compared to those of economic disadvantage.

- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

  The goal is to increase the number/percentage of students within the economic disadvantage subgroup in grade 3 who approach,meet or exceed PARCC expectations (levels 3-5). An ongoing focus of the ACPS has been to improve the achievement level of all students including those with economic disadvantage.

- What is currently preventing the identified goal from being attained?

A majority of our students have an inability to read, interpret, and solve a multi step word problems at the required level of rigor. Students are beginning each grade level far below grade level expectations which is impacting the ability to retain and carry over previously taught skills. More frequent opportunities should be available for students to perform rigorous tasks independently. There's not enough balance between scaffolding and independent release at the expected rigor. There needs to be more student feedback with a model task and rubric for students to assess and improve independent skills.

- What outcome(s) will determine the identified goal has been met?
  The percentage of students in Grade 3 with Economic Disadvantage taking PARCC math will decrease in Levels 1-3, and there will be an increase in the percentage of students in Grade 3 with Economic Disadvantage at Levels 4-5.

- What resources are not currently available to meet the identified goal?
  Extended planning time with specialists to tier instruction in (3-5) based on evidence based statements from 2018 PARCC to preplan standards and align small groups accordingly. Additional PD with i-Ready curriculum aligned to county pacing to gain consistency of Tier I instruction as well as delivery of small groups. More classrooms following the coteaching model to target small groups. More laptops to help address spiral review for tiered pathway programs like i-Ready and Imagine Math as well as PARCC practice.

- What steps will be taken to fully implement the plan in the effort to reach the identified goal
  Continued professional development on guided instruction, purposeful planning with available resources to meet needs within small group lessons both within grade level standards and within gap lessons. Grades (3-5) use PARCC 2018 data from specialist to strategically target needed standards.

- How will implementation be monitored to reach the identified goal?
  The implementation will be monitored through focused administration walkthroughs with purposeful feedback given. Data meetings will be held after screeners, monthly PARCC tasks and benchmarks as well as formative assessments. Focused grade level team planning will be used to plan Tier I and leveled small groups weekly driven with formative assessments.

- What is the issue?

The special education subgroup in grade 5 shows insufficient progress.

- What data support the need for a resolution to the identified issue?

  Grade 5 - PARCC data indicates a 40% pass rate with a gap of 31.5% between students who are non special education students compared to those who are students receiving special education services.

- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

  The goal is to increase the number/percentage of students within the students receiving special education services subgroup in grade 5 who approach, meet or exceed PARCC expectations (levels 3-5). An ongoing focus of the ACPS has been to improve the achievement level of all students including those receiving special education services.

- What is currently preventing the identified goal from being attained?

Students with IEP's have an individualized plan with goals at their instructional level. The grade level expected rigor and pace of instruction is too fast for students with these IEP's. Based on individual plans, a majority of our students have a more difficult time interpreting and solving multi step word problems at the required level of rigor. Accommodations are in place, however, students do not have ample time utilizing the accommodation at grade level expectations.

TESSA FAIRALL 1/
Comment [3]: Lea

- What outcome(s) will determine the identified goal has been met?

  The percentage of students in Grade 5 with special education services, taking PARCC math will decrease in Levels 1-2, and there will be an increase in the percentage at Levels 3-5.

- What resources are not currently available to meet the identified goal?

  Extended planning time with specialists to tier instruction in (3-5) based on evidence based statements from 2018 PARCC to pre-plan standards and align small groups accordingly. Additional PD with i-Ready curriculum aligned to county pacing to gain consistency of Tier I instruction as well as delivery of small groups. Formative assessments will be used to create small groups for spiral review of previously taught standards. More classrooms following the co-teaching model to target small groups. More laptops to help address spiral review for tiered pathway programs like i-Ready and Imagine Math as well as PARCC practice.

- What steps will be taken to fully implement the plan in the effort to reach the identified goal

  Continued professional development on guided instruction, purposeful planning with available resources to meet needs within small group lessons both within grade level standards and within gap lessons. Grades (3-5) use PARCC 2018 data from specialist to strategically target needed standards. More frequent opportunities will be made available for students to perform rigorous grade level tasks independently and/or with using accommodations to gain access. More student feedback with a model task and rubric for students to assess and improve independent skills will be implemented.

- How will implementation be monitored to reach the identified goal?
  The implementation will be monitored through focused administration walkthroughs with purposeful feedback given. Data meetings will be held after screeners, monthly PARCC tasks and benchmarks as well as formative assessments. Focused grade level team planning will be used to plan Tier I and leveled small groups weekly driven with formative assessments.

- What is the issue?
  There is a three year declining trend in grade 3 mathematics with students meeting or exceeding expectations.

- What data support the need for a resolution to the identified issue?
  Grade 3 - PARCC data indicates a 3 year downward trend. In 2016, 29% met or exceeded expectations. In 2017, 26% met or exceeded expectations. In 2018, 19% met or exceeded expectations.

- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
  The goal is to increase the number/percentage of students in grade 3 who approach, meet or exceed PARCC expectations (levels 3-5). An ongoing focus of the ACPS has been to improve the achievement level of all students.

- What is currently preventing the identified goal from being attained?
  - Lack of keyboarding skills/technology with being able to effectively take tests
  - Number Sense Screener Data 2017-2018 (K-2)
    Kindergarten - 78% Proficient 22% Below Level
    1st Grade - 52% Proficient 48% Below Level
    2nd Grade 69% Proficient 31% Below Level
  - Lack of communication and collaboration skills

- What outcome(s) will determine the identified goal has been met?
  The percentage of students in Grade 3 taking PARCC math will decrease in Levels 1-3, and there will be an increase in the percentage of students in Grade 3 at Levels 4-5.

- What resources are not currently available to meet the identified goal?
  - Technology resources
  - Second Step Program

- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
  Additional PD with i-Ready and Ready Common Core curriculum (K-2) aligned to county pacing to gain consistency of Tier I instruction as well as delivery of small groups with a technology component. Second Step will be used 3 times a week (K-2) within opening time to address strengthening communication and collaboration skills.

- How will implementation be monitored to reach the identified goal?
  The implementation will be monitored through focused administration walkthroughs with purposeful feedback given. Data meetings will be held after screeners, monthly PARCC tasks and benchmarks as well as formative assessments. Focused grade level team planning will be used to plan Tier I and leveled small groups weekly driven with formative assessments.

Be Completed when 2019 PARCC data is available

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

3. **Universal Design for Learning for MATH.**
   How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

15	
Principle/Mode	**Representation –How the teacher presents the information.**
s of Representation: *ing the learner* *s ways of acquiring* *ation and knowledge.*	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.
s for Expressions: *ing the learner* *tives for* *strating their* *edge and skills (what* *now)***.**	**Expression/Action- How the students demonstrates their knowledge.**
	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.
s for Engagement:	**Multiple Options for Engagement**

o learners interests, ıge them ɔriately, and motivate ɔ learn.	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.

C. SCIENCE

The Science section will be omitted for the 2018-2019 year as the transition is made to the NGSS and MISA.

ministrative Leadership

:INCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data
/iew and baseline evidence (See SLO rubric)

A. Principal SLO 1

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

e content focus is Math Operations and Algebraic Thinking. A total population of 157 students in grades 1 and 2 are
his SLO. Grade 1 total population is 79 with 30 Males and 39 Females. Grade 2 total population is 78 with 41
d 37 Females. A total of 7 students in grade 1 with IEP's and 13 students in grade 2 with IEP's.

Describe the information and/or data that was collected or used to create the SLO.

ends from the 2016-2017 and 2017-2018 school years math benchmark results indicated a need for continued
ıent in the assessed areas of Operations and Algebraic Thinking for grade 1 and 2.
RCC data in grades 3 and 4 indicate students do not demonstrate an adequate understanding of the meanings for
nd subtraction situations. Stronger foundations in O&A need to be built in the earlier grade levels in order to be
ıl as students progress in math.

How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

es across grades 3, 4, and 5 indicate needs for improvement. Operations and Algebraic Thinking is a major cluster
e grade levels. The foundation for Operations and Algebraic Thinking needs to be more solid in grade 1 and grade 2

Describe what evidence will be used to determine student growth for the SLO.

rmative assessment data. The third quarter post benchmark data will be used to measure individual student growth.
esults will be used to analyze the overall effectiveness on student achievement.

B. Principal SLO 2

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
nt focus of the the SLO is to increase student proficiency on their knowledge and understanding in the area of
and Operations Base Ten. A total population of 163 students in grades 4 and 5 are included in the SLO. Grade 4
lation is 80 with 46 Males and 33 Females. Grade 5 total population is 83 with 39 Males and 44 Females. A total of
ts in grade 4 with IEP's and 6 students in grade 5 with IEP's.

Describe the information and/or data that was collected or used to create the SLO.
ssessment data indicates that students in grades 4 and 5 did not demonstrate adequate understanding and
y with the NBT standard. Grade 4 had an average score of 50.5% on the 16/17 assessment NBT and an average
1.5% on the 17/18 assessment NBT. Grade 5 had an average score of 30.5% on the 16/17 assessment NBT and
e score of 47.5% on the 17/18 assessment NBT.An assessment developed by the school math coach and
utilizing the Ready Common Core resource

How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
was developed based upon analyzing data from the previous two years of PARCC. The school leadership team
d that there is a need for a continuous spiral review of previously taught and learned standards. Strategies to
is SLO are aligned to district level initiatives such as the GRR and school based PD, peer coaching/teacher

Describe what evidence will be used to determine student growth for the SLO.

rmative assessments and school created benchmarks will show student growth. PARCC results will be used to e overall effectiveness on student achievement.

LTI-TIERED SYSTEM OF SUPPORT

lude a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan. Make sure to ur goal planning process to show the integration and linkage between your goal planning process and your rities.

d upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team ted?

How will the priority/ priorities be addressed?
What district support is needed to address your priority/priorities?

SITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
Improve the link between research –validated practices and the environments in which teaching and learning occur.

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

nn completed its seventeenth year as a PBIS school. PBIS sets a goal of 80% of students having 0 – 1 office
referrals (ODR). For the 2017-18 school year, South Penn had 202 office discipline referrals while this is a +71
the data indicates 93% of the students have 0 - 1 (ODR). Of the 202 referrals in 2017-18, 8 students had 6+
30 students had 2-5 referrals, and 27 students had 1 referral.
South Penn will continue the SRSS behavior screening for all students. The Student Risk Screening Scale (SRSS)
ersal screening tool used three times a year to determine the number of students who are at risk for challenging
and for the direct purpose for better understanding of how to support students to be academically successful in
his screening tool consists of 14 items (7 internalizing and 7 externalizing behaviors) that teachers use to rate their
of students based on the teacher's current knowledge with clear evidence of each individual student's behavior.
S was given in September of 2018 and will be given in February and May of 2019. Results will be tiered into 3
s: school-wide, classroom, or individual. Using the tiered designations, the responses to the data may include
ing our school-wide behavior supports, focusing on a classroom behavior system, or developing a specific plan for
students. South Penn will focus on increasing utilization of Tier II supports to address the referral increase.

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

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

XI; Title I Schools
ARENT/FAMILY ENGAGEMENT

nmunity Engagement Needs

**scribe in a narrative your school's parental/community engagement. Support with data (i.e. volunteer hours, percent of
ily/parent participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information
m the Title I Parent Interest Survey.**

th Penn Elementary School is supported by a small, but growing and very dedicated group of parents. Hannah Eisenhour, Family Engagement
rdinator, hosts a volunteer workshop every Thursday and Friday mornings where a faithful group of volunteers cut, paste, laminate and assemble
erials for classroom use and for parent activities. A group of up to 16 volunteers have attended meetings and logged approximately 980 volunteer hours
these workshops in 2017-2018. We have several different parents that attend Leadership Team meetings, are members of the Family Engagement Team,

the PBIS Team. Our fall parent teacher conference day was well attended by over 341 parents and the February parent conference day was attended by parents.

Family Engagement Team coordinates different activities during the school year that are intended to help parents become more aware of the school iculum and expectations. The Back to School Carnival is a welcoming activity for the school community. Seventy-two adults attended classroom tation activities during American Education Week. Over 391 parents attended. Partners in Print workshops for parents of Kindergarten and Grade 1 lents were held in December and January with 40 attendees. PARCC Assessment night, hosted by our teachers, and math and reading instructional cialists, enabled parents to have a better understanding of the PARCC assessments. Last year,11 parents attended. Over 115 persons attended STEM ht where they participated in a Sink Float Challenge and Cup Stacking Challenge. Math days were held at each grade level and over 249 parents visited srooms and participated in math activities with their children. The committee also conducted canned food drives in conjunction with the community and financially supported other community projects or has given food or clothing to a needy family or other altruistic causes. The Family Engagement Team also honored requests from classroom teachers to help with payment for student school field trip money. The committee also sponsors Operation Santa re the faculty “adopts” families for Christmas. South Penn is grateful to our community partners including Church of the Nazarene, Davis Memorial rch, Chick Fil A, Patrick’s, Fratelli’s and Natures Art.

itle I Parent Survey was sent home in the spring of 2018 asking parents to select the topics on which they would like information. Parent responses uded: how to help my child with reading, math, improving attitude/behavior at home and school, and how to help with social relationships. These topics be addressed at sessions offered throughout the year as they relate to reading and math curriculum. Family Literacy Night is offered on a monthly basis ugh the Judy Center. This workshop is open to students and families in grades PreK-1 (although no one is turned away). The purpose of these meetings provide parent information to help them work with their children at home. Family nutrition activities are also held.

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

Parent Advisory/ Title I Parent Committee 2018-2019

Name	Grade Level Representation	Position
Sarah Pannone	Grade 5	PAC Representative
None at this time		PAC Alternate
Jenna Becker	Grade K	Parent
Amanda Davis	Grade 1	Parent
Vickie Leasure, Stephanie Cole	Grade 2	Parent
Rachel Stewart	Grade 3	Parent
Kristie Wolford	Grade 4	Parent
Hannah Eisenhour		Family Engagement Coordinator

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

SOUTH PENN PARENT/FAMILY ENGAGEMENT PLAN
Expectations

wide Title I school, the South Penn Elementary Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Part A 6 of the Every Student Succeeds Act of 2015 (ESSA).

Elementary recognizes the importance of forming a strong partnership with parents and community members in order to positively impact s in our school. To promote effective parent involvement, the staff at South Penn Elementary School welcomes and encourages parents nity members to join them in activities identified in the Action Plan as follows:
– Shared decision-making opportunities
– Annual meeting to explain the schoolwide Title I program
Opportunities to build and increase understanding, communication, and support between home and school
Formal and informal evaluation of the effectiveness of parent involvement activities
Activities that promote a positive environment of high expectations shared by home and school
Elementary accepts the Allegany County Public Schools' Parent Involvement Policy and has aligned its school level Parent/Family nt Plan with the district's Parent/Family Engagement Plan.
fering opportunities to build parent capacity in school decision making, in understanding academic standards, and in asing skills to support academics at home, the school will meet all goals on PARCC 2018-2019.

Allegany County Public Schools
2018 – 2019 School Improvement Plan
Action Plan

equirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
Shared Decision Making The School Improvement Plan (SIP)is developed with input rom parents	Parent representatives on SIT and other decision - making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.	**October/ November 2018**	**Scott Sisler, Principal**
The SIP is available for parent eview and input at any time	A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	**January 2019**	**Scott Sisler, Principal**
The Parent/Family Engagement Plan and budget are developed vith input from parents.	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parents of all students have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	**April 2018** **September 2018**	**Scott Sisler, Principal**
The Parent/Family Engagement Plan is distributed to all parents.	A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office. The school plan summary is distributed after approval.	**September 2018** **January 2019**	**Scott Sisler, Principal**
Vith parents, develop a written School Parent Compact supporting instruction that is signed by teachers, parents, and students.	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's School Parent Compact and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval. Compacts were distributed on Parent Conference Day.	**April 2018** **September 2018** **October 2,**	**Scott Sisler, Principal**

		2018	
al Meeting Schools hold parent meetings at east annually to inform parents of the school's role in mplementing Title I, the parent's rights, and ways he school will provide for parental/family engagement.	Breakfast with the Principal is held. Parents are invited to meet with the principal to give feedback and to view and discuss the Title I Powerpoint.	**September 20, 2018**	**Scott Sisler, Principal**
ling Parental Capacity			
Provide assistance to parent in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	On Back to School Night, teachers discussed with parents grade level expectations for the coming year. On Parent Conference Day, parents received the grade level standard from the National PTA. Compacts were also discussed. Title I Budget: Back to School NIght - Stipends $656.10	**August 24, 2018** **October 2, 2018** **March 4, 2019**	**Scott Sisler, Principal**
Provide materials and parent trainings/workshops to help parent improve their children's academic achievement.	Parents are invited to participate in National Education Week classroom visitation activities, and family events. Title I Budget: STEM Night Stipends - $1,166.40 Materials - $300 Reading Information Meetings -Stipends - $97.20 PARCC Workshop- Stipends - $255.15 Math Day Materials- $397.85 PreK/K packets - $500 Laminating - $460 Food for Parent meetings - $481 Parent Newsletter paper - $500	**As scheduled**	**Whitney Stoner, Family Engagement Team Chair**
Educate school personnel on how to work with parents as equal partners in their child's education.	Parents are active participants on the Family Engagement and Leadership Teams. Their comments are valued and shared with staff. Surveys are completed after parent activities and results are shared. Article informing staff of how to work with parents as equal partners will be shared by e-mail prior to spring conferences.	**Monthly**	**Scott Sisler, Principal**

Coordinate and integrate orograms to increase parent nvolvement such as the Judy Center and other community esources like the Health Dept., Library, Head Start, etc.	The Judy Center is located in South Penn School and provides many opportunities for families and students including monthly literacy nights, nutrition activities and other special programs.	**Ongoing**	**Dan Snyder, Case Manager**
	The Health Department provides flu mist clinics, dental screenings and sealants, and offers health information to families throughout the year.	**Ongoing**	**School Nurse**
	The Allegany County Public Library provides library cards to all students and schedules programs as requested.	**Ongoing**	**Public Library**
	Head Start offers PreK programs to children. Transportation is provided. Joint registration occurs in April.	**Daily**	**Scott Sisler, Principal**
	The Lions Club provides vision screening for PreK students.	**As scheduled**	**Scott sisler, principal**
Ensure information is presented n a format and/or language oarents can understand.	School messages are sent via the Blackboard system so parents are notified of school events by email or phone. School communications are sent home on a daily basis in jargon free language. The south Penn Family Engagement page has been implemented on Facebook. The principal gives access only to parents/families upon request.	**Ongoing**	**Scott Sisler, Principal**
Ensure accessibility for parents vith limited English proficiency, oarents with disabilities, and oarents with other hardships to ully participate in parent/family engagement opportunities.	Translation is available upon request. School is handicapped accessible.	**As needed**	**Scott Sisler, Principal**
ew the Effectiveness The effectiveness of the school's oarental/family engagement activities will be reviewed.	Evaluation surveys are given at each parent activity and survey results and are talled and shared with staff. Parent surveys are given to all families in February and March to gain perceptions about	**Ongoing**	**Scott Sisler, Principal**

	school and Title I programs.		
e Epstein's Third Type of nvolvement Volunteering	**Outdoor School Chaperones** **Homeroom parents** **Classroom activities** **Weekly parent workshops** **School Leadership, Family Engagement, and PBIS Teams** **First Lego League** **Field Day Stations**	**Ongoing**	**Scott Sisler, Principal**

(II.

onal Community for Teachers and Staff- Standard 7

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

fessional Learning Title: Striving Readers Grant
e (s): September - June 2018-2019
ation and Time: Ongoing
nded Audience: PreK - 5

at changes are expected to occur in the classroom as a result of this professional learning? Improved literacy instruction

at knowledge and skills will the participants attain in this professional learning to make these changes happen? The goal is to increase
orous instruction through modeling, planning, and collaboration. Coaches meet with grade level teams, monthly to plan and provide additional
ources.

v will you measure the implementation of the the knowledge and skills in the classroom? Administration walk-throughs and observations,
native assessment, teacher SLOs

fessional Learning Title: Peer Coaching and Reflective Teaching
e (s): October - June
ation and Time: Ongoing

nded Audience: PreK - 5

at changes are expected to occur in the classroom as a result of this professional learning? A highly effective math instructional block.
ichers will be able to share best practices and strategies that result in higher student achievement.

at knowledge and skills will the participants attain in this professional learning to make these changes happen?
achers will be able to identify a variety of different aspects of their lessons for their partners to observe and collect information on.
ese include organization of the lesson, teacher's time management, students' performance on tasks, time-on-task, teacher questions
l student responses, student performance during pair work, classroom interaction, class performance during a new teaching activity.
achers will gain a number of insights about their own teaching and their students learning.

v will you measure the implementation of the the knowledge and skills in the classroom?
ninistration walk-throughs and observations, formative assessment, teacher SLOs, benchmark assessments and PARCC results.

fessional Learning Title: i-ready
e (s): October 2018, February 2019 and May 2019
ation and Time: South Penn /
nded Audience: K-2

at changes are expected to occur in the classroom as a result of this professional learning?
re consistency in instructional practices aligned with PARCC expectations.

at knowledge and skills will the participants attain in this professional learning to make these changes happen?
n a deeper understanding of Ready Common Core Curriculum and Iready diagnostic data including interpreting and responding to the data
ough development of small groups.

v will you measure the implementation of the the knowledge and skills in the classroom?
e of iready assessment data and change in instructional practices. Daily formative assessment data used during team planning and
ructional conversations.

I.
nt Plan

vill the plan be shared with the faculty and staff?
e School Improvement Plan is adopted by the Leadership Team and reviewed by the staff of the Board of Education, it will be

ted at a faculty meeting and distributed in digital format to the entire faculty and staff through Google Drive.
vill student progress data be collected, reported to, and evaluated by the SIT?
S will be administered in September, January and May by classroom teachers. Reading intervention teachers will record data and
e statistic charts to be shared and discussed at grade level data meetings. Reading Benchmark data will be recorded on classroom
student growth charts. This data will be monitored by the Reading Specialist and Administration. Reading Intervention Teachers will
ie Reading Leadership Team and the Leadership Team informed of progress on all reading milestone data.

3-5 Imagine Math beginning, middle and end of year screeners are administered. Grade K-2 i-Ready diagnostic screeners beginning,
and end of year are administered. Grade 3-5 monthly PARCC like tasks that are aligned to instructional standards are given. Math
narks used for grade level SLO's data will be recorded quarterly. Data will be monitored and discussed at grade level data meetings
l be reviewed by the Math Leadership Team and reported back to the Leadership Team. The math focus team will continue to look at
actices and will share findings with grade level teams.

vill the SIP be revised based on student progress and the method(s) used to measure student progress?
hool Improvement Plan is considered a "living" document. Milestone and assessment data will be disaggregated and reviewed to
ine if sub-group performance is improving. The overall effectiveness of the program will be assessed based on data results and
response to instructional strategies addressed by the school improvement document. Teacher and administration collaborative
sations will also be used to evaluate the effectiveness of the the School Improvement plan strategies being implemented. Revisions
made based on the findings of both the collaborative conversations and review of data.

role will classroom teachers and/or departments have in implementing and monitoring the plan?
sroom teachers will have access to the SIPlan through **Google Drive** and a condensed outline version of the Reading and Math
es. Teachers will be aware of identified school goals and proposed activities and the steps to be taken to fully implement the plan.
Data meetings teachers will discuss, review, and analyze data and monitor/update progress of the SIP.

vill the initial plan be shared with parents and community members?
tial plans identified areas of needs and responses to them are shared at the initial Title I parent meeting. The plan is available via the
Penn website.

vill revisions to the SIP be presented to the staff, parents, and community?
s to the plan will be uploaded to the school's website. Revisions to the plan will be shared during coffee with the principal and at
ated PTO meetings. The staff will receive updates to the plan and will have discussions in regards to instructional shifts needed
action leadership team meetings and grade level team meetings.

assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?
office staff provides technical support, professional development opportunities, and assistance in the on-going school program. Mr.
ogsdon, Supervisor of Federal Programs; Mrs. Dee Blank, Supervisor of Elementary Education; and Mr. Mike McGowan, Supervisor

ientary Education, or their representative provide technical assistance and support, for the mission of South Penn School. Title I Support Specialist, Ellen Sause, funded by the Federal Office offer technical support. Mrs. Sause is also a member of South Penn's ship Team and meets regularly with the SIT Chair and administration to discuss Title I expectations and goals. Amanda Boone, funded math specialist, and Donna Beeman, locally funded ELA specialist, also provide assistance to the South Penn staff. Mrs. and Mrs.Beeman have been assigned to South Penn to provide needed assistance in mathematics and ELA. Both specialists rate with the administration, Stacey Bradley, Reading Instructional Coach, Jennifer Ramsey, Math Instructional Coach, Karen Snurr, ntion Coordinator/SIT chair, and the focus team chairs to analyze data, provide professional development opportunities, and other nal specific requests.

e approximate dates and/or calendar for sharing, monitoring, and revising the plan.
ry 2019 - Sharing with faculty and staff at faculty meeting
ng- Monitoring/Revising the plan

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

rint and Sign)	Affiliation/Title
t Sisler Sarah Sisler	Principal
a Welsh Shayna Welsh	Kindergarten Teacher
i Whetzel Lori Whetzel	Kindergarten I.A
n Brinsfield Mattlyn Brinsfield	Media Teacher
en Finsler Lauren Finsler	5th Grade Teacher
Corley Sheri Corley	2nd grade teacher
Stoner Whitney Stoner	Resource Teacher
a Ricker PRicker	1st grade teacher
y Bucy Christy Bucy	4th Grade teacher
e Middle Celeste Middle	3rd Grade teacher
ny Ramsey Jenny Ramsey	Math Coach
anda Boone Amanda Boone	Math Specialist
y Paris Lindy Paris	3rd gr. teacher
en Snurr Karen Snurr	Reading Intervention
a Fairall Lisa Fairall	AP
y Garver Peggy Garver	Gr. 1 Teacher
alie Glass Natalie Glass	PK3 Teacher

Allegany County Public Schools

2018 – 2019 School Improvement Plan

Title I Schools – Four Components

omponents section is an elaboration of the School Improvement Plan.

Component 1 – COMPREHENSIVE NEEDS ASSESSMENT

ieavy emphasis on completing a comprehensive Needs Assessment since this will be the basis for utilization of Title I funds by the school. ı should address the academic achievement of students in relation to meeting the challenging State academic standards. It should address the needs of those children who are failing or who are at-risk of failing to the meet these standards.

Component 2 – SCHOOLWIDE REFORM STRATEGIES

evidence-based strategies that the school will implement to address school needs. Include a description of:
v each strategy will provide opportunities for all children including each subgroup to meet the State's challenging academic standards.
ategies are tied to an identified need and have a purpose

methods and instructional strategies that strengthen the academic program of the school, increase the amount and quality of learning e, and help provide an enriched and accelerated curriculum. These *may* include programs, activities, and courses necessary to provide a l-rounded education

lress the needs of all children in the school with activities that *may* include: counseling, school-based mental health programs, specialized ructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject area; prepare and awareness of opportunities for post-secondary education and the workforce; implementation of a schoolwide tiered model to prevent l address problem behavior, and early intervening services which coordinate with IDEA; professional development and activities for school sonnel to improve instruction and use of data from academic assessments; strategies for assisting preschool children in the transition from ly childhood programs to local elementary programs

Component 3 A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT

developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan achers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible, tribes and tribal ıs present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.

Component 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

equires Title I schools to include parent and family engagement strategies in the schoolwide plan. Strategies for reaching hard-to–reach ilies should be included.

omponent 4 – COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS

te and applicable, identify programs such as violence prevention, nutrition, housing, Head Start, adult education, career and technical rograms developed in coordination with other Federal, State and local services, resources and programs that are utilized in your school.

ehensive Needs Assessment of the entire school takes into account information of the academic achievement of children in relation to the State academic standards, particularly the needs of those children who are failing, or who are at-risk of failing, to meet the challenging emic standards. [1114(b)(6)]

ehensive Needs Assessment leads schools to consider multiple data sources such as PARCC, benchmark, Imagine Math, attendance, ulture/climate etc. Student, teacher, school and community strengths/weaknesses should also be addressed. A thorough assessment will s to identify strategies that will promote academic success for all students.

sider:
at types of qualitative and quantitative data are being collected? (culture/climate, demographics, student performance, student attendance, avior and family and community involvement) Consider using interviews, focus groups or surveys.
at are the strengths of students, teachers, school and community? What are their needs?
at are the contributing factors to academic strengths and needs?
v is the data being used by administration, teachers and parents to guide decisions and instruction?
v is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
v is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

nation identifying areas of strength and areas of need may be found on the following pages:

Needs Assessment	pages 15-23
h Needs Assessment	pages 24-34
ence Needs Assessment	pages 34
SS Practice Profile	pages 37
ly Learning	pages 13-15
ndance Needs Assessment	pages 10-11

reform strategies are implemented in order to:

Provide opportunities for all children, including each of the subgroups of students as defined in 1111c(2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well-rounded education; (1114(b)(7)(A)(ii)
Address the need of all children in the school, but particularly the needs of those at risk of no meeting the challenging State academic standards. (1114(b)(7)(A)(iii)

sider the following:

- How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies?
- How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc?
- What evidence is being collected to demonstrate the effectiveness of reforms?

College and Career Ready Standards for ELA is utilized for ELA instruction. In Fall 2010, the 2011 *Treasure Series* from Macmillan l was implemented as the core reading program during the 120 minute language arts block. Research based strategies and best practices ndation of the instructional program. Include reading intervention programs such as ERI, Read Naturally, SRA, Fundations, Wilson Reading, chart. ELA benchmark tests, *DIBELS Next* and the *Scholastic Reading Inventory* are available to use as assessment tools.

meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 15-23. Please e chart with additional best practices and strategies that support ELA achievement.

tion of Problem and pporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
a indicate that 38 out), in the Economically ged subgroup met a 5 on the PARCC ELA t. 126 out of 164 7%, scored a level of ncy. PARCC data indicates ss rate with a gap of een non economically ged students o those who are ly disadvantaged. PARCC data indicates s rate with a gap of een non economically ged students o those who are ly disadvantaged. ARCC data indicates ss rate with a gap of een non economically ged students o those who are ly disadvantaged.	Read Naturally Live: - Christ & Davie - effect size .66 fluency and accuracy Arvans - .81 for fluency Tucker & Jones - .51 accuracy, .75 fluency	ELA PARCC scores will show a decrease in the gap between the economically disadvantaged and the non economically disadvantaged subgroups in grades 3, 4 and 5	Read Naturally Live subscription - $1,100

	Accelerated Reader - In the elementary grades, when we examined growth relative to students' peers, kids using Accelerated Reader had higher SGPs, and the better the program was implemented, the more likely students were to achieve accelerated rates of growth. For grades 3 through 5 (where college- and career-readiness benchmarks begin), Accelerated Reader users were more likely to be proficient, which rose with better use of the program	ELA PARCC scores will increase	Accelerated Reader - $3,145.50
	Students will have access to appropriate instructional materials	ELA PARCC scores for Free and Reduced Meal students will increase	Materials to support ELA instruction - $1,347.16 FEC materials for teacher workshops - $760

College and Career Ready Standards for Math is utilized for math instruction. The 2012 *enVISION* series by Pearson is utilized as the core d is based on the NCTM Standards. Teachers utilize this math resource to implement the math pacing guide. Math benchmarks are r use in grades PreK-5 three times during the year. PreK and Kindergarten also administer an end of year benchmark. PARCC-like tasks he math specialists are available for students to use on a monthly basis. Imagine Learning Benchmark tests are administered throughout ease complete the following chart to include the page number of the SIP where the program or practice can be found.

meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on pages 24-34. Please e chart with additional best practices and strategies that support math achievement.

tion of Problem and pporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
PARCC data indicates s rate with a gap of ween students of non disadvantage to those of economic ge. PARCC data indicates s rate with a gap of ween students of ho are non special students compared to are students who are eceiving special services.	iReady Math - Meets level 3 Promising Evidence criteria Cohen Effect sizes - K - .52, Gr 1 - .41, Gr 2 - .44 Effect size for FARMS - .45 Effect size for Special Education - .40 Computer assisted technology: Hattie effect size - 0.37 Imagine math - Evidence for essa: strong rating	PARCC scores will show a decrease in the gap between students of the non economic disadvantaged subgroup and the economic disadvantaged subgroup in grade 3 and between the grade 5 non-special education and special education subgroups	Ready Common Core: Materials - $3,250 Web based $7,500
	Students will have access to appropriate math instructional materials	Math PARCC scores will increase	Materials to support math instruction - $1,347.16 FEC materials for teacher

			workshops - $760

ICE NEEDS OF STUDENTS

tion of Problem and pporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy

AL SERVICES

37-38 for data and strategies that will be implemented for behavioral support.

tion of Problem and pporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
ck communication and aboration skills es indicate that 48% te readiness in Social ons when they enter en. Overall data show students demonstrate ss to enter school.	*Second Step* Program	Students will demonstrate the use of *Second Ste*p strategies.	$

ERVENTION

rvention services to address student needs are provided. Please list these services.

tion of Problem and	Evidence Based Strategy	How will the success of this	Title I Funding Needed to

pporting Data		strategy be evaluated?	Implement Strategy

ONAL DEVELOPMENT

l development is an ongoing commitment. Supervisors provide county staff development related to the state curriculum, best teaching nd differentiated instruction. School level teams continue these professional development initiatives at the school level. In addition, specific professional development activities identified in the needs assessment process are included in the School Improvement Plan. ELA and mark assessments, *DIBELS Next*, Imagine Math Learning, i-Ready diagnostic screeners, Scholastic Reading Inventory and unit tests are monitor student progress and drive instructional changes. The goal of professional development is to provide teachers with effective l strategies that will increase achievement for the identified subgroups.

ase see School Improvement Plan:

ELA	pages 15-23
Math	pages 24-34
Science	pages 34

below are additional Professional Development activities that will support the implementation of the plan, but are not listed in the plan due w focus on subgroup performance.

Professional Development Calendar/Funding Table

vity	SIP Alignment	What / How Content/Process	Date(s)	Presenters	Funding Source
h	Math	Use of iReady online programs to assess and provide math interventions to K-2 students	September 2018 2 more dates	Curriculum Associates	Provided with purchase of program

			TBA		
Meetings	ELA/Math	Grade level teams meet to discuss instructional needs of incoming students.	April/May 2019	Teachers	Title I - Stipends $2,232
anning	ELA/Math	Grade level teams meet to address first quarter instructional long term planning to meet student needs.	August 2019	Administrators	Title I Stipends - $2,387.84
ation	FARMS Special Education	Teachers received training on how to use Lego kits on simple machines in order to increase collaboration, communication, creativity and critical thinking.	October 23-25, 2018	Lego Education	Title I Districtwide Initiative
d One	FARMS Special Education	Teachers received a book of games to use in math using foldable rulers, dice, etc. to increase opportunities for differentiation for small groups.	October 25, 2018	Title I Staff	Title I Districtwide Initiative

ES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

	DATE/TIMELINE
ith Head Start and PreK Teachers	May 2019
eports provided by Head Start for entering Kindergarten students	May 2019
Kindergarten Parent interviews	August 29-30, 2018

ning	September 2018
gs	Ongoing
Kindergarten Orientation Meetings	May 2019
ation with Head Start and Pre-K	April 4-5, 2019
ion between Head Start and Pre-K	Ongoing
Bus	Fall 2018
e	August 27, 2018
meetings between Pre-K and K	April 2019
meetings between K and Grade 1	April 2019
meetings between Grades 1-5	April 2019
meetings with middle school staff	April 2019
sis meetings	Quarterly
ddle school visitation	May 2019
I Meeting	September 20, 2018

/ COUNTY PUBLIC SCHOOLS **COMPONENT 3 A**
JDENT SUCCEEDS ACT **PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT**

ment of parents, families, community members and stakeholders is an important factor in providing for the success of students. 1114(b)(2)

g persons were involved in planning the parent and family program for the 2018-2019 school year. Representatives should include: ily members; teachers; paraprofessionals; special educator; school staff; administrators; tribal representatives, if applicable; community takeholders; LEA representative; and technical assistance providers.

Name	Role
Whitney Stoner	Family Engagement Team Chair
Scott Sisler	Principal
Tessa Fairall	Assistant Principal
Lauren Spangler	Special Education Teacher
Nancy Smith	PreK Teacher
Chris Baker	Kindergarten Teacher
Peggy Garver	Grade 1 Teacher
Kelly Hillegas	Grade 2 Teacher
Celeste Middle	Grade 3 Teacher
Christy Bucy	Grade 4 Teacher
Amanda Helmstetter	Grade 5 Teacher

Kim Foote	Special Education Teacher
Laura Breeding	School counselor
Dan Snyder	Judy Center
Cheryl Fradiska	Special Education Instructional Assistant
Susan Sommers	Special Education Instructional Assistant
Teresa Taylor	Special Education Instructional Assistant
Julie Thomas	Special Education Instructional Assistant
Kelly Steckman	Special Education Instructional Assistant
Amanda Davis	Parent
Sarah Panone	Parent
Rachel Stewart	Parent
Stephanie Cole	Parent
Steve Monington	Community Representative - Pastor
Hannah Eisenhour	Family Engagement Coordinator

Y COUNTY PUBLIC SCHOOLS **COMPONENT 3 B**
UDENT SUCCEEDS ACT **STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

n the school recognize the importance of the home-school connection. Involving parents/families in the school is a crucial step toward
student performance. The Allegany County Public Schools' Parent/Family Engagement Policy is published and distributed in September to
in all Title I schools. Title I schools also post a copy of the policy on their Title I bulletin boards or in their parent resource centers. Each
onjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is posted and also distributed to parents.

gagement Coordinator is on-site at South Penn Elementary School for three days per week. In this position, the Family Engagement
reaches out to parents to build positive relationships between the home and school through individual communication, works with school
ors to help build a strong parent program, and builds enthusiasm for parent/family involvement in the school.
encouraged to be involved in the education of their child(ren) in a variety of ways. ESSA identifies six requirements designed to build parents'
be involved in school. Strategies designed to ensure the implementation of these requirements are found in the school's Parent/Family
nt Plan. Please include strategies for how to reach parents/families which are hard to reach.

sider the following:
hool Parent Compact
v will parents, families and community members be involved in developing the schoolwide plan?
v will teachers, principals and other school staff be involved in developing the schoolwide plan?

r to the Parent/Family Engagement section on pages 38-43 for a description of the implementation of these standards.

/ COUNTY PUBLIC SCHOOLS	**COMPONENT 4**
JDENT SUCCEEDS ACT	**COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES AND PROGRAMS**

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

Service	Service Provider	Explanation of Service
	ACPS	School nurse provides health support to students and their families.
Program	Head Start	Head Start provides additional opportunities for students to gain readiness, academic skills and social skills.
onal, or academic	School Counselor .5 Title I Support Teacher	School counselor provides weekly classroom lessons on character traits and coordinates school initiatives such as Red Ribbon Week, Career Day. The Title I Support Teacher meets with individuals and small groups to provide social skills and behavior support to identified students.
arning time udents with low chievement	ACPS	A locally funded Afterschool Program provides homework and nutritional support to identified students.
d instruction	Classroom Teachers Special Education Staff	Teachers provide differentiated instruction through small group instruction and flexible groups. iReady data is utilized to assess needs.
instruction	Teachers Special Education Staff Instructional Assistants	Classroom teachers,instructional assistants and special education teachers provide opportunities for small group instruction to reinforce skills as identified by student performance.
general education	Special Education Staff Instructional Assistants	Special education staff and instructional assistants support the regular education teachers through inclusion of all students. They provide accommodations and modifications as needed.

to families based l needs	Pupil Services Team Judy Center	Pupil Services Team meets weekly to identify needs of families and offers support for attendance issues and family needs. Through parent questionnaires and home visits, The Judy Center identifies family needs and provides them with contact services.
ening	Allegany County Health Department	Students are provided with dental screening and sealants.
ening	Lions Club	Lions Club members provide vision screening for early childhood students.
eening	Allegany County Health Department	ACHD provides hearing screenings to all students.
emotional support	Allegany County Health Department	Mental health counselors meet with individual students to assist them with counseling and mental health issues.
d academic	Special Education	Learning Assistance Program supports students with academic and behavior goals.
ipport	School staff Allegany County Health Department	PBIS Program promotes positive behavior by having a uniform program that focuses on school goals. KIDS Program offers support to identified students with behavioral needs.
pport	Local churches Community groups Judy Center	Weekend Backpack Program offers nutritional support to students with needs. Holiday food baskets are offered to support families. Summer Lunch Box Program is offered by community groups to supply children with supplemental food throughout the summer months. The Judy Center sponsors nutrition workshops and offers fresh vegetables and fruits to families in a food fair setting.
	Allegany County Department of Social Services	Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students.
plies	ACPS Community Groups	Schools, through local funding, provide basic school supplies to students. Stuff the Bus Program also provides school supplies and backpacks to identified students. Faith-based partners provide school supplies.
es to discuss child	Classroom Teachers	Parent Conferences are scheduled on October 2, 2018 and March 4, 2019 and on an as requested basis.

ervention programs	Reading Intervention Teacher Title I Staff Special Education staff	ERI, Fundations, Read Naturally, SRA, Wilson , The Heggarty Program, and Orton Gillingham are used to support students who are performing below bench mari in the area of reading as identified by DIBELs Next and the Scholastic Reading Inventory. These interventions help to close the achievement gap
ention programs	School staff	Identified students are given the opportunity to practice math facts and are rewarded for their progress. iReady math has been implemented to provide K- 2 students with online pathway and instruction in skills identified through screening as areas for growth as well as specific standards assigned by the math teacher. Imagine Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child. This program is for students in grades 3-5. Incentives are given with passed lessons in both i-Ready and Imagine Math.
n of student areas	Kindergarten teachers	KRA (Kindergarten Readiness Assessment) is administered to identify students with needs in the areas of Social Foundations, Language and Literacy, Math and Physical Well-being and Motor Skills.
Technical Programs	School counselor	Career Day is held. Students are given a variety of experiences to hear about the kinds careers that are available.
to address student needs	ICT Classroom Teachers Special Education Staff ELA/Math Specialists	ICT and data analysis meetings are held regularly. Student data is reviewed and instructional plans are adjusted to meet these needs.
earning Time	Special Education	Extended School Year services are offered to students based on IEP requirements during the summer.
ness	School Resource Officer	D.A.R.E. Program is offered to Grade 5 students to provide education regarding substance abuse and to assist them in making good choices in abuse issues.
to families of young	Judy Center Staff Infants and Toddlers Staff Striving Readers Coach	Judy Center and the Infants and Toddlers Programs provide monthly literacy programs. A literacy coach works with early childhood teachers and community groups to provide effective literacy strategies to young children.
to support	ACPS	Title I funding provides homeless students with financial assistance to enable

tudents		students to remain in the home school, educational programs, acceptable “social-school” activities as well as Title I-like academic services.
ition programs	Allegany College of Maryland	The GED program is offered for adults.
evention Programs	ACPS	Safety drills are held on a regular basis including: fire, earthquake, active shooter. School Resource Officers are assigned to schools on a daily basis.

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

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

hools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition,
ng is utilized to supplement the local funding. Included are the proposed budgets for FY 19.

FY 19 Coordination of Funding Sources

ty	Title I Funds	Title II Funds	Local Funds	Judy Center	Other Funding Source	
l nt	$4,619.84			$187,400		
ay ar						
	$17,102.66		$34,403	$24,100		

ixed						
mily nt	$4,813.70					
			$3,000			
			$1,900			
e			$8,892			
			$3,830			
				$7,200		

Title I Budget 2018 – 2019

Instructional Program: $17,102.66 (includes FEC)

Materials (includes “equipment” under $3,000) **$4,597.16**

on	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
	Ready Common Core Mathematics		$3,250	FARMS Special Education

adin	Materials to support Math and Reading instruction		$1,347.16	FARMS Special Education

Web-based $11,745.50

on	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
	i-Ready (grades K-2)		$7,500	FARMS Special Education
ding	Read Naturally Live		$1,100	FARMS Special Education
ding	Accelerated Reader		$3,145.50	FARMS Special Education

FEC Materials $760

n	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
h	Workshop Materials for teacher instructional materials	$760	$760	FARMS

				Special Education

Title I Budget 2018 – 2019

Professional Development: $4,619.84

Stipends / Substitutes

,619.84

n	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
h	Articulation Meetings	12 subs x $93 x 2 days	$2,232	FARMS Special Education
h	Summer Planning Meetings	4 hours x $22.96 x 26 Teachers	$2,387.84	FARMS Special Education

ends: Teaching- $24.30 Non-Teaching-

4 Year- $93.00 2 Year - $78.00

Title I Budget 2018 – 2019

Parent/Family Engagement: $4,813.70

Stipends $2,174.85

ction	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
I amily ment	PARCC Workshop for Parents	7 teachers x $24.30 x 1.5 hrs	$255.15	FARMS Special Education
amily ment	Open House/ Meet the Teacher Night	27 teachers x $24.30	$656.10	FARMS Special Education

amily ent	STEM Night	24 teachers x $24.30 x 2 hrs	$1,166.40	FARMS Special Education
amily ment	Reading Information Meetings x 2	2 teachers x 24.30 x 1 hr x 2 sessions	$97.20	FARMS Special Education

ends: Teaching- $24.30 Non-Teaching-

Materials $2,638.85

***Food Allowance – 10% = $481.37 (Per person: Light snack-$2-$3, Breakfast-$3-$5, Lunch-$5-$8, Dinner-$8-$11 or less)**

tion	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
l amily nent	Food for Parent Meetings	$481.00	$481.00	FARMS Special Education
amily nent	STEM Night Materials	$300.00	$300.00	FARMS Special Education

amily nent	Laminating Materials	$460.00	$460.00	FARMS Special Education
amily nent	Math Day Materials for parents	$397.85	$397.85	FARMS Special Education
amily nent	Materials for PreK and K take home packets	$500.00	$500.00	FARMS Special Education
amily nent	Paper for Parent Newsletters	$500.00	$500.00	FARMS Special Education