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**SECTION I
INTEGRATED EDUCATIONAL FRAMEWORK**

A. Mission, Vision, and Core Values

Mission Statement

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

Vision

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

Core Values-

**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**

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

Name (Print and Sign)	Affiliation/Title
Scott Sisler	Principal
Tessa Fairall	Assistant Principal
Karen Snurr	Reading Intervention/SIT Chair
Stacey Bradley	Reading Coach/Reading Leadership Team Chair
Jennifer Ramsey	Math Coach/Math Leadership Team Chair
Rebecca Ricker	First Grade Teacher/PBIS Chair
Whitney Stoner	Art Teacher/Family Engagement Team Chair
Celeste Middle	Third Grade Teacher/Family Engagement Team Co-Chair
Donna Beeman	County Reading Specialist
Amanda Boone	County Math Specialist
Margaret Garver	1st Grade Teacher
Ellen Sause	Title I Specialist
Shayna Welsh	Kindergarten Teacher
Sindy Paris	3rd Grade Teacher
Lauren Spangler	Special Education Teacher
Christy Bucy	4th Grade Teacher

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Kaitlyn Rodbell	Media Specialist
Natalie Glass	Pre-K Teacher
Sheri Corley	2nd Grade Teacher
Lauren Finster	5th Grade Teacher
Laurie Whetzel	Paraprofessional
Jennifer Miller	Special Education Teacher
Nancy Smith	Pre-K Teacher

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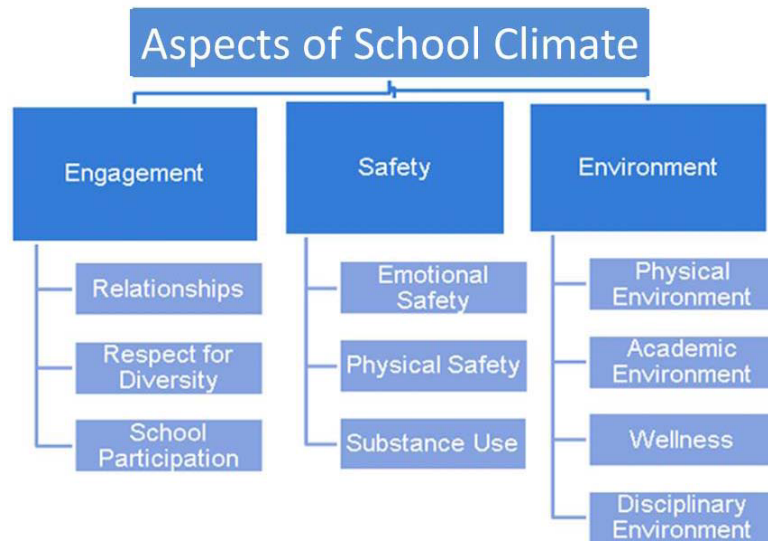
1. What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school and community? First a confirmation of common goals among all stakeholders is established. Common values and beliefs are recognized and established. Stakeholders then collaborate to determine what great teaching and learning should look like. Goals are set and a direction for growth is established. Ongoing opportunities for revisiting/reviewing the vision are provided. Leadership/Leadership Teams work towards a common goal and focus with decision making being aligned with the mission and vision. Building capacity of our teacher leaders for continuous growth of all teachers and staff.
2. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur?
August 2017, December 2017 - January 2018
3. 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? Upon reflection we have realized that our vision had become our mission. Therefore we have changed our vision and mission statements to align with our evolving practices .

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. How does it make people feel? Safe? Welcomed? Connected?

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**U.S. Department of Education's
Safe and Supportive Schools Model**

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.

In narrative or bulleted form, address your school’s **climate, culture, and inclusive community**. (Refer to Professional Standards for Educational Leaders- Standards 2, 3 and the graph Aspects of School Climate) Please consider answering the following questions in your response.

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

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

The school – wide PBIS program addressed problematic behaviors closely by emphasizing positive behaviors on a regular basis through the use of a more proactive approach by the administration, teachers, and staff and through support from the PBIS/Climate team. South Penn continues to embrace Arts Integration, which increases student engagement through UDL practices and supports increased student understanding and learning in a differentiated approach.

When considering the culture of South Penn, we refer back to our shared core values:

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

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**SECTION II
SCHOOL DEMOGRAPHICS**

A. Staff Demographics

STAFF DATA 2017-2018 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	0	40	40
Itinerant staff	9	3	12
Paraprofessionals	8	17	25
Support Staff	1	3	4
Other	2	12	14
Total Staff	20	77	97

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
Percentage of faculty who are: <ul style="list-style-type: none"> ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s) 	100%	100%	100%	100%
For those not certified, list name, grade level course	n/a	n/a	n/a	n/a
Number of years principal has been in the building	2	3	4	5
Teacher Average Daily Attendance	94.1	94.8	94.0	

B. Student Demographics

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Table 3: SUBGROUP DATA			
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
American Indian/Alaskan Native	n/a	n/a	n/a
Hawaiian/Pacific Islander	≤10	n/a	n/a
African American	32	28	45
White	447	432	426
Asian	n/a	≤10	3
Two or More Races	46	67	80
Special Education	107	103	115
LEP	n/a	n/a	n/a
Males	272	283	290
Females	259	247	264
Total Enrollment (Males + Females)	531	530	554

FARMS RATE Used for School Year	2015-2016	2016 – 2017	2017-2018
Percentage as of October 31 of Previous School Year	73.91%	76.72%	74.34%

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C. Special Education Data 2017-2018 School Year (As of September 30, 2017)

Table 4

Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	≤10	06 Emotional Disturbance	≤10	12 Deaf-Blindness	n/a
02 Hard of Hearing	n/a	07 Orthopedic Impairment	n/a	13 Traumatic Brain Injury	n/a
03 Deaf	≤10	08 Other Health Impaired	24	14 Autism	≤10
04 Speech/Language Impaired	40	09 Specific Learning Disability	11	15 Developmental Delay	25
05 Visual Impairment	≤10	10 Multiple Disabilities	≤10		

SECTION III

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ADMINISTRATIVE LEADERSHIP

1. What is the role of the principal in the School Improvement Process at your school?
Facilitating the process of achieving and maintaining a shared mission and vision. Setting and establishing direction for the Leadership team.

2. What is the purpose of your school leadership team in the School Improvement Process?
Analyzing and reflecting on data, Shared decision making, Building the capacity of other teachers and staff. Math Leadership Team, Reading Leadership Team, Behavior Leadership Team and Family Engagement Leadership Team all work collaboratively to carry out the plan and evaluate progress.

3. Does your school improvement team (SIT) represent your entire school community, including parents/guardians?
The school improvement team (SIT) and the Leadership Team are one team. There are chairs from each Leadership Action Team, county reading and math specialists, teacher grade level representatives from PreK-Grade 5, special education/inclusion teachers, paraprofessionals and parents on the School Improvement/Leadership Team.

4. What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes?
 - Title I Parent Meetings
 - Parent Surveys
 - Leadership Action Teams

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

PRINCIPAL SLO 1

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
The content focus is ELA with attention on the foundational skills for accurate and fluent reading. All 1st and 2nd grade students have been selected.

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

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Beginning, middle and end of year DIBELS data will be collected focusing on the composite score. The DIBELS Composite Score is a combination of multiple DIBELS scores and provides the best overall estimate of the student's early literacy skills and/or reading proficiency.

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
In hopes of closing achievement gaps, the SLO will focus on foundational reading skills.

4. Describe what evidence will be used to determine student growth for the SLO.
DIBELS composite benchmark scores and progress monitoring scores. Based on the data gathered, instructional adjustments will be made as needed.

PRINCIPAL SLO 2

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
The content focus is Math Numbers and Operations Fractions. A total population of 76 students in Grade 3 – 41 males/ 34 females – 17 IEP's. Both of these groups of students will be in their second year of total instruction aligned with the Maryland College and Career Ready Standards.

2. Describe the information and/or data that was collected or used to create the SLO.
The 2016-2017 Math Benchmark data for grades 3 shows a need for improvement in the area of Numbers and Operations Fractions. Third grade 2016-2017 pre-benchmark scores show a mean of 11%. Grade 3 post benchmark score for Numbers and Operations Fractions for 2015-2016 = 41.0% and 2016-2017 = 48.0% proficient. PARCC 2017 data for Grade 3 shows that 54% did not meet/partially met expectations, 21% were approaching expectations, 25% at met or exceeded major content which includes topics of fractions.

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
Math scores across grades 3, 4, and 5 indicate needs for improvement. Number and Operations in the area of Fractions is a major cluster at all three grade levels. The foundation for fractions begins at the 3rd grade level therefore,

4. Describe what evidence will be used to determine student growth for the SLO.
Weekly formative assessment data. The third quarter post benchmark data will be used to measure individual student growth.

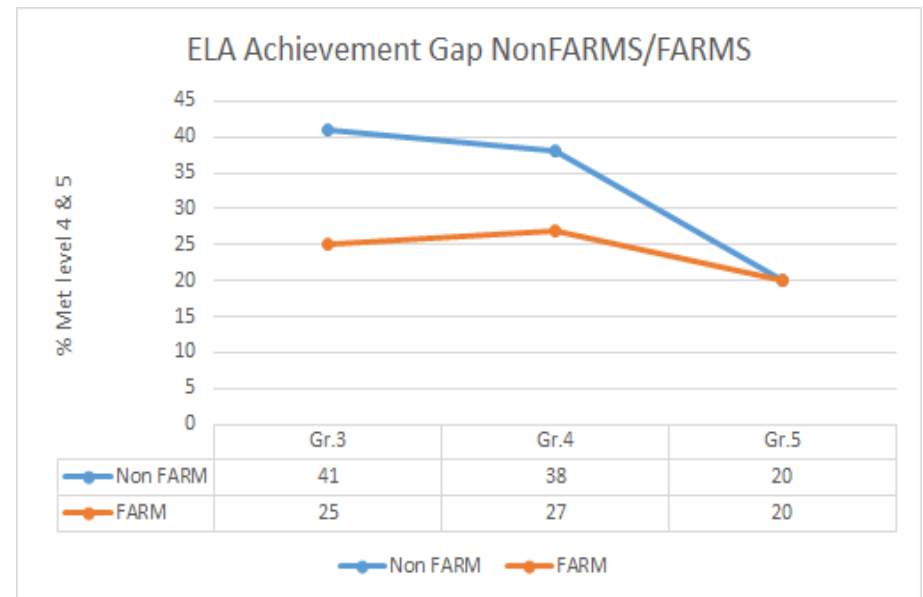
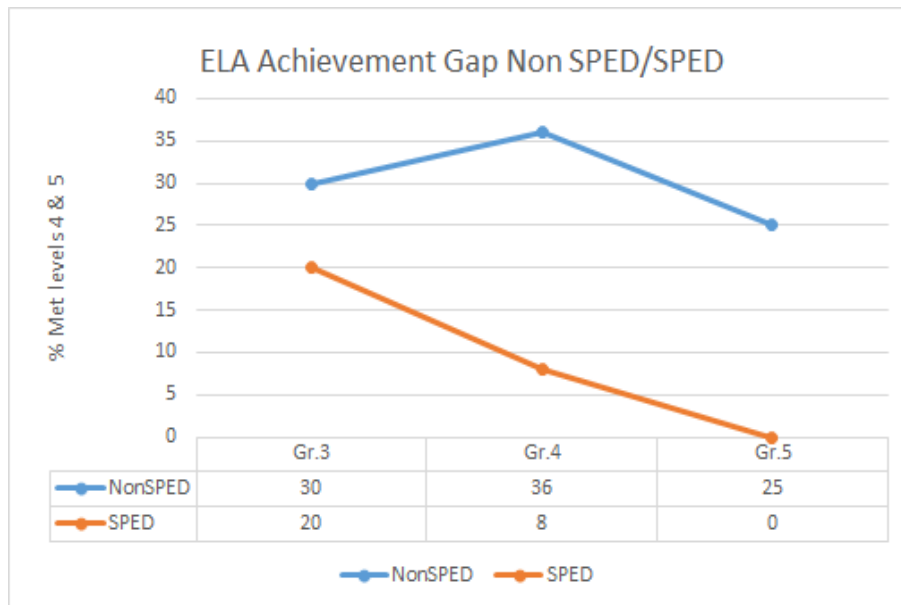
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SECTION IV ACADEMIC PROGRESS

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

A. In your analysis of ELA 3-5; 6-8; 10 for FARMS, SE and subgroup data, please address the following for students in your school:

1. Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.



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- What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?
- Use the ACPS Goal Planning Process
 - What is the Issue?

The Economically Disadvantaged subgroup in grades 3-4 ELA shows insufficient progress.

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

PARCC data indicate that 38 out of 156, 24%, in the Economically Disadvantaged subgroup met a level of 4 or 5 on the PARCC ELA assessment. 118 out of 156 students, 76%, scored a level of 1-3 proficiency.

Grade 3 - PARCC data indicates a 19.5% Pass rate with a gap of 16% between students of non economically disadvantaged compared to those of economically disadvantaged.

Grade 4 - PARCC data indicates a 19.1% Pass rate with a gap of 11% between students of non economically disadvantaged compared to those of economically disadvantaged.

- 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 Economically Disadvantaged subgroup in 3rd and 4th grade who meet or exceed PARCC expectations (levels 4 or 5). An ongoing focus of the ACPS has been to improve the achievement level of all students, including students with Economic Disadvantage.

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

Students do not have sufficient time to apply reading skills at their instructional level. The individual instructional match is well below the grade level expectations. Overall effectiveness of small group instruction.

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

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

- What resources are needed to meet the identified goal?

Additional administrator to provide consistent time for administrators to meet with teachers for instructional planning and conduct purposeful walk-throughs with feedback. Continued professional development on GRR and continue implementation of school-wide critical vocabulary instruction.

- What resources are currently available to meet the identified goal?

School-based Title I funded reading coach, system-based reading specialist (3 days), intervention teachers, special education support staff, collaborative planning process in place

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

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More purposeful time is needed for collaboration and planning for specialized instruction. More resources with standards aligned tasks to be used as formative assessments.

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

More formative assessment data will be used to guide instruction and form more strategic groups with more purposeful planning and instruction. Increase the effectiveness of small group instruction. [See MTSS profile](#)

- 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 based on formative assessments.

- What is the Issue?

Special education subgroup in grades 3-5 ELA show insufficient progress.

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

PARCC data indicate that 3 out of 36, 8%, in the Special Education subgroup met a level of 4 or 5 on the PARCC ELA assessment. 33 out of 36 students, 92%, scored a level of 1-3 proficiency.

Grade 3 - PARCC data indicates a 28.6% Pass rate with a gap of 10% between students of non special education compared to those of special education.

Grade 4 - PARCC data indicates a 30.9% Pass rate with a gap of 28% between students of non special education compared to those of special education.

Grade 5- PARCC data indicates a 20% Pass rate with a gap of 25% between students of non special education compared to those of special education.

- 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 special needs population who meet and exceed PARCC expectations (levels 4 or 5). An ongoing 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?

The grade level expected rigor and pace of instruction is too fast for students with IEP's. The rigor is adjusted to the student need in the classroom however standard testing is not. Students do not have sufficient time to apply reading skills at their instructional level. Approved research based intervention programs at grades 3-5 do not always meet the needs of selected students. The individual instructional match is often well below the grade level expectations.

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

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The percentage 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 students with special needs at Level 3 and above.

- What resources are needed to meet the identified goal?

More data, tools, more time for classroom teacher and inclusion teacher collaboration, more effective specialized instruction and guided instruction

- What resources are currently available to meet the identified goal?

Special education support staff, collaborative planning protocol/process is in place. School based Reading coach and system based Reading specialist (3 days).

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

More time is needed for collaboration and planning for specialized instruction.

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

1. More formative assessment data will be used to guide instruction and form more strategic groups with more purposeful instruction. 2. Determine times within the current schedule that will allow for more intentional collaborative planning. 3. Create more focused specialized instruction with the formative assessment data. Administration will complete focused walkthroughs.

- 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 based on formative assessments. Grade level team meetings will provide opportunities for evaluating student performance on PARCC-like tasks.

To Be Completed when 2018 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?

2. **Universal Design for Learning for ELA. How will UDL be used in the classroom to support attainment of your goals? 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.**

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UDL Principle/Mode	Representation – Process
Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<ol style="list-style-type: none"> 1. Provide visual diagrams, charts, and graphic organizers. 2. Pre-teach vocabulary in ways that connect with the learners’ experience and prior knowledge. For example, story vocabulary, math 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.
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	<ol style="list-style-type: none"> 1. Students will have opportunities to use manipulatives for learning 2. Teachers will provide students with scaffolds such as sentence starters, story webs, concept mapping tools, etc. allowing for a gradual release of skills. 3. Use prompts while reading such as stop and think, think - pair - share, and/or use a reading strategy.
Means for Engagement: <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ol style="list-style-type: none"> 1. Activities and resources are provided that promote personal connections and interests 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.

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3. 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 lowest performing subgroup students.

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

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

TABLE 5: ELA Grade 3, 6 or 10	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%		
All Students	75	49	65.3	17	22.7	9	12	73	42	57.6	8	11.0	23	31.5	77	42	54.6	13	16.9	22	28.6
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	4	1	25.0	2	50.0	1	25.0	3	2	66.7	0	0	1	33.3	5	4	80.0	0	0	1	20.0
Hispanic/Latino of any race	1	1	100	0	0	0	0	0	0	0	0	0	0	0	1	1	100	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	68	46	67.6	14	20.6	8	11.8	66	38	57.5	7	10.6	21	31.8	67	34	50.7	12	17.9	21	31.3
Two or more races	2	1	50.0	1	50.0	0	0	4	2	50.0	1	25.0	1	25.0	4	1	25.0	2	50.0	1	25.0
Special Education	14	11	78.6	3	21.4	0	0	16	13	81.3	1	6.3	2	12.5	10	8	80.0	0	0	2	20.0
Limited English	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Proficient (LEP)																					
Free/Reduced Meals (FARMS)	61	41	67.2	13	21.3	7	11.4	55	33	60	6	10.9	16	29.1	60	36	60.0	9	15.0	15	25.0
Female	30	18	60	7	23.3	5	16.6	36	18	50.0	5	13.9	13	36.1	39	20	51.3	8	20.5	11	28.2
Male	45	31	68.9	10	22.2	4	8.9	37	24	64.8	3	8.1	10	27.0	38	22	57.9	5	13.2	11	28.9

TABLE 6: ELA Grade 4 or 7	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
All Students	59	24	40.7	24	40.7	11	18.6	74	34	46	22	29.7	18	24.4	68	30	44.2	17	25.0	21	30.9
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	5	1	20	4	80.0	0	0	2	1	50.0	0	0	1	50.0	3	2	66.6	1	33.3	0	0
Hispanic/Latino of any race	0	0	0	0	0	0	0	1	1	100	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	50	21	42.0	18	36.0	11	22.0	68	31	45.6	20	29.4	17	25	61	26	42.7	15	24.6	20	32.8
Two or more races	4	2	50.0	2	50.0	0	0	3	1	33.3	2	66.7	0	0	4	2	50.0	1	25.0	1	25.0
Special Education	15	11	73.3	4	26.7	0	0	15	10	66.6	5	33.3	0	0	13	10	76.9	2	15.4	1	77.7

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Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	46	21	45.7	16	34.8	9	19.6	57	26	45.3	19	33.9	12	21.1	47	23	49	11	23.4	13	27.7
Female	28	10	35.7	10	35.7	8	28.6	34	15	44.2	9	26.5	10	29.4	33	15	45.5	7	21.2	11	33.3
Male	31	14	45.1	14	45.2	3	9.7	40	19	47.5	13	32.5	8	20	35	15	42.8	10	28.6	10	28.6

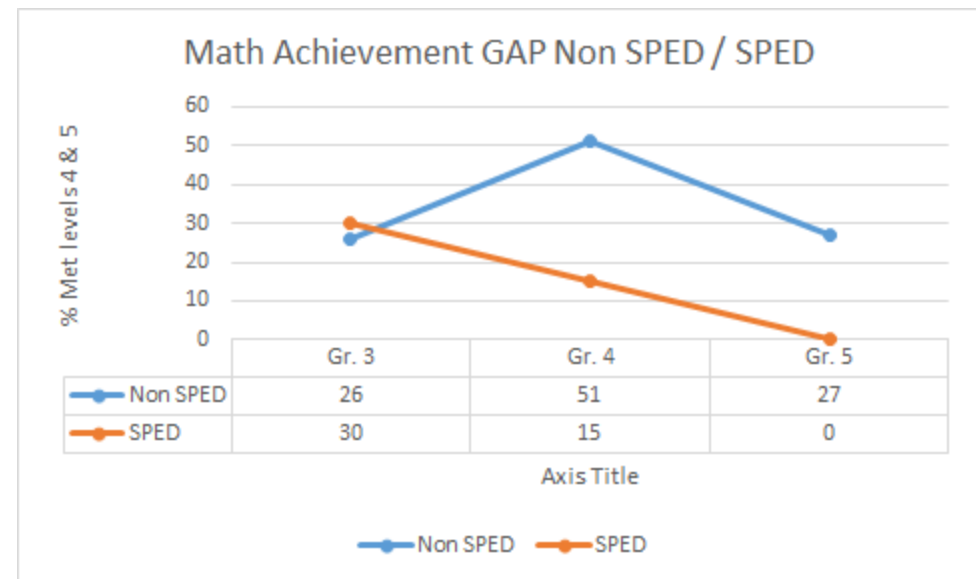
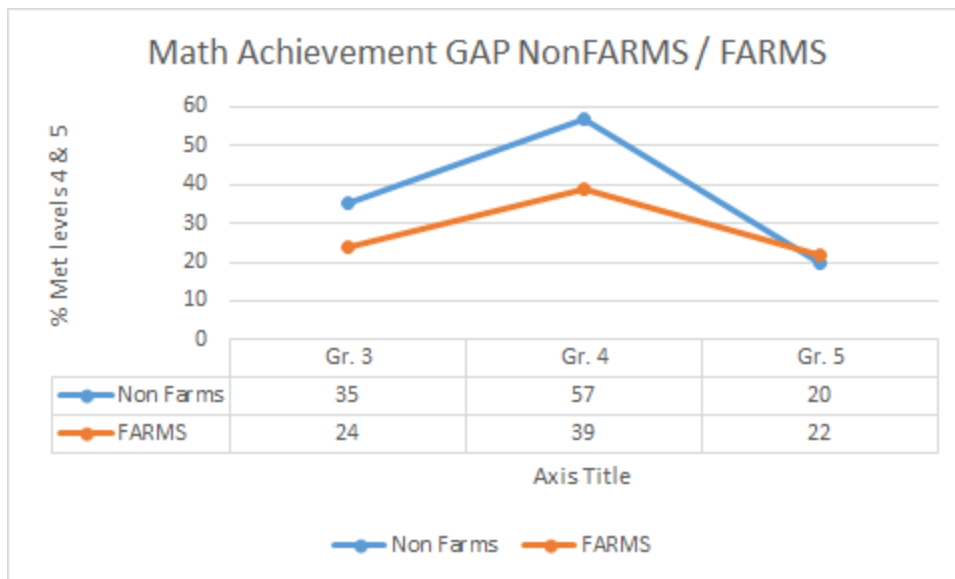
TABLE 7: ELA Grade 5 or 8	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
All Students	77	37	48.1	27	35.1	13	16.9	59	23	39	19	32.2	17	28.8	65	30	46.2	22	33.8	13	20.0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	4	2	50.0	1	25.0	1	25.0	6	1	16.7	2	33.3	3	50.0	1	1	100	0	0	0	0
Hispanic/Latino of any race	1	1	100	0	0	0	0	0	0	0	0	0	0	0	2	1	50	1	50	0	0
Native Hawaiian or Other Pacific Islander	1	1	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	64	29	45.3	24	37.5	11	17.2	53	22	41.5	17	32.1	14	26.4	59	27	84.6	2	15.4	0	0
Two or more races	7	4	57.2	2	28.6	1	14.3	0	0	0	0	0	0	0	3	1	33.3	2	66.7	0	0
Special Education	13	11	84.7	1	7.7	1	7.7	15	10	66.6	4	26.7	1	6.7	13	11	84.6	2	15.4	0	0

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Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	56	32	57.2	18	32.1	6	10.7	45	19	42.2	14	31.1	12	26.7	50	25	50.0	15	30.0	10	20.0
Female	38	10	26.3	17	44.7	11	28.9	26	4	15.3	11	42.3	11	42.3	25	8	32.0	10	40.0	7	28.0
Male	39	27	69.2	10	25.6	2	5.1	33	19	57.6	8	24.2	6	18.2	40	22	55	12	30.0	6	15.0

B. In your analysis of Math 3-5; 6-8; Alg I for FARMS, SE, and subgroup data, please address the following for students in your school:

1. Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.



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- What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?
- Use the ACPS Goal Planning Process

- What is the Issue?

The economically disadvantaged subgroup in grades 3-4 math show insufficient progress.

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

Grade 3 - PARCC data indicates a 26.3% pass rate with a gap of 11% between students of non economic disadvantage compared to those of economic disadvantage.

Grade 4 - PARCC data indicates a 44.1% pass rate with a gap of 18% 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 3rd and 4th grade who meet or exceed PARCC expectations (levels 4 or 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?

The rigor and pace of instruction is too fast for most students. Students are not mastering previously taught standards. Not enough intentional small group instruction involving collaborative tasks. Not enough time for purposeful planning of small groups with tasks. Not enough PD and support for implementation of GRR process. There is not a balance between instructional match and grade level expectation when participating in small group.

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

The percentage of students in Grade 3 and 4 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 and 4 with Economic Disadvantage at Levels 4-5.

- What resources are needed to meet the identified goal?

Continued professional development on guided instruction, purposeful planning with available resources

- What resources are currently available to meet the identified goal?

School-based math coach, system-based math specialist, vertical alignment through Math Leadership Team, collaborative planning process in place, aligned curriculum resources with unpacked standards, Number Talk books, Common Core Ready resources, Imagine Math, DreamBox

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

More purposeful time is needed for collaboration and planning for specialized instruction, "Better Learning Through Structured Teaching."

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

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More formative assessment data will be used to guide instruction and form more strategic groups with more purposeful instruction. The math coach presented overall components with a guided planning session for implementation of RCC. The Ready Common Core resource will be used to create better aligned formative assessments. Grade level professional development will be aligned through GRR with “Better Learning Through Structured Teaching” text.

- 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 based on formative assessments.

- What is the Issue?

Special education subgroup in grades 4-5 math show insufficient progress.

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

PARCC data indicate that 24 out of 26 students (92%) in the special needs population in grades 4-5 scored a level of 1-3. 2 out of 26 students (8%) in the special needs population in grades 4-5 scored a level 4.

- 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 special needs population in grades 4-5 who meet or exceed PARCC expectations (levels 4 or 5). Yes. An ongoing 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?

The rigor and pace of instruction is often too fast for some students because they have not mastered previously taught standards. Instructional matches and strategies are aligned with the student's learning needs, however mastery is not always met. Students have difficulty transferring from concrete to abstract representations. More purposeful planning of specialized instruction is needed.

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

The percentage of students with special needs taking PARCC in grades 4-5 will decrease in Levels 1-3, and there will be an increase in the percentage of students with special needs in grades 4-5 at level 4-5.

- What resources are needed to meet the identified goal?

Professional development with guided instruction, more opportunities for practice with the effective use of manipulatives, purposeful planning with available resources

- What resources are currently available to meet the identified goal?

Aligned curriculum resources with unpacked standards, school-based math coach, system-based math specialist, Number Talk books, Ready Common Core resource, Imagine Math, DreamBox

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

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PLC's planned for more purposeful collaboration and planning for specialized instruction

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

1. More formative assessment data will be used to guide instruction and form more strategic groups with more purposeful instruction. 2. Determine times within the current schedule that will allow for more intentional collaborative planning. 3. Create more focused specialized instruction with the formative assessment data. Administration will complete focused walkthroughs.

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

The implementation will be monitored through focused administration walkthroughs with purposeful feedback given. Also, data meetings of summative assessments will occur along with examining formative assessments within collaborative planning to make daily instructional decisions.

To Be Completed when 2018 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?

2. Universal Design for Learning for Mathematics- How will UDL be used in the classroom to support attainment of your goals? 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.

UDL Principle/Mode	Representation – Process
Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<ol style="list-style-type: none"> 1. Provide visual diagrams, charts, and graphic organizers. 2. Pre-teach vocabulary in ways that connect with the learners' experience and prior knowledge. For example, 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.
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
Means for Engagement: <i>tap into learners interests,</i>	Multiple Options for Engagement

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<i>challenge them appropriately, and motivate them to learn.</i>	<ol style="list-style-type: none"> 1. Activities and resources are provided that promote personal connections and interests connected to math. 2. Provide opportunities for students to self reflect and monitor their own work including accomplishments and areas for improvement. 3. Provide supports to promote perseverance within mathematical practices including vocabulary supports, process charts, math tools, background information or models. Provide opportunities for brain breaks.
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3. Mathematics Data Overview

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

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

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

Complete data charts using 2015, 2016, 2017 PARCC results.

TABLE 8: MATH Grade 3, 6, or ALG1	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%		
All Students	73	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
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	4	2	50	0	0	2	50	3	2	66.7	0	0	1	33.3	5	3	60	1	20	1	20
Hispanic/Latino of	1	0	0	1	100	0	0	0	0	0	0	0	0	0	1	0	0	1	100	0	0

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any race																						
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	66	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	
Two or more races	2	1	50	0	0	1	50	4	3	75	0	0	1	25	4	2	50	1	25	1	25	
Special Education	13	8	61.6	4	30.8	1	7.7	16	12	75	1	6.3	3	18.8	10	6	60	1	10	3	30	
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Free/Reduced Meals (FARMS)	59	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	
Female	30	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	
Male	43	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	

TABLE 9: Math Grade 4 or 7	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
All Students	59	23	39	22	37.3	14	23.7	74	35	47.3	23	31.1	16	21.6	68	26	38.2	12	17.6	30	44.1
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	5	0	0	4	80	1	20	2	1	50	0	0	1	50	3	2	66.7	0	0	1	33.3

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Hispanic/Latino of any race	0	0	0	0	0	0	0	1	0	0	1	100	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	50	21	42	16	32	13	26	68	33	48.5	20	29.4	15	22.1	61	23	37.7	11	18	27	44.2
Two or more races	4	2	50	2	50	0	0	3	1	33.3	2	66.7	0	0	4	1	25	1	25	2	50
Special Education	15	12	80	2	13.3	1	6.7	15	9	60	6	40	0	0	13	10	76.9	1	7.7	2	15.4
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	46	17	36.9	17	36.9	12	26.1	57	28	49.2	19	33.3	10	17.5	47	20	42.6	9	19.1	18	
Female	28	9	32.1	11	39.3	8	28.6	34	18	53	9	26.5	7	20.6	33	13	39.4	5	15.2	15	45.4
Male	31	14	45.2	11	35.5	6	19.4	40	17	42.5	14	35	9	22.5	35	13	37.2	7	20	15	42.9

TABLE 10: Math Grade 5 or 8	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
All Students	76	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
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	4	2	50	2	50	0	0	6	4	66.7	2	33.3	0	0	1	1	100	0	0	0	0

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Hispanic/Latino of any race	1	1	100	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	100	0	0
Native Hawaiian or Other Pacific Islander	1	1	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	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	
Two or more races	7	3	42.9	3	42.9	1	14.3	0	0	0	0	0	0	0	3	1	33.3	1	33.3	1	33.3	
Special Education	13	10	77	2	15.4	1	7.7	15	11	73.3	3	20	1	6.7	13	12	92.4	1	7.7	0	0	
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	55	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	
Female	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	
Male	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	

C. The Science section will be omitted for the 2017-2018 year as the transition is made to the NGSS and MISA.

**SECTION V
MULTI-TIERED SYSTEM OF SUPPORT**

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Please include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan. Make sure to review your goal planning process to show the integration and linkage between your goal planning process and your MTSS priorities.

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

- 2. a. How will the priority/ priorities be addressed?**
b. What district support is needed to address your priority/priorities?

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**SECTION VI
EARLY LEARNING**

2017-2018

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Based on the examination of the 2017-2018 R4K Kindergarten Readiness Assessment Data:

- A. Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have been effective.

School Plan – In addition to KRA, several assessments are used to help identify student strengths and needs. In Language and Literacy, DIBELS Next is used as a screener to identify students with deficit(s) in Phonemic Awareness or Phonics. Based on the results, reading Intervention groups meet on a daily basis using a Research Based Intervention program – Foundations K, Treasures Core Program with Tier 2 support. Students will continue to be screened using DIBELS Next benchmarks and progress monitoring to monitor student progress. Educational Software for Guiding Instruction (ESGI) – assists with identifying student needs and informs the teacher and family of deficit skills to plan for classroom instruction (small groups, individual) and for practice at home. Math readiness is being developed by implementation of Math Solutions strategies. Math Talk allows development of student to student discussions and understanding of strategies in problem solving. Social Groups and Guidance lessons provided by the School Counselor are delivered on a weekly basis to address Social Readiness. To address needs in Physical Development, the physical education teacher is working in preK to help develop Physical Readiness for incoming students.

- B. Describe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten “demonstrating readiness”.

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

SECTION VII

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ATTENDANCE

Table 12: 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 Level 91	93.7%	N	
Grade Level 01	94.3%	Y	
Grade Level 02	93.9%	N	
Grade Level 03	93.6%	N	
Grade Level 04	93.8%	N	
Grade Level 05	93.2%	N	

Table 13: Attendance Rate			
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017
All Students	94.1%	93.3%	93.3%
Hispanic/Latino of any race	*	97.2%	95.5%
American Indian or Alaska Native	*	*	*
Asian	*	89.5%	92.8%
Black or African American	94.4%	93.6%	92.8%
Native Hawaiian or Other Pacific Islander	*	*	*
White	94.0%	93.5%	93.4%
Two or more races	94.2%	92.2%	92.9%
Special Education	93.0%	91.9%	92%
Limited English Proficient (LEP)	*	*	*
Free/Reduced Meals (FARMS)	93.4%	92.7%	92.5%

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

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- Grade 1 and the Hispanic/Latino subgroup met the 94% target, therefore attendance challenges are evident across grade level bands and subgroups.
2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.
- Daily phone calls are made for absent students through the automated system and the counselor when there are 2 or more consecutive absences.
 - Students are recognized quarterly for perfect attendance.
 - The pupil service team meets biweekly to monitor attendance issues and creates individual plans if determined necessary.

SECTION VIII

HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 131.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

1. Based on the Examination of the Habitual Truancy Data, respond to the following:
 - a. How many students were identified as habitual truants? 0

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

SECTION X

SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions: 13 out of school suspensions

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

Examine the number of in school and out of school suspensions for the 2015-2016 and 2016-2017 school year. Analyze the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and provide a plan to reduce that number, if applicable.

SECTION XI

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POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

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

1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

South Penn completed its sixteenth year as a PBIS school. PBIS sets a goal of 80% of students having 0 – 1 office discipline referrals (ODR). For the 2016-17 school year, South Penn had 131 office discipline referrals. This is a decrease from the previous year's 371 referrals. Of the 131 referrals in 2016-17, 6 students had 6+ referrals, 20 students had 2-5 referrals, and 32 students had 1 referral. This data shows that 95% of the total student population at South Penn received 0 - 1 discipline referrals.

This year, South Penn will continue the SRSS behavior screening for all students. The Student Risk Screening Scale (SRSS) is a universal screening tool used three times a year to determine the number of students who are at risk for challenging behaviors and for the direct purpose for better understanding of how to support students to be academically successful in school. This screening tool consists of 14 items (7 internalizing and 7 externalizing behaviors) that teachers use to rate their classroom of students based on the teacher's current knowledge with clear evidence of each individual student's behavior. The SRSS was given in September of 2017 and will be given in February and May of 2018. Results will be tiered into 3 categories: school-wide, classroom, or individual. Using the tiered designations, the responses to the data may include manipulating our school-wide behavior supports, focusing on a classroom behavior system, or developing a specific plan for identified students.

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

South Penn will continue to utilize the Check-In/Check-Out (CICO) program during the 2017-2018 year. The

Check-In/Check-Out program addressed the more severe “yellow zone” student behaviors by providing them with an individualized behavior management plan. Management plans were more specific and based on data from the 2017-2018 school year. Mentor teachers were assigned to each of these students and progress was shared with administration, which was shared with the school pupil service team.

SECTION XIII

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TITLE I PARENT/FAMILY ENGAGEMENT

Parent/Community Engagement Needs

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

South Penn Elementary School is supported by a small, but growing and very dedicated group of parents. Hannah Eisenhour, Family Engagement Coordinator, hosts a volunteer workshop every Wednesday and Thursday morning where a faithful group of volunteers cut, paste, laminate and assemble materials for classroom use. A group of up to 10 volunteers have attended meetings and logged 1,200 volunteer hours for these workshops in the Fall of 2017. We have 4 parents that attend Leadership Team meetings and who are members of the Family Engagement Team. Our fall parent teacher conference day was well attended with over 62% of our student population represented.

The Family Engagement Team coordinates different activities during the school year that are intended to help parents become more aware of the school curriculum and expectations. The Back to School Carnival is a welcoming activity for the school community. A Martin’s Bonus Card sheet was sent home to get participation from families to complete. As an incentive for returning the form the school gets a percentage of money spent at Martin’s every time the bonus card is used. Partners in Print workshops for parents of Kindergarten and Grade 1 students are held in December and January. Last year, 36 Kindergarten parents attended. PARCC Assessment night, hosted by our teachers, and math and reading instructional specialists, enabled parents to have a better understanding of the PARCC assessments. Last year, 7 parents attended. Over 52 families attended the STEM Night where they participated in a spaghetti and marshmallow challenge. Math days were held at each grade level and over 206 parents attended. The committee also conducts canned food drives in conjunction with the community and has financially supported other community projects or has given food or clothing to a needy family or other altruistic causes. The Family Engagement Team has also honored requests from classroom teachers to help with payment for student school field trip money. The committee also sponsors Operation Santa and the faulty “adopts” families for Christmas. South Penn is grateful to our community partners including Church of the Nazarene, Davis Memorial Church, Chick Fil A, Patrick’s, and Natures Art.

A Title I Parent Survey was sent home in the spring of 2017 asking parents to select the topics on which they would like information. Parent responses included: how to help my child with reading, math improving attitude/behavior at home and school, and how to help with social relationships. These topics will 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 through the Judy Center. This workshop is open to students and families in grades PreK-1 (although no one is turned away). The purpose of these meetings is to provide parent information to help them work with their children at home.

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

Parent Advisory/ Title I Parent Committee 2017 – 2018

Name	Grade Level Representation	Position
Vickie Leasure	PreK	PAC Representative
Amanda Davis	Kindergarten	Parent
Stephanie Cole	1st Grade	Parent
Rachel Stewart	2nd Grade	Parent
Holly Hamilton	3rd Grade	Parent
Sarah Pannone	4th Grade	PAC Representative
Alice McCullough	5th Grade	Parent
Hannah Eisenhour		Family Engagement Coordinator

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

**SOUTH PENN ELEMENTARY SCHOOL’S PARENT/FAMILY ENGAGEMENT PLAN
Expectations**

As a schoolwide Title I school, South Penn Elementary School’s Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Part A Section 1116, Every Student Succeeds Act of 2015 (ESSA).

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

- I – Shared decision-making opportunities
- II – Annual meeting to explain the schoolwide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school
- IV - Formal and informal evaluation of the effectiveness of parent/family engagement activities
- V – Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc. (MAEC)
- VI – Activities that promote a positive environment of high expectations shared by home and school

South Penn Elementary accepts the Allegany County Public Schools’ School-Family-Community Policy and has aligned its school level Parent/Family Engagement Plan with the district’s Parent/Family Engagement Plan.

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet all goals on PARCC 2017-2018.

Action Plan

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
I. Shared Decision Making ➤ The School Improvement Plan (SIP) is developed with input from parents ➤ The SIP is available for parent review and input at any time	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.	January 2018	Scott, Sisler, Principal
	A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the	February 2018	Scott Sisler, Principal

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<p>implementing Title I, the parent’s rights, and ways he school will provide for parental/family engagement.</p>	<p>engagement budget and plan as well as the School-Parent Compact.</p>		
<p>III. Building Parental Capacity</p> <ul style="list-style-type: none"> ➤ Provide assistance to parent in understanding the State’s academic content standards and student academic achievement standards, State and local academic assessments. ➤ Provide materials and parent trainings/workshops to help parent improve their children’s academic achievement. ➤ Educate school personnel on how to work with parents as equal partners in their child’s education. ➤ Coordinate and integrate programs to increase parent/family engagement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc. 	<p>Common Core Standards were distributed to parents at the beginning of the year. Teachers presented grade level expectations at classroom visitation meetings and Parent Conference Days</p> <p>Partners in Print workshops are held for Kindergarten and Grade 1 parents. Literacy strategies are shared.</p> <p>Surveys are completed and summarized after each parent event. Coffee with the Principal meetings are held during the year to get feedback from parents. The annual title I Survey results are shared with the Leadership Team.</p> <p>Family Literacy Nights Nutrition Programs Dental screening Vision Screening 21st Century After School Program</p>	<p>August 2017 October 3, 2017 February 14, 2018</p> <p>December 12, 14, 2017 January 2018</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Scott Sisler, Principal</p> <p>Scott Sisler, Principal Chris Baker, Kindergarten Teacher</p> <p>Scott Sisler, Principal</p> <p>Scott Sisler, Principal Deb Kolb, Judy Center Director Dan Snyder, Judy Center Service Coordinator Candice Miller, 21st Century Coordinator</p>

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<ul style="list-style-type: none"> ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities. 	<p>Parent communications are jargon free and presented in an appropriate format</p> <p>Accommodations are provided as necessary and as available</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Scott Sisler, Principal</p> <p>Scott Sisler, Principal</p>
<p>IV. Review the Effectiveness</p> <ul style="list-style-type: none"> ➤ The effectiveness of the school's parental/family engagement activities will be reviewed. 	<p>Parent surveys are completed following each activity. Recommendations are considered in future planning.</p>	<p>Ongoing</p>	<p>Whitney Stoner, Family Leadership Team Chair Scott Sisler, Principal</p>
<p>V. Mid Atlantic Equity Consortium, (MAEC)</p> <ul style="list-style-type: none"> ➤ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org 	<p>Information about MAEC is sent home via school newsletter, ACPS newsletter, the ACPS website, and a posting in the lobby of the school.</p>	<p>Ongoing</p>	<p>Scott Sisler, Principal Hannah Eisenhour, Family Engagement Coordinator</p>
<p>IV. Joyce Epstein's Third Type of Parent Involvement</p> <ul style="list-style-type: none"> ➤ Volunteering 	<p>Volunteers assist with workshops held two days per week. Parents make instructional items for classrooms and parent meetings.</p>	<p>Weekly</p>	<p>Hannah Eisenhour, Family Engagement Coordinator</p>

Section XIV.

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Professional Community for Teachers and Staff- Standard 7

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

Professional Learning Title: Better Learning Through Structured Teaching Book study

Date (s): February 2018

Location and Time: South Penn Elementary Grade level team meetings and PLCs

Intended Audience: Classroom teachers and special educators

1. What changes are expected to occur in the classroom as a result of this professional learning?
 - A shift of teacher responsibility to student responsibility of learning.
 - Increased utilization of focused and guided instruction and preparation for the county initiative of collaborative and independent learning.

2. What knowledge and skills will the participants attain in this professional learning to make these changes happen?
 - Knowledge of the Gradual Release of Responsibility (GRR) process
 - Components of Focused Instruction, Guided Instruction, Collaborative learning and Independent Learning
 - Implementation of the above components in the classroom setting

3. How will you measure the implementation of the the knowledge and skills in the classroom?
 - Instructional Rounds and Walkthroughs

Section XV.

INCLUSIVE POLICY STRUCTURE AND PRACTICE

How does your school's mission and vision support the district's mission and vision?

- As one of the 14 elementary schools in the county, we strive to extend the mission and vision of the county to our school. At the school level we focus on the individual needs of students helping them become successful educationally as well as successful community members.

What are some ways your school and district can jointly establish buy in with teachers for the GRR and UDL?

- At the school level, we support district endeavors to align instruction/delivery throughout grade levels.

Allegheny County Public Schools 2017 – 2018 School Improvement Plan

- Ongoing professional development and continuous teacher/staff support
- Continuous walkthroughs focused on GRR and UDL with effective feedback given

What additional professional learning, if any, is needed at your school to support GRR and UDL within the classroom?

- Our school is supplementing the district’s professional development efforts by participating in a book study of ***Better Learning Through Structured Teaching***

Section XVI Management Plan

1. How will the plan be shared with the faculty and staff?

After the School Improvement Plan is adopted by the Leadership Team and reviewed by the staff of the Board of Education, it will be presented at a faculty meeting and distributed in digital format to the entire faculty and staff through Google Drive. A condensed outline version of the Reading and Math data reflections and responses for implementation will also be printed and distributed to faculty.

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

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

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

3. How will the SIP be revised based on student progress and the method(s) used to measure student progress?

The School Improvement Plan is considered a “living” document. Milestone and assessment data will be disaggregated and reviewed to determine if sub-group performance is improving. The overall effectiveness of the program will be assessed based on data results and student response to instructional strategies addressed by the school improvement document. Teacher and administration collaborative conversations will also be used to evaluate the effectiveness of the the School Improvement plan strategies being implemented. Revisions will be made based on the findings of both the collaborative conversations and review of data.

4. What role will classroom teachers and/or departments have in implementing and monitoring the plan?
All classroom teachers will have access to the SIPlan through **Google Drive** and a condensed outline version of the Reading and Math activities. Teachers will be aware of identified school goals and proposed activities and the steps to be taken to fully implement the plan. During Data meetings teachers will discuss, review, and analyze data and monitor/update progress of the SIP.
5. How will the initial plan be shared with parents and community members?
The initial plans identified areas of needs and responses to them are shared at the initial Title I parent meeting. The plan is available via the South Penn website.
6. How will revisions to the SIP be presented to the staff, parents, and community?

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Updates to the plan will be uploaded to the school's website. Revisions to the plan will be shared during coffee with the principal and at designated PTO meetings. The staff will receive updates to the plan and will have discussions in regards to instructional shifts needed during action leadership team meetings and grade level team meetings.

7. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

Central office staff provides technical support, professional development opportunities, and assistance in the on-going school program. Mr. John Logsdon, Supervisor of Federal Programs; Mrs. Dee Blank, Supervisor of Elementary Education; and Mr. Mike McGowan, Supervisor of Elementary Education, or their representative provide technical assistance and support, for the mission of South Penn School. Title I School Support Specialist, Ellen Sause, funded by the Federal Office offer technical support. Mrs. Sause is also a member of South Penn's Leadership Team and meets regularly with the SIT Chair and administration to discuss Title I expectations and goals. Amanda Boone, locally funded math specialist, and Donna Beeman, locally funded ELA specialist, also provide assistance to the South Penn staff. Mrs. Boone and Mrs. Beeman have been assigned to South Penn to provide needed assistance in mathematics and ELA. Both specialists collaborate with the administration, Stacey Bradley, Reading Instructional Coach, Jennifer Ramsey, Math Instructional Coach, Karen Snurr, Intervention Coordinator/SIT chair, and the focus team chairs to analyze data, provide professional development opportunities, and other additional specific requests.

8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.
February 6, 2018 - Sharing with faculty and staff at faculty meeting
Ongoing- Monitoring/Revising the plan

Allegany County Public Schools 2017-18 School Improvement Plan Rubric

School: South Penn Elementary

Date: February 2, 2018

SECTION I: INTEGRATED EDUCATIONAL FRAMEWORK

Required Components	Yes	No	Comments
1. Title page identifies the school and the principal	✓		
2. The Table of Contents is accurate and contains page numbers.	✓		
3. The Mission Statement, Beliefs, and Vision are complete. Questions related to the Vision are complete	✓		
4. SIP Team member page is complete.			
5. Questions related to the Vision are complete.	✓		Recently visited
6. The School Climate, Culture, and Inclusive Community is addressed including questions of IAs and Special Education teachers.	✓		

SECTION II: SCHOOL DEMOGRAPHICS

Required Components	Yes	No	Comments
1. Staff demographic charts are complete (Tables 1 & 2)	✓		94% Minimally accepted. computes to 11.4 days per teacher. $11.4(40) = 456$ teacher days of instruction.
2. Student demographic chart is complete (Table 3)	✓		Increased enrollment, increased SE.
3. FARMS Rate chart is complete.	✓		Decreased FARMS. But still extremely high. 74.34%
4. Special Education data chart is complete (Table 4)	✓		

Allegany County Public Schools 2017-18 School Improvement Plan Rubric

SECTION III: ADMINISTRATIVE LEADERSHIP

Required Components	Yes	No	Comments
1. Initial questions are answered.	✓		
2. Questions are complete for Principal's SLO 1	✓		Focus: ELA, grades 1 and 2: foundational skills for accurate and fluent reading. Diebels
3. Questions are complete for Principal's SLO 2	✓		Focus: Math: Grade 3/ Numbers and Operations fractions

SECTION IV: ACADEMIC PROGRESS

Required Components	Yes	No	Comments
1. ACPS Goal Planning Process is used to state root cause for ELA achievement gaps in SE, FARMS, and low achieving subgroup(s).	✓		Commend: BEAUTIFUL well made charts. Root cause not answered. Preventing: Time for students to read at individual level. Need: Additional administrator stated to tend to instructional needs. More time for collaborative planning. Monitored: by walkthroughs
2. UDL chart is complete with 3-5 ELA strategies for each UDL Mode.	✓		Section 2 of UDL, Means for Expression is from the Learner side. How will the learner express what they have learned.
3. ELA Data Tables are complete.	✓		Grade 3: 2.9% decrease. No trend. No male/female gap. Interesting.

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			Grade 4: 6.5% increase. Positive trend. Slight gap in female to male Grade 3 to grade 4 of this group: 0.6% decrease Grade 5: Decrease of 8.8%. No trend. Grade 4 to grade 5 of this group: 4.4% decrease Female outperform male by 13%
4. ACPS Goal Planning Process is used to state root cause for Math achievement gaps in SE, FARMS, and low achieving subgroup(s).	✓		Once again: Very much like the charts. Easy to read, interpret, analyze, follow. Focus: Grades 3 and 4, FARMS Preventing; Rigor and Pace . Mastering previously taught material. Need more small group collaborative tasks. More PD support on GRR
5. UDL chart is complete with 3-5 Math strategies for each UDL Mode.	✓		Should be Student will..... not teacher will....
6. Math Data Tables are complete.	✓		Grade 3: Decrease of 2.4% No trend. Grade 4: Increase of 22.5% No trend. Grade 3 to grade 4 of same group: 15.4% increase. Commended. Grade 5: 4.5% increase. positive trend. Grade 4 to grade 5 of this group: Almost exact.
7. ACPS Goal Planning Process is used to state root cause for Government achievement gaps in SE, FARMS, and low achieving subgroup(s).	na		
8. UDL chart is complete with 3-5 Government strategies for each UDL Mode.	na		
9. Government Data Table is complete.	na		

SECTION V: MULTI-TIERED SYSTEM OF SUPPORT

Required Components	Yes	No	Comments
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Allegany County Public Schools 2017-18 School Improvement Plan Rubric

1. The MTSS Practice Profile is included	✓		Multi level Instructional Strategies for reading and math.
2. MTSS Priorities are stated and questions answered		✓	Questions not addressed.

SECTION VI: EARLY LEARNING

Required Components	Yes	No	Comments
3. The Maryland Kindergarten Readiness Assessment has been analyzed and the school has a plan for students identified as emerging or approaching	✓		What did KRA results look like?
4. School's collaboration with local partners is discussed	✓		Judy Center, Head Start, Partners in Print

SECTION VII: ATTENDANCE

Required Components	Yes	No	Comments
1. School Progress Attendance Rate is complete (Table 12)	✓		Only grade 1 met target. Lowest grade 5: 93.2%
2. Attendance Rate for all students is complete. (Table 13)	✓		Lowest subgroups: SE and FARMS which supports academic need selected
3. Challenges for Attendance rate are identified	✓		I don't feel challenges are adequately addressed.
4. Progress strategies are included along with a timeline	✓		Suggestion: Shorter term reward and goals.

SECTION VIII: HABITUAL TRUANCY

Required Components	Yes	No	Comments
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Allegany County Public Schools 2017-18 School Improvement Plan Rubric

1. Number of habitually truant students is identified	✓		NONE
2. Reasons and changes to reduce truancy identified	✓		

SECTION IX: GRADUATION AND DROPOUT RATE

Required Components	Yes	No	Comments
1. Four-Year Cohort Graduation Rate is complete (Table 14)	na		
2. Four-Year Cohort Dropout Rate is complete (Table 15)	na		
3. Challenges and adjustments to ensure progress are included for identified Graduation Rate and Dropout Rate questions	na		

SECTION X: SCHOOL SAFETY/SUSPENSIONS

Required Components	Yes	No	Comments
1. In school and out of school suspension data is included along with specific analysis		✓	Very vague; mentions 13 is all.
2. Plan to reduce suspensions is identified		✓	

SECTION XI: POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

Required Components	Yes	No	Comments
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1. Strategies to support/improve PBIS or the school's Behavior Management System are included	✓	Addresses referrals in data. Commended. 371 referrals reduced to 131. WOW. Commended. 64.7% decrease. Check in check out, management plans, mentor teachers
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PART XIII: TITLE I SCHOOLS: FAMILY AND COMMUNITY ENGAGEMENT

Required Components	Yes	No	Comments
TITLE I			
1. Parent/Community engagement narrative is included.	X		COMMEND: Narrative is detailed.
2. Parent Advisory Committee member list is complete.	X		
3. Roster includes PAC representative, alternate, and representatives from all grade levels.	X		
4. The Parent Engagement Action Plan is complete.	X		COMMEND: A variety of activities are offered.
5. Participation increase strategies are included.	X		COMMEND: School responds to the input of parents.

Title I Action Plan Requirements	Description of 2-3 Activities...		Date(s)		Contact Information		Comments
	Yes	No	Yes	No	Yes	No	

Allegany County Public Schools 2017-18 School Improvement Plan Rubric

<p>I - Shared Decision Making</p> <ul style="list-style-type: none"> ● School improvement plan has parent input. ● SIP is available for parent review and input ● SIP is developed with parent input. ● Parent/Family Engagement Plan is distributed to all parents. ● School-Parent Compact is developed and signed. 	X		X		X		<p>COMMEND: Leadership and Family Involvement Teams have groups of parents who actively participate and offer input.</p>
<p>II Annual Meeting</p> <ul style="list-style-type: none"> ● Has annual parent meeting 	X		X		X		
<p>III Building Parental Capacity</p> <ul style="list-style-type: none"> ● Provide assistance to parents in understanding standards and assessments ● Holds parent training/workshops ● Educate school personnel on working with parents ● Programs to increase parent engagement ● Parent Language format used ● Provide accessibility for parents with diverse needs. 	X		X		X		<p>COMMEND: Effective use of partnerships to increase parent engagement.</p>
<p>IV Review the Effectiveness</p> <ul style="list-style-type: none"> ● Effectiveness of the school's parental engagement activities 	X		X		X		<p>COMMEND: School is responsive to parent input.</p>
<p>V MAEC</p> <ul style="list-style-type: none"> ● Inform parents of the Mid-Atlantic Equity Consortium, Inc. 	X		X		X		<p>COMMEND: Lobby area with information for parents is attractive.</p>

Allegany County Public Schools 2017-18 School Improvement Plan Rubric

VI Joyce Epstein's Third Type of Involvement: Volunteering	X		X		X		COMMEND: FEC has been effective in reaching out to parents to be involved in workshops and other activities.
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SECTION XIV: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF - STANDARD 7

Required Components	Yes	No	Comments
1. Plan includes school based professional learning opportunity(ies), dates, location, time, and audience	✓		Grade level team meetings.
1. Related questions are addressed.	✓		

SECTION XV: INCLUSIVE POLICY STRUCTURE AND PRACTICE

Required Components	Yes	No	Comments
1. School mission and vision alignment to district	✓		
2. GRR and UDI buy in strategies included	✓		Book study: Better Learning through Structured teaching

SECTION XVI: MANAGEMENT PLAN

Required Components	Yes	No	Comments
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Allegany County Public Schools 2017-18 School Improvement Plan Rubric

1. The Management Plan identifies how the SIP will be shared	✓		
2. The Management Plan identifies how student progress will be collected, reported to and evaluated by the SIT	✓		
3. The Management Plan describes how the SIP will be revised based on student progress and the method(s) used to measure student progress	✓		
4. The Management Plan explains the role of classroom teachers and/or departments in implementing and monitoring the plan	✓		
5. The Management Plan addresses how the SIP will be shared with parents and the community	✓		
6. The Management Plan describes how changes in the SIP will be presented to staff, parents, and community	✓		
7. The Management Plan explains how the Central Office provides assistance in developing, monitoring, assessing, and implementing the plan	✓		
8. The Management Plan includes a timeline or calendar for sharing, monitoring and revising the plan	✓		

Title I Schools – Four Components

The Four Components section is an elaboration of the School Improvement Plan.

Component 1 – COMPREHENSIVE NEEDS ASSESSMENT

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

Component 2 – SCHOOLWIDE REFORM STRATEGIES

Identify the evidence-based strategies that the school will implement to address school needs. Include a description of:

- how each strategy will provide opportunities for all children including each subgroup to meet the State's challenging academic standards. Strategies are tied to an identified need and have a purpose
- use methods and instructional strategies that strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. These *may* include programs, activities, and courses necessary to provide a well-rounded education
- address the needs of all children in the school with activities that *may* include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject area; prepare for and awareness of opportunities for post secondary education and the workforce; implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services which coordinate with IDEA; professional development and activities for school personnel to improve instruction and use of data from academic assessments; strategies for assisting preschool children in the transition from early childhood programs to local elementary programs

Component 3 A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT

The plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the

extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.

Component 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Maryland requires Title I schools to include parent and family engagement strategies in the schoolwide plan. Strategies for reaching hard-to-reach parents/families should be included.

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

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

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

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

Please consider:

- What types of data are being collected? How is the data being used by administration, teachers and parents?
- What evidence is being collected to demonstrate academic achievement?
- How is data being reviewed to focus on subgroup performance?
- How is disaggregated data used to guide instruction? Are the strategies successful? What changes need to be implemented?
- What are the needs of the students, teachers, school and community?
- What are the contributing factors for the needs?
- How were members of the school community involved in the data analysis?

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

ELA Needs Assessment	pages 13-21
Math Needs Assessment	pages 22-29
Science Needs Assessment	Waived for 2017-2018
MTSS Practice Profile	pages 30
Early Learning	pages 31
Attendance Needs Assessment	pages 32-33

Schoolwide reform strategies are implemented in order to:

1. 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);
2. 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)
3. 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.

Please consider the following:

- Do the strategies increase the quality and quantity of instruction using evidence based methods and strategies?
- Are the reform strategies aligned with the findings in the needs assessment?
- Does the strategy require the use of Title I funded personnel?
- Do the strategies address the needs of all low achieving student groups (FARMS, Special Education, ELL, gender)?
- Do the strategies need to include implementation of a schoolwide tiered model to prevent and address behavioral concerns, early intervention services, or activities that coordinate with IDEA?
- Do the strategies need to include professional development for teachers, paraprofessionals, other school personnel or families to improve instruction and the use of data from academic assessments?
- How do teams of teachers, administrators and parents participate in the decisions regarding the use of reform strategies?
- Strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs and students transitioning to middle school?
- Does the school need counseling, school-based mental health programs, specialized instructional support services, mentoring or other strategies to improve students' skills outside the academic subject?

ELA

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

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 13-21. Please complete the chart with additional best practices and strategies that support ELA achievement.

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Students need to read longer texts and increase technology skills Students need to read accurately and fluently	Read Naturally Live Special education students, grades 3 through 8, Huron County, MI Johnson, G. and Weaver, J. Nickodem, K. and Dupuis, D. (2017). New findings on Read Naturally Live. Data from the 2015–2016 school year showed second-grade students in Read Live made statistically	Test scores will increase	Instructional - \$1,100

Students need to read longer texts and increase technology skills	<p>significant gains compared to national norms.</p> <p>Mystery Science</p> <p>Hattie - Computer assisted technology - effect size .37</p>	Test scores will increase	Instructional - \$1,400
Increase access to technology	Hattie - Computer assisted technology - effect size .37	Technology skills will improve	<p>ALL Lab - \$20,000</p> <p>Laptops \$7,430</p>
Materials to support ELA instruction	Hattie - Small group instruction - effect size .49	ELA scores will increase	Materials - \$2,945.09
FEC materials	Hattie - Small group instruction - effect size .49	Students will have needed instructional materials	Materials - \$750

MATH

Maryland's College and Career Ready Standards for Math is utilized for math instruction. The 2012 *enVISION* series by Pearson is utilized as the core program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math pacing guide. Math benchmarks are available for use in grades PreK-5 three times during the year. PreK and Kindergarten also administer

an end of year benchmark. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

Activities to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on pages 22-29. Please complete the chart with additional best practices and strategies that support math achievement.

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Students in grades K-2 need additional practice with math facts and skills	Dreambox www.evidenceforess.org Strong +.11 effect size	Math benchmark scores will increase.	Instructional - Dreambox - \$6,300 IXL - \$2,700
Students need additional opportunities to practice math facts and skills	Hattie - Computer assisted technology - effect size .37	Math scores will increase	Instructional - \$2,700
Increase access to technology	Hattie - Computer assisted technology - effect size .37	Technology skills will improve	ALL Lab - \$20,000 Laptops \$7,430
Teachers need to understand the Common Core Math curriculum and how to implement it	Hattie- Learning goals - effect size .56	Math scores will improve	Ready Common Core Mathematics - \$3,103
Students need to see real world application of math skills	Hattie exposure to reading effect size .36	Students will make real world connections to math concepts	Leveled Math Readers - Grade 3 -\$2,116, Grade 4 - \$2,277, Grade 5 - \$2,277

Students need to develop thinking skills, teamwork and communication skills	Fisher/Frey Cooperative versus individualistic learning effect size .59	Students will demonstrate increased collaborative skills	Cubelets STEM - \$2,999.70 Ozobot STEM Robot - \$599.94
Materials to support ELA instruction	Hattie - Small group instruction - effect size .49	Math scores will increase	Materials - \$2,945.09
FEC materials	Hattie - Small group instruction - effect size .49	Students will have needed instructional materials	Materials - \$750

ADDITIONAL NON ACADEMIC NEEDS OF STUDENTS

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Students are experiencing high needs in social and behavioral areas.	Fisher/Frey metacognitive strategies effect size .69 self verbalization effect size - .64	PBIS data will improve	Salary for Title I teacher to work as a half time counselor

BEHAVIORAL SERVICES

This school utilizes the evidence-based PBIS schoolwide tiered model to address problem behaviors.

See pages 34 for data and strategies that will be implemented for behavioral support.

EARLY INTERVENTION

Early intervention services to address student needs are provided. Please list these services.

Need	Activity	Title I Funding
Grade 1 student screening	Screen students entering grade 1 for placement to meet instructional needs.	Title I Budget: Stipends - \$1,443.60
Develop academic and social readiness for kindergarten	The Head Start Program is offered at Joint Registration.	
Develop academic readiness for PreK and Kindergarten	Orientation meetings and conferences are held. Families are given summer learning packets to use with their children.	
Develop academic readiness for PreK and Kindergarten	Judy Center, all day PreK expansion program (federal grant) provides extended learning opportunities and educational experiences for identified students and families.	

PROFESSIONAL DEVELOPMENT

Professional development is an ongoing commitment. Supervisors provide county staff development related to the state curriculum, best teaching practices, and differentiated instruction. School level teams continue these professional development initiatives at the school level. In addition, specific high quality professional development activities identified in the needs assessment process are

included in the School Improvement Plan. ELA and math benchmark assessments, *DIBELS Next*, and unit tests are analyzed to monitor student progress and drive instructional changes. The goal of professional development is to provide teachers with effective instructional strategies that will increase achievement for the identified subgroups.

Please see School Improvement Plan:

ELA	pages 13-21
Math	pages 22-29
Science	waived

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

Professional Development Calendar/Funding Table

Activity	SIP Alignment	What / How Content/Process	Date(s)	Presenters	Funding Source
Articulation Meetings	ELA/Math	Grade level teams meet to share academic information and recommendations for the next year.	May 2018	Teachers	Title I: Substitutes- \$2,232
GRR	ELA/Math	Book studies will be held to address GRR process Better Learning through Structured Teaching	February - April, 2018	Administrators	Title I: Substitutes - \$1,488 Materials - \$638.72

		Guided Instruction: How to Develop Confident and Successful Learners			\$143.40
Summer Team Planning Meetings	ELA/Math	Grade level teams will meet in the summer to review data and plan instruction for the new school year.	Summer 2018	Administrators	Title I: Stipends - \$3,368
Ruby Payne webinars	ELA/Math	How to Increase Student Growth and Raise Teacher Expectations	3 sessions	Administrators	Web Based PD - \$396

STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

PROGRAM	DATE/TIMELINE
Meetings with Head Start and PreK Teachers	May 2018
Transition reports provided by Head Start for entering Kindergarten students	May 2018
Pre-K and Kindergarten Parent interviews	August/September 2017
KRA Screening	September 2017
IEP meetings	Ongoing
Pre-K and Kindergarten Orientation Meetings	Spring 2018
Joint registration with Head Start and Pre-K	April 5-6, 2018

Transportation between Head Start and Pre-K	Daily
Open House	August 24, 2017
Articulation meetings between Pre-K and K	May 2018
Articulation meetings between K and Grade 1	May 2018
Articulation meetings between Grades 1-5	May 2018
Articulation meetings with middle school staff	May 2018
Data analysis meetings	Monthly
Grade 5 middle school visitation	May 2017
Annual Title I Meeting	November 2, 2017

**ALLEGANY COUNTY PUBLIC SCHOOLS
EVERY STUDENT SUCCEEDS ACT**

**COMPONENT 3 A
PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT**

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

The following persons were involved in planning the parent and family program for the 2017-2018 school year. Representatives should include: parents/family members; teachers; paraprofessionals; special educator; school staff; administrators; tribal representatives, if applicable; community members; stakeholders; LEA representative; and technical assistance providers.

Name	Role
Amanda Davis	Parent
Alice McCullough	Parent
Sarah Pannone	Parent
Holly Hamilton	Parent
Scott Sisler	Principal
Christine Baker	Kindergarten Teacher
Cheryl Fradiska	Paraprofessional
Lauren Spangler	Special Education Teacher
Peggy Garver	First Grade Teacher
Kelly Hillegas	Second Grade Teacher
Nancy Smith	Pre-K Teacher
Celeste Middle	Third Grade Teacher
Bradley Ditto	Title I Teacher
Susan Sommers	Paraprofessional

Teresa Taylor	Paraprofessional
Whitney Stoner	Art Teacher
Tessa Fairall	Assistant Principal
Kim Foote	Special Education Teacher
Laura Breeding	School Counselor
Steve Monnington	Community Member/Partner

**ALLEGANY COUNTY PUBLIC SCHOOLS
EVERY STUDENT SUCCEEDS ACT**

**COMPONENT 3 B
STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

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

A Family Engagement Coordinator is on-site at South Penn Elementary School for 29 hours per week. In this position, the Family Engagement Coordinator reaches out to parents to build positive relationships between the home and school through individual communication, works with school administrators to help build a strong parent program, and builds enthusiasm for parent involvement in the school.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. ESSA identifies six requirements designed to build parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the school's Parent/Family Engagement Plan. Please include strategies for how to reach parents/families which are hard to reach.

Please consider the following:

- Parent School Compact
- What is the school's plan for engaging parents/families in the development and dissemination of school parent policies and compacts?
- How are parents/families engaged in the school through orientations, parent nights and other activities?
- What evidence based strategies will be used to increase parent/family engagement?
- How does the school involve parents, families, teachers, administrators, staff and the community in the school planning and decision making process?
- How do parents/families give input on the expenditure of Title I funds?
- What is the role of school staff in strengthening the partnership between the home and school?
- How do community/business partners support the school to improve student achievement?
- Are the activities aligned with the six components of parental engagement (communicating, parenting, students learning, volunteering, school decision making and advocacy, and collaborating with the community)?
- What evidence is there that the relationship between the school and the community is improving?

Please refer to the Parent/Family Engagement section on pages 35-40 for a description of the implementation of these standards.

<p>ALLEGANY COUNTY PUBLIC SCHOOLS EVERY STUDENT SUCCEEDS ACT</p>	<p>COMPONENT 4 COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS</p>
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The school and the community provide many additional services for students who are experiencing difficulties. These may include Head Start, nutrition programs, housing programs, violence prevention, adult education programs, career and technical education programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities as well as other safety nets for students as listed in the chart below. 111(d), 1114(b)(5)

Service	Service Provider	Explanation of Service
Health care	Allegany County Health Department	School nurse provides health support to students and their families.

Head Start Program	Head Start	Head Start provides additional opportunities for students to gain readiness in academic skills and social skills.
Social, personal, or academic support	School Counselor - full time Title I funded Teacher/ part time	School counselor provides weekly classroom lesson on character traits and PBIS goals. She meets with individuals or small groups to address issues. The Title I funded teacher spends part of her day working with individual students and small groups to address student needs.
Extended learning time targeting students with low academic achievement and FARMS.	21st Century Grant Title I funds Local funds	21st Century Afterschool Program provides after school care for 50 students. The program offers time for homework completion, a meal, and enrichment activities including cultural events and science lessons.
Summer School	Special Education Judy Center	Students are given the opportunity to attend summer school based on IEP requirements. The Judy Center offers summer learning for Pre K and Kindergarten students.
Differentiated instruction and small group instruction	Classroom Teachers Special Education Teachers Instructional Assistants	Teachers provide differentiated instruction through small group instruction based on identified needs. Instructional assistants reinforce skills with small groups and individuals and work under the direction of a teacher.
Inclusion in general education classes	Special Education Staff	Instructional assistants and the special education teacher scaffold instruction for at risk students.
Assistance to families based on identified needs	Pupil Services Team	Pupil Service Team meets weekly to identify needs of families and offers support for attendance issues and family needs.
Dental screening	Allegany County Health Department	Students are provided with a dental screening and sealants.
Vision screening	Lions Club	Lions Club provides vision screening for early childhood students.
Social and emotional support	Allegany County Health Department	Mental health counselors meet with identified students on a regular basis.

Behavior and academic support	Special Education	Learning Assistance Program supports students with academic and behavior needs.
Behavior support	PBIS Team Allegany County Health Department	PBIS Program sets social and behavioral goals for students with rewards for meeting these goals KIDS Program is offered by ACHD for students with identified needs.
Nutrition support	Local churches	Weekend Backpack Program, Holiday food baskets, and Summer Lunch Box Program provide nutritional support.
Clothing	Allegany County Social Services	Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students.
School supplies	ACPS Local churches	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.
Opportunities to discuss progress of child	School Staff	Parent Conferences are scheduled for October 3, 2017 and February 14, 2018 and on an as requested basis.
Reading intervention programs	Reading Intervention Teacher Title I Staff Special Education Staff	ERI, Foundations, Read Naturally, SRA, Wilson are used to support at risk students.
Identification of student areas of need	School Staff	KRA is administered to all kindergarten students at the beginning of the year. the assessed areas include social Foundations, Language and Literacy, Math and Physical Well Being and Motor Skills. Grade 1 students are screened prior to the beginning of the school year in order to identify needs and form groups.
Opportunity to address student educational needs	ICT Classroom Teachers Administration	ICT and data analysis meetings assist in identifying at risk students.

	ELA/Math Specialists	
Drug awareness	Sheriff's Department	D.A.R.E. Program is offered to Grade 5 students to teach behaviors to resist risky behaviors.
Math intervention program	ACPS	Imagine Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child. This program is only provided in Title I schoolwide schools for students in grades 3-5. enVISION Intervention Program... Math Club...
Assistance to families of young children	Judy Center	Judy Center and the Infants and Toddlers Programs provide monthly literacy programs, nutrition programs and other topics of interest to young families.
Resources to support homeless students	ACPS	Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable "social-school" activities as well as Title I-like academic services.
Adult education programs	Allegany College of Maryland	The GED program is offered for adults.

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

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

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 18.

SP - FY 18 Coordination of Funding Sources

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	PreK Expansion Federal	PreK Expansion State
Professional Development	\$8,266.12						
Extended Day /School Year	\$25,250		\$52,000	\$21,750			
Materials of Instruction	\$28,666.73			\$30,551	\$19,375	\$343	\$2,333
Salaries	\$401,779.61				\$107,891	\$60,917	\$8,478
Parent / Family Engagement	\$5,197.01						
Equipment	\$27,430			\$3,000			
Contracted Expenses					\$21,714		
Consumable				\$8,514			

Office				\$3,745			
Other	\$1,443.60			\$33,380	\$16,020	\$1,164	\$205

Title I Budget 2017 – 2018

Instructional Program: \$57,540.33 (includes FEC)

Materials

\$16,317.73

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Ready Common Core Mathematics		\$3,103	FARMS Special Education
Science STEM	Cubelets STEM Robot Blocks learning Pack		\$2,999.70	FARMS Special Education
Science STEM	Ozobot STEM Robot		\$599.94	FARMS Special Education
Math/ELA	Grade 3 Leveled Math Readers	\$529 x 4	\$2,116	FARMS

				Special Education
Math/ELA	Grade 4 Leveled Math Readers	\$759 x 3	\$2,277	FARMS Special Education
Math/ELA	Grade 5 Leveled Math Readers	\$759 x 3	\$2,277	FARMS Special Education
ELA/Reading	Materials to support reading instruction		\$2,945.09	FARMS Special Education

Equipment

\$27,430

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	ALL Lab equipment	\$20,000	\$20,000	FARMS Special Education
ELA/Math	Lenevo Yoga Multi Touch Laptops	10 laptops x \$743	\$7,430	FARMS Special Education

FEC Materials**\$750**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Workshop Materials for teacher instructional materials	\$750	\$750	FARMS Special Education

Web-based**\$11,599**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Dreambox (grades K-2)		\$6,300	FARMS Special Education
ELA/Math	IXL		\$2,700	FARMS Special Education
ELA/Reading	Read Naturally Live		\$1,100	FARMS Special Education

Science	Mystery Science		\$1,499	FARMS Special Education
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Stipends / Substitutes

\$1,443.60

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Student Screening	6 hours x 10 x 24.06	\$1,443.60	FARMS Special Education

Title I Budget 2017 – 2018

Professional Development: \$8,266.12

Stipends / Substitutes

\$7,088

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Articulation Meetings	24 subs x \$93	\$2,232	FARMS

		3 days		Special Education
ELA/Math	Quarterly PD for GRR	4 days x 4 subs x \$93	\$1,488	FARMS Special Education
ELA/Math	Summer Planning Meetings	5 hours x \$24.06 x 28 Teachers	\$3,368	FARMS Special Education

Hourly Stipends: Teaching- \$24.06

Non-Teaching- \$22.73

Substitutes: Certified- \$93.00

Materials

\$782.12

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	<i>Better Learning through Structured Teaching</i> by Fisher and Frey	32 books x \$19.96	\$638.72	FARMS Special Education
ELA/Math	<i>Guided Instruction: How to Develop Confident and Successful Learners</i> by Fisher and Frey	12 books x \$11.95	\$143.40	FARMS Special Education

Web based PD**\$396**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Ruby Payne Webinars <i>How to Increase Student Growth and Raise Teacher Expectations</i> - 3 sessions for 4 people	4 persons x \$99	\$396	FARMS Special Education

Title I Budget 2017 – 2018

Parent/Family Engagement: \$5,197.01**Stipends****\$2,189.46**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent/Family Engagement	PARCC Workshop for Parents	14 teachers x \$24.06 x 2 hrs	\$673.68	FARMS Special Education
Parent/Family Engagement	STEM Night	18 teachers x \$24.06 x 2 hrs	\$866.16	FARMS Special Education

Parent/Family Engagement	Open House/ Meet the Teacher Night	27 teachers x \$24.06	\$649.62	FARMS Special Education
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Hourly Stipends: Teaching- \$24.06

Non-Teaching- \$22.73

Materials

\$3,007.55

***Food Allowance – 10% = \$519.70 (Per person: Light snack-\$2-\$3, Breakfast-\$3-\$5, Lunch-\$5-\$8, Dinner-\$8-\$11 or less)**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent/Family Engagement	Food for Parent Meetings	\$519.70	\$519.70	FARMS Special Education
Parent/Family Engagement	STEM Night Materials	\$250.00	\$250.00	FARMS Special Education
Parent/Family Engagement	Materials for PreK and K take home packets	\$500.00	\$500.00	FARMS Special Education
Parent/Family Engagement	Paper for Parent Newsletters	\$300.00	\$300.00	FARMS

				Special Education
Parent/Family Engagement	Laminating Materials	\$360.00	\$360.00	FARMS Special Education
Parent/Family Engagement	Math Day Materials for parents	\$538.93	\$538.93	FARMS Special Education
Parent/Family Engagement	Materials for ELA – Partners in Print Parent Sessions	\$538.92	\$538.92	FARMS Special Education

MTSS Continuation of 2016-2017 Plan

Domain 2- Feature 3 School Personnel will use multi-level instructional strategies for both reading and math to include all students with various needs in the general education curriculum activities by identifying and prioritizing instructional interventions based on analysis of multiple sources of academic data.

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

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Utilize universal screening data to determine student need for small groups. Identify and explore instructional strategies to promote differentiated groups based upon data. 	staff admin school coaches district coaches	August 2016 3 x per yr. August 2017 3 x per yr.	<ul style="list-style-type: none"> Initial screening data was analyzed to create small groups for instruction. Strategies based upon student needs as determined by data were identified, explored, and modeled by the instructional coaches and classroom teachers.
INSTALLING			
<ul style="list-style-type: none"> Small groups in reading were created based on data analyzation for all students. A small group procedure/protocol was developed to implement differentiated practices during the ELA and Mathematical Instructional blocks. Reading and math leadership teams have been identified and maintained. 	staff admin school coaches district coaches	September 2016 Ongoing	<ul style="list-style-type: none"> Continued evaluation of small group progress to determine student need. Identify and create fidelity protocols to monitor implementation of small group. Schedule team meeting times, norms, protocols and communication structure.
IMPLEMENTING			
<ul style="list-style-type: none"> Implementation of small group instruction on a consistent basis. Grade level teams meet weekly to plan differentiated instruction for all three Tiers based on ongoing data collection. 	staff admin school coaches district coaches	Ongoing 2016-17 Ongoing 2017-18	<ul style="list-style-type: none"> During grade level team planning, reading and math team meetings barriers to implementation of small group practices are discussed. Data is analyzed and shared to problem solve around instructional next steps in



schoolwide
integrated
framework for
transformation

SOUTH PENN LEADERSHIP TEAM ACTION PLAN PRIORITIES

Date: November 17, 2016

<ul style="list-style-type: none">• School and district coaches are aligned to instructional planning times. They model and guide daily strategic instructional practices while also providing coaching feedback.• Reading and math leadership teams meet monthly to analyze, discuss data and next steps for instruction.• Reading and math leadership team leaders meet biweekly with school leadership team to share data results.			implementation of strategic practices for all three Tiers of student need.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Notes-			