

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

School: South Penn Elementary School

Principal: Tessa Fairall

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I. VISION, MISSION, AND CORE VALUE

Mission Statement

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

Vision

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

Core Values

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

2024-2025 MD Report Card Star Rating (the number represents stars earned)	2	
	No	Yes
Is this school identified as Target Support of Improvement (TSI) ?		X
If yes, state the identified subgroup(s).	Special Education African American	
Is this school identified as Additional Target Support of Improvement (ATSI) ?	X	
If yes, state the identified subgroup(s).		
Is this school identified as Comprehensive Support and Improvement (CSI) ?	X	
If yes, state the identified area.		
Is this school identified as Low Performing?	X	

A response of yes to any of the above requires the plan to include specific focus of the identified subgroup(s). Goals should be specific with evidence based practices supporting the strategies and action steps. The process must ensure that all teachers are implementing the strategies to fidelity. Documentation must include ongoing monitoring of progress and improvement.

II. SCHOOL DEMOGRAPHICS
building? 2

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	2	48	50
Itinerant staff	2	3	5
Paraprofessionals	8	25	33
Support Staff		8	8
Other	1	17	18
Total Staff	13	103	116

Number of years the principal has been in the

B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	≤ 12	n/a
Hawaiian/Pacific Islander	0	n/a
African American	48	10%
White	346	70%
Asian	≤ 12	n/a
Two or More Races	82	17%
Hispanic/ Latino	13	3%
Special Education	125	25%
LEP	5	1%
Males	243	49%
Females	248	51%
Gender X		
Total Enrollment	491	
FARMS Rate (20242025)	491	100%

III. ATTENDANCE

Table 4a	2022-2023	2023-2024	2024-2025
Grade Level – School Level	Attendance Rate	Attendance Rate	Attendance Rate
All (Excluding PreK & K)	88.9	88.8	89.5
Grade 1	89.2	88.6	88.5
Grade 2	87.9	88.8	89.5
Grade 3	90.8	88.4	89.4
Grade 4	87.9	89.7	89
Grade 5	89.1%	88.6	91.4

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	88.5	87.6	88.8
Hispanic/Latino of any race	≤10	≤10	92
American Indian or Alaska Native	≤10	≤10	n/a
Asian	≤10	≤10	≤10
Black or African American	85.8	85.4	86.5
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a
White	88.9	88.1	89.1
Two or more races	87.1	86.7	88.5
Male	88.5	87.6	88.5
Female	88.4	87.6	89.1
EL	≤10	≤10	≤10
Special Education	86.0	86.1	86.8
Free/Reduced Meals (FARMS)	88.0	86.6	87.8

Chronically Absent

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

MD Report Card reports students NOT chronically absent.

Table 5	2023	2024	2025
Not Chronically Absent (percentage)	55	55.5	56.1
Report Card Points Earned (out of 15)	1	1	1

ATTENDANCE FOCUS AREA	
Grade Band (s) or Subgroup (s)	All students with emphasis on Black/African American and Special Education subgroups
Focus Area Goal	Increase overall student attendance to the 94% goal
Root Cause(s):	Misconception about the importance of attendance
Barriers:	● Transportation/Weather ● Health Challenges ● Aversion to Academics
Needed Resources:	n/a
Strategies	● Information and data on the importance of regular on-time attendance from the <i>Attendance Works</i> resources will be shared with parents in the forms of calendars, letters, and posters. ● The PBIS Team will focus on school wide Tier I incentives. Classrooms and students will be recognized for meeting or exceeding the 94% attendance goal. Recognition will be monthly for classrooms and individual students. Incentives are given quarterly for individuals who meet the 94% attendance goal. ● To increase half day attendance, whole school assemblies will be held on these days to build a sense of community. In addition, grade level hands-on STEAM activities connected to the science curriculum will take place in classrooms. Kindergarten and 5th grade buddy activities

	will be done on half days before or after holidays to provide incentive for students to come to school. • The PST team meets bi-weekly to focus on Tier II and Tier III strategies for students with attendance concerns. A staff member makes calls when students have missed several days in a row. In addition, Judy Center staff makes calls to all PreK3 and PreK4 families when the child misses school. A 4 step system of communication is in place to effectively implement and communicate the attendance concerns.
How will it be funded?	COP Title I
Steps towards full implementation with timeline:	• September- Individual and classroom incentives began and continue monthly • October- PST meetings began and continue bi-weekly • Quarterly awards
Monitoring Procedure:	• Bi- weekly PST team meetings with a focus on the identified subgroups • All family communication is documented in an attendance spreadsheet

IV. GRADUATION RATE– High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2022-2023	2023-2024	2024-2025
Total Referrals	138	265	152
All Suspensions	11	15	12
In School	n/a	n/a	n/a
Out of School	11	15	12
Sexual Harassment Offenses	n/a	n/a	n/a

Harassment/Bullying Offenses	0	0	0
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2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

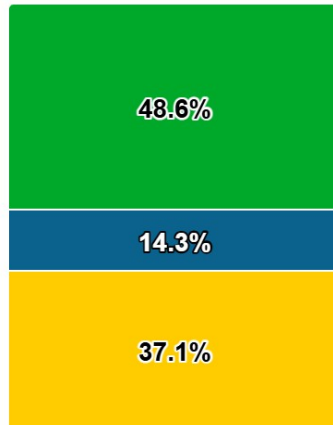
There was a decrease in the number of office referrals in the 2024-2025 school year. We will continue to focus on Tier I PBIS strategies and support students that need a Tier II and Tier III intervention. These are mentioned in the PBIS part of the plan.

VI. EARLY LEARNING

A. Kindergarten Readiness

Star Math Proficiency Rate (District Benchmark)

Fall 2025-2026

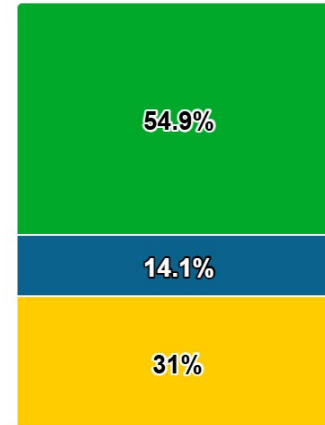


● Established Skills
● Developing Skills
● Beginning Skills

EXPLORE

Star Early Literacy Proficiency Rate (District Benchmark)

Fall 2025-2026



● Established Skills
● Developing Skills
● Beginning Skills

EXPLORE

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

- In order to address Social Foundations, the SABERS report, the kindergarten teachers will teach all Second Step Lessons within the first two months of the 25/26 school year. In addition, weekly guidance lessons and Tier 2 social groups occur to support students.

- In order to address Language and Literacy deficits we utilize Phonemic Awareness: The Skills That They Need To Help Them Succeed! by Michael Heggerty is utilized daily in Pre-k
- In Language and Literacy, DIBELS Next is used as a screener to identify students with deficit(s) in Phonemic Awareness or Phonics
- Reading Intervention groups meet on a daily basis using the Research Based CKLA additional support lessons.
- The technology portion of the math curriculum, places students on individual pathways to give them individualized learning.
- Math Talk, included in the iReady curriculum, allows development of student to student discussions and understanding of strategies in problem solving.
- Students will continue to be screened using DIBELS Next benchmarks and progress monitoring to monitor student progress.
- To monitor math progress, the iReady diagnostic will be administered midyear and end of year as well as the lesson and unit assessments.

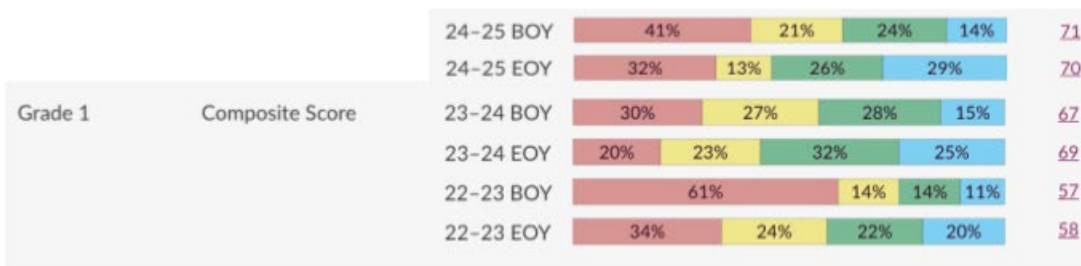
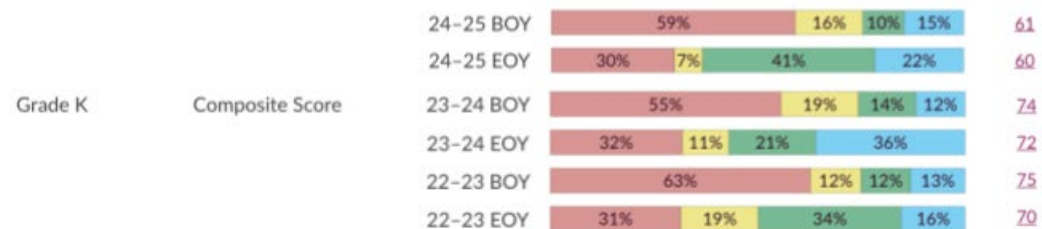
B. Dibels K2

Grades K-2

EOY Year over Year Report

2022-2023, 2023-2024, 2024-2025

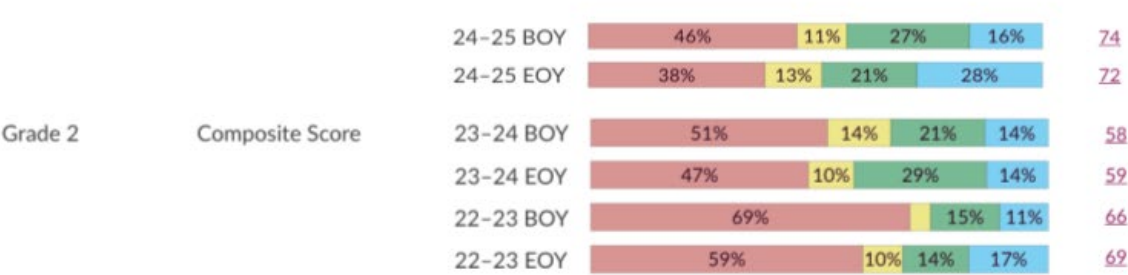
D8: Benchmark Performance - Composite Score South Penn Elementary



Well below Below At Above

Amplify.

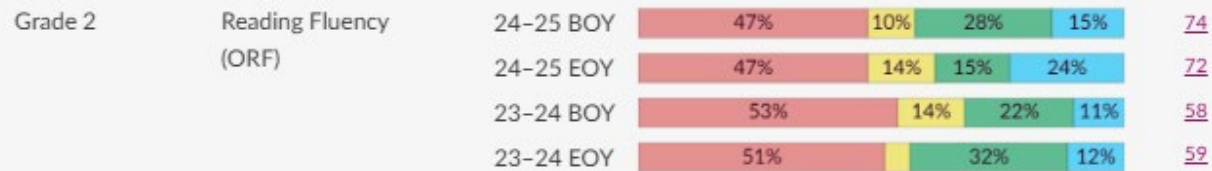
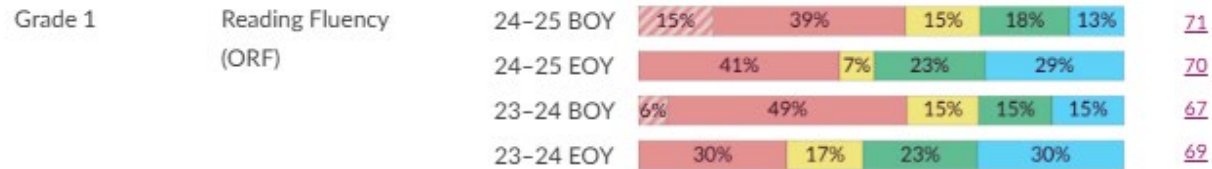
D8: Benchmark Performance - Composite Score South Penn Elementary



Well below Below At Above

Amplify.

Oral Reading Fluency
2023-2024
2024-2025



K-2 AREA 1:	Literacy
Focus Area Goal	Increase proficiency in Oral Reading Fluency for grades 1 and 2. At the beginning of the year 2025-2026: 29% of Grade 1 students were proficient in Oral Reading Fluency 42% of Grade 2 students were proficient in Oral Reading Fluency The goal will be to increase proficiency by 10% at each grade level by the end of the 2025 - 2026 school year.
Root Cause(s):	- Some students are still working to master grade-level and previous grade-level foundational phonics skills and this is impeding grade level fluency. - Students need more practice fluently reading grade level text.
Focus Early Literacy Component:	RF.1.4.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.1.4.2.4a Read grade-level text with purpose and understanding.

	RF.1.4b, 2.4b Read grade-level text orally with accuracy, appropriate rate, and expression. RF.1.4c, 2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Barriers:	Foundational skills are not mastered consistently in grade level instruction Insufficient practice with reading fluency Limited time for Tier II instruction
Needed Resources:	District Resources
Strategies and/or evidence-based interventions:	- Weekly fluency passages from CKLA will be sent home with students in grades 1-2. Teachers will conduct cold and hot reads with targeted students to monitor progress weekly. - Targeted students will participate in the Read Live fluency program (Grade 2) - Modeling fluent reading with One School, One Book
How will it be funded?	School and District funds, Community School Funds
Steps towards full implementation with timeline:	Weekly: Fluency passages from District program materials will be sent home to all students in grades 1-2 for repeated practice. Teachers will use DIBELS data to monitor targeted groups of students. Monthly: Vertical ELA team meetings to discuss fluency passage data and best fluency practices to implement One School, One Book (January-May 2026) Quarterly: Grade level team data meetings to analyze reading data (ORF progress monitoring, Read Live data) and fluency opportunities
Monitoring Procedure:	DIBELS ORF progress monitoring (biweekly for well-below students and monthly for below students) Classroom teacher will monitor fluency passage practice with targeted groups of students using hot/cold read graphs to monitor student progress Data meetings to monitor Read Live progress CKLA assessments:

	<u>Grade 1:</u> 1/1/25-1/21/25 (Skills 2), 12/22/25-12/23/25 (Skills 3), 2/9/26-2/13/26 (Skills 4 / MOY), 3/23/26-3/26/26 (Skills 5), 4/27/26-5/1/26 (Skills 6), 5/25/26-6/5/26 (Skills 7 / EOY) <u>Grade 2:</u> 10/27/25-10/31/25 (Skills 2), 11/24/25-11/28/25 (Skills 3), 2/2/26-2/13/26 (Skills 4), 3/23/26-4/3/26 (Skills 5), 5/18/26-5/29/26 (Skills 6 / EOY)
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VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ART

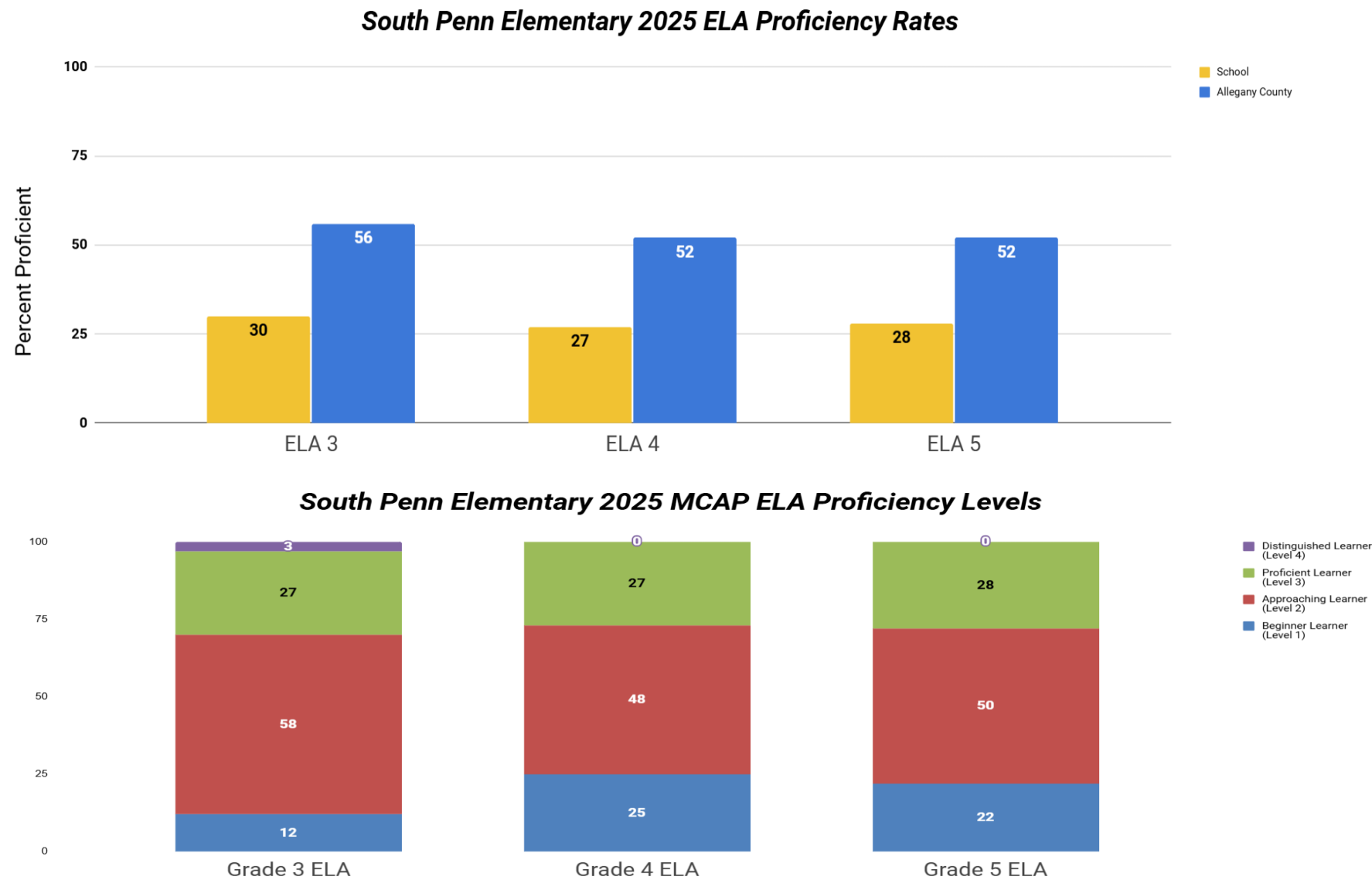
Long Term Goal: To prepare 100% of students to be college and career ready by graduation, to reduce the 2017 non-pass rate by 50% by the year 2030.

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

MD Report Card Data (to be filled in after the release of 2025 Report card in December)

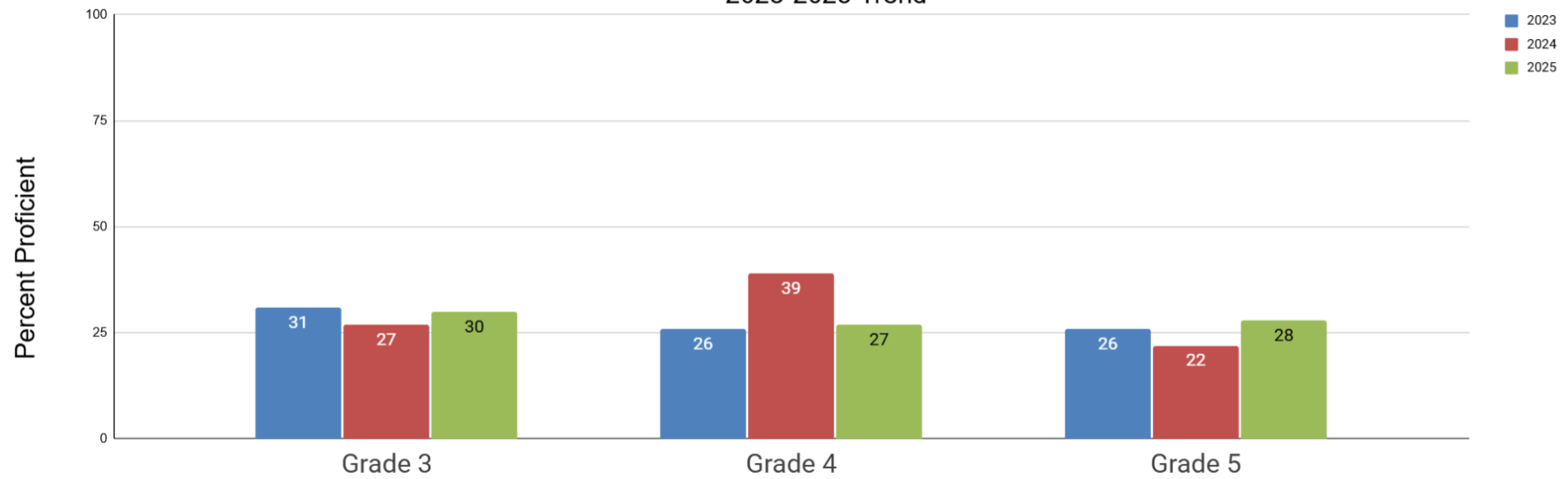
2025 ELA Report Card Results		
	2024	2025
ELA Proficiency out of 5	1.4	1.38
ELA Average levels out of 5	2.60	2.60
ELA Growth out of 12.5	4.5	4
Total ELA Report Card Points out of 22.5	8.5	7.98

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

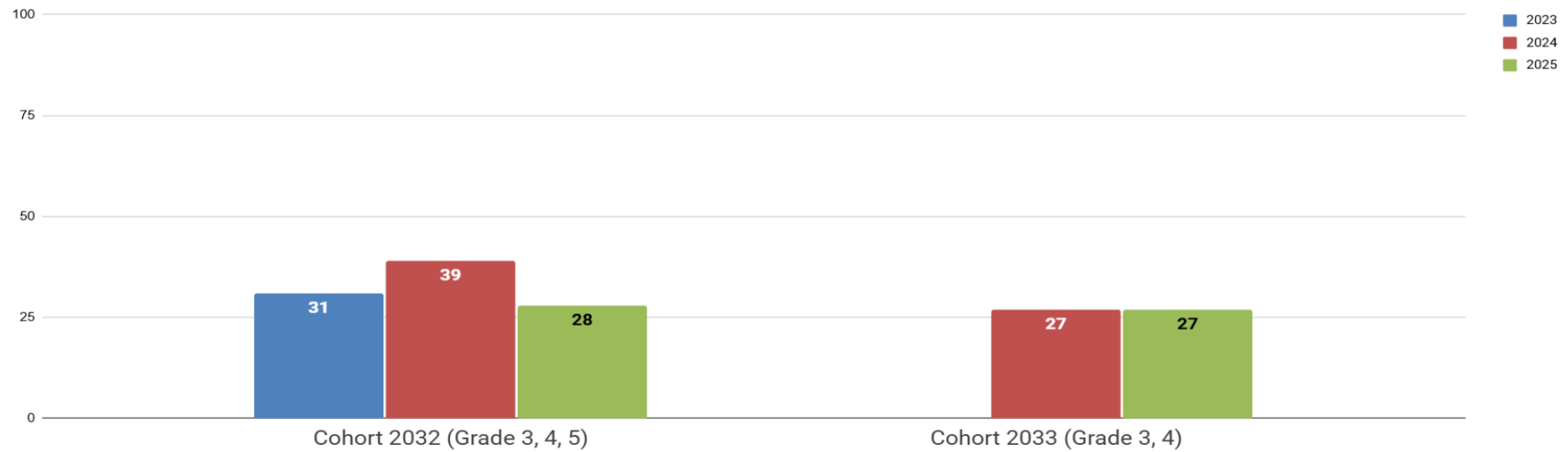


South Penn Elementary ELA Proficiency Trend

2023-2025 Trend



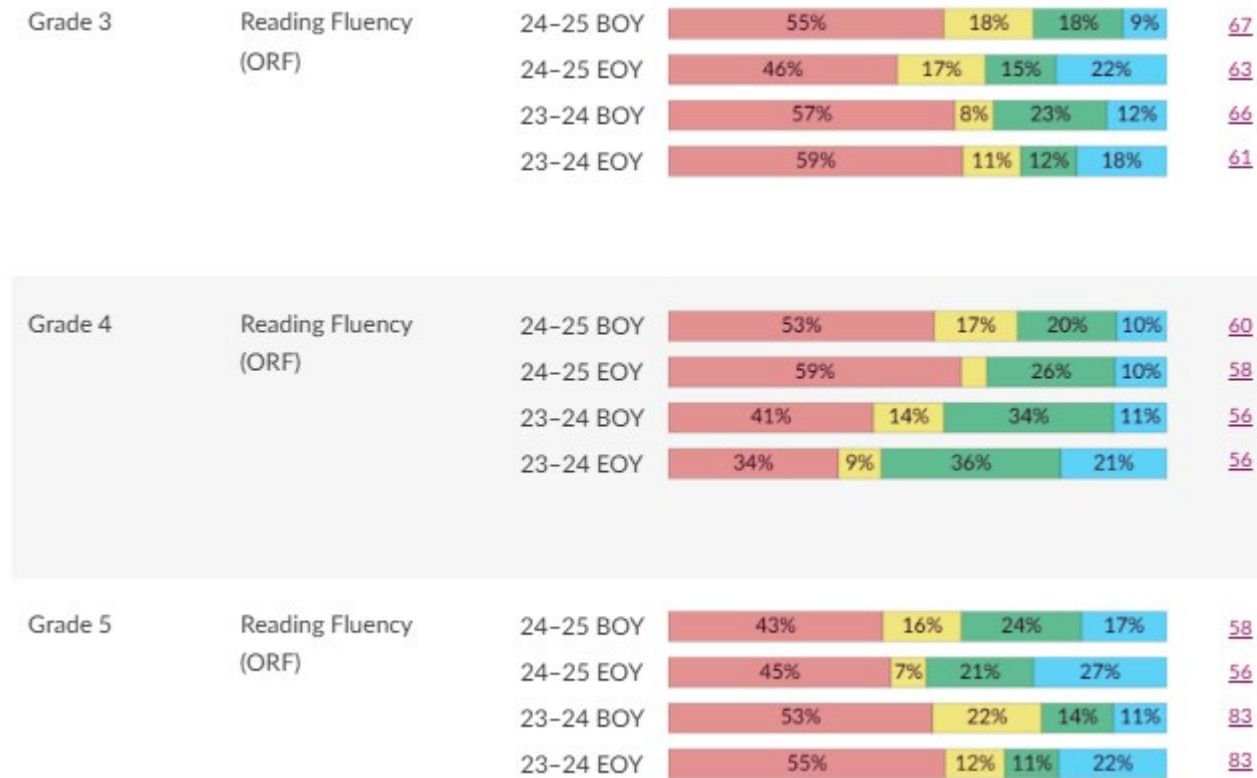
South Penn Elementary ELA Cohort Proficiency Growth



ELA FOCUS AREA 1:	Increase ELA proficiency rate in grades 3-5 MCAP through focused Tier I instruction with focus on the Students with IEP subgroup and the Black or African American subgroup.
Focus Area Goal	Below are the proficiency rates based on the 2025 ELA MCAP Data: Grade 3- 30% Grade 4- 27% Grade 5- 28% The goal will be to increase each grade level's proficiency rate by 5% on 2026 MCAP. According to 2025 MCAP data, 5% of students with Individualized Educational Plans were proficient. The goal will be to increase proficiency by 5%. According to 2025 MCAP data, 27% of Black or African American students were proficient in ELA. The goal will be to increase proficiency by 5%.
Root Cause(s):	Inconsistent understanding and incorporation of the science of reading principles when planning for and delivering the core literacy program Overscaffolding and lack of differentiation Attendance/Tardiness
Focus Content Standard(s):	Reading Informational Text Reading Literary Text Vocabulary Writing
Barriers:	Need for increased intentionality in lesson planning to strengthen Tier I instruction for students to gain independence
Needed Resources:	District Resources
Strategies and/or evidence-based interventions:	Monthly vertical ELA team meetings focus on the implementation of SOR within the CKLA program. During weekly collaborative team planning, ELA leaders communicate

	information discussed during vertical meetings and connect SOR practices to daily CKLA lessons/unit planning. ● Strengthen tier 1 instruction through daily engagement with CKLA text. Use lesson and unit internalization protocols to plan for implementation with fidelity. (pacing, grouping, etc) ● Consistently incorporate structures that require students to respond to text dependent and inference based questions (literal, evaluative, inferential) . Hold all students accountable for going back into the text and using evidence to support responses. ● Coaching cycles to support novice teachers with implementation of CKLA
How will it be funded?	District Resources
Steps towards full implementation with timeline:	Weekly: Grade level team planning in collaboration with Special Educator and Title I staff (5-6 teachers) following planning protocols Weekly: Targeted coaching cycles with novice teachers Monthly: Vertical ELA team meetings to review best practices, CKLA lesson structure, and data Quarterly: Grade level team data meetings to discuss reading data (DIBELS, CKLA Unit Assessments)
Monitoring Procedure:	Administration attendance at weekly team meetings Upon unit completion, Teachers will analyze data from CKLA Unit Assessments to drive instruction Collected planning protocol agendas will guide learning walks to monitor lesson structure

Grades 3, 4, 5
Oral Reading Fluency
2023-2024
2024-2025



ELA FOCUS AREA 2:	Oral Reading Fluency
Focus Area Goal	Increase proficiency in Oral Reading Fluency for grades 3 and 5. At the beginning of the year 2025-2026: 41% of Grade 3 students were proficient in Oral Reading Fluency 35% of Grade 4 students were proficient in Oral Reading Fluency 28% of Grade 5 students were proficient in Oral Reading Fluency

	The goal will be to increase proficiency by 10% at each grade level by the end of the 2025-2026 school year.
Root Cause(s):	Students' performance on MCAP in grades 3-5 shows a need for improvement in reading comprehension. Fluent reading is directly connected to improvement in reading comprehension. • Some students are still working to master foundational phonics skills and this is impeding grade level fluency. • Students need more practice fluently reading grade level text.
Focus Content Standard(s):	RF.3.4, 5.4 Read with sufficient accuracy and fluency to support comprehension. RF.3.4a, 5.4a Read grade-level text with purpose and understanding. RF.3.4b, 5.4b Read grade-level text orally with accuracy, appropriate rate, and expression. RF.3.4c, 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Barriers:	Foundational skills are not mastered consistently in primary grades Insufficient practice with reading fluency
Needed Resources:	District Resources
Strategies and/or evidence-based interventions:	• Weekly fluency passages from CKLA and/or Read Live will be sent home with students in grades 3-5. Teachers will conduct cold and hot reads with targeted students to monitor progress weekly. • Targeted students will participate in the Read Live fluency program • Modeling fluent reading with One Book, One School • Targeted students will participate in Literacy Labs with a focus on foundational skills
How will it be funded?	School and District funds, Community School Funds
Steps towards full implementation with timeline:	Weekly: Fluency passages from District program materials will be sent home to all students for repeated practice. Teachers use MCAP and DIBELS data to monitor targeted groups of students. Monthly: Vertical ELA team meetings to discuss fluency passage data and best fluency

	practices to implement One School, One Book (JanuaryMay 2026) Quarterly: Grade levelteam data meetings to analyze reading data (ORF progress monitoring, Read Live data)
Monitoring Procedure:	DIBELS ORF progress monitoring (biweekly for well-below students and monthly for below students) Classroom teacher will monitor fluency passage practice with targeted groups of students using hot/cold read graphs to monitor student progress Data meetings to monitor Read Live progress

B. MATHEMATICS

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

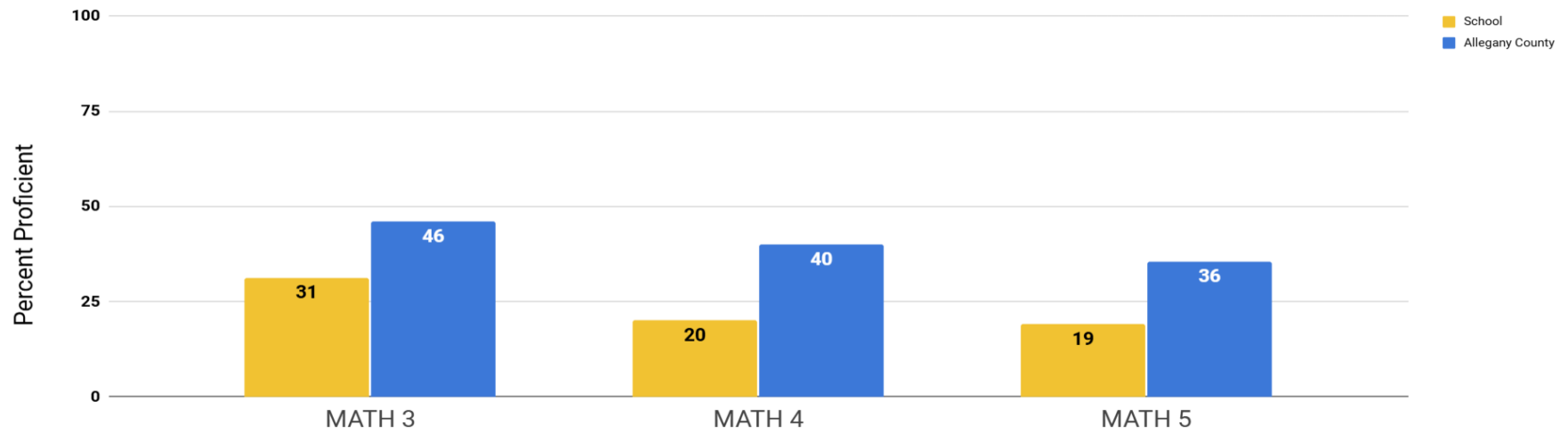
Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

MD Report Card Data (to be filled in after the release of 2025 Report card in December)

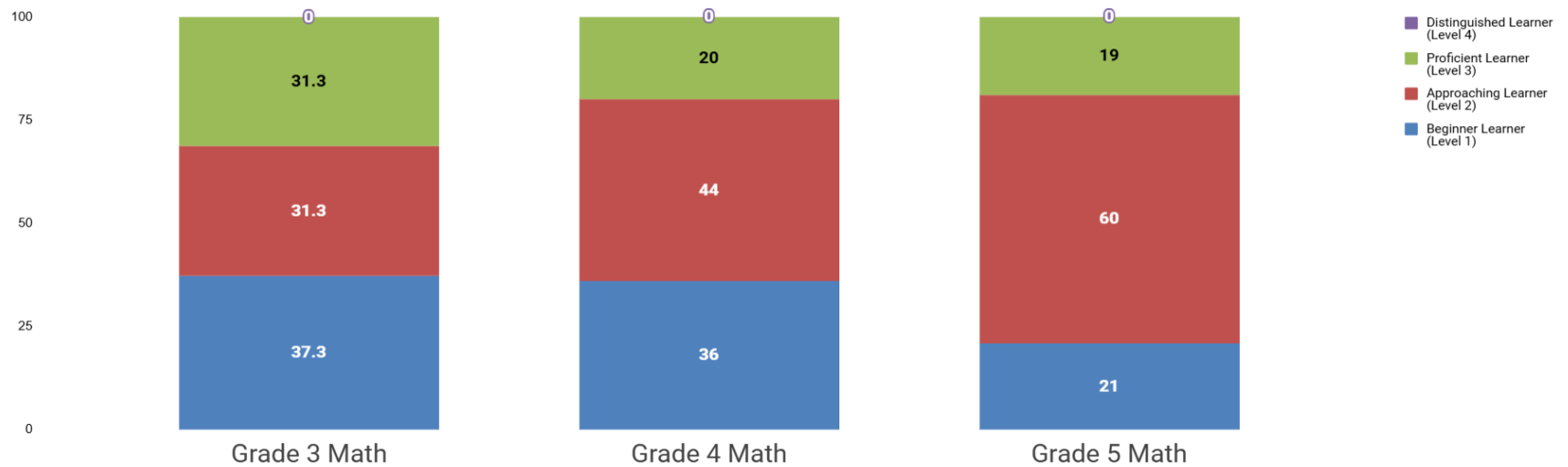
2025 Math Report Card Results		
	2024	2025
Math Proficiency out of 5	1	1.18
Math Average levels out of 5	2.4	2.39
Math Growth out of 12.5	5.5	6.5
Total Math Report Card Points out of 22.5	8.9	10.07

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

South Penn Elementary 2025 Math Proficiency Rates

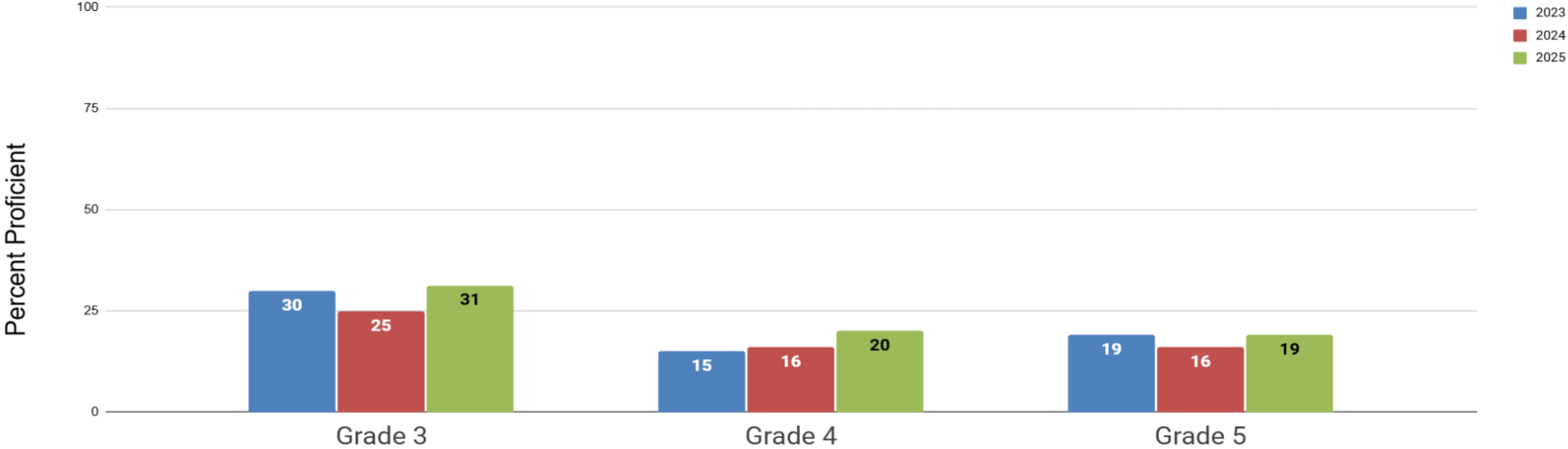


South Penn Elementary 2025 MCAP Math Proficiency Levels

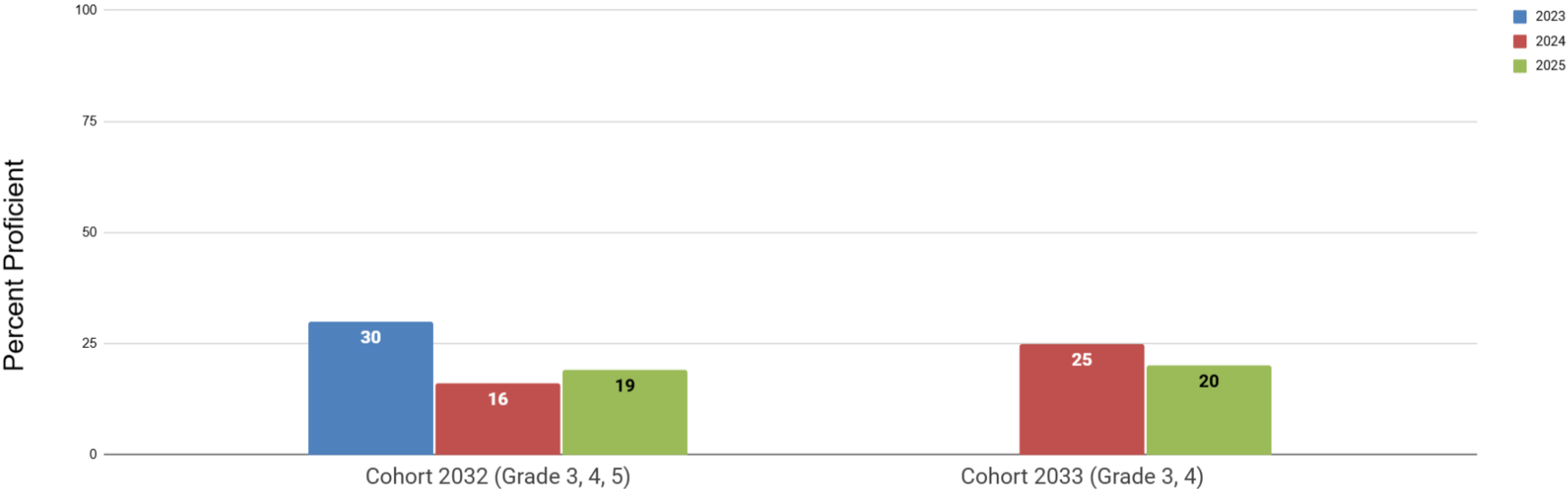


South Penn Math Proficiency Rate

2023-2025 Trend



South Penn Math Cohort Proficiency Growth



MATH FOCUS AREA 1:	Grade 3, 4, and 5 Proficiency rates through focused tier I instruction
Focus Area Goal	The focus area goal is for the MCAP proficiency rates in grades 3, 4, and 5 to show an increase of 5% on the 2026 Math MCAP assessment. According to the above data charts, in 2025 3rd grade had 31% of students proficient, 4th grade had 20% of students proficient, and 5th grade had 19% of students proficient. We will target MCAP proficiency rates in the African American subgroup for grades 3, 4, and 5. The goal is to show an increase of 5% from the 2025 Math MCAP assessment to the 2026 Math MCAP assessment. We will target proficiency rates in the special education subgroup for grades 3, 4, and 5. The goal is to show an increase of 5% from the 2025 Math MCAP assessment to the 2026 Math MCAP assessment.
Root Cause(s):	Inconsistent understanding of the mathematical standards and relationships when planning for and delivering the core math program Overscaffolding and lack of differentiation Attendance/Tardiness
Focus Content Standard(s):	All 3rd, 4th, and 5th Common Core mathematics standards in the following domains: • Operations and Algebraic Thinking • Number and Operations in Base Ten • Number and Operations in Fractions • Geometry • Measurement and Data
Barriers:	Need for increased intentionality in lesson planning to strengthen Tier I instruction for students to gain independence
Needed Resources:	District Resources
Strategies and/or evidence - based interventions:	• Strengthen tier 1 instruction through daily engagement with i-Ready Classroom curriculum and use lesson comprehension check data to guide daily session planning beginning with the mathematical standard. • Coaching cycles to support novice teachers with implementation of i-Ready • Teachers follow the Concrete Representational Abstract progression within the i-Ready curriculum.

	Utilize Tier II and Tier III opportunities with small group instruction and use of individual pathways.																												
How will it be funded?	Title I (additional materials to support the core math program, supplies and materials for parent volunteers to create materials of instruction for differentiation) and COP money will be utilized for math instructional needs.																												
Steps towards full implementation with timeline:	On the EOY i-Ready diagnostic, students that scored early on or mid/above grade level showed >90% correlation for proficiency on the 2025 Math MCAP assessment. Therefore, we will be continuously monitoring i-Ready assessments to increase the amount of students that are on grade level. Particular attention will be focused on the targeted subgroup data to guide instructional decisions. As a school, we will focus on the following: - Weekly collaborative grade level planning to determine pacing for Tier I instruction, differentiation for Tier II, assessments and best practices. - Weekly comprehension checks utilizing form A to guide instruction and form B to determine the need for Tier II instruction. - Monthly Math Team Vertical Collaboration Meetings which include a focus on learning lab walks and feedback to support instructional practices. - Diagnostic Assessments - BOY Aug 27 - Sept 26, MOY Jan 5 - Jan 23, EOY April 27 - May 22																												
Monitoring Procedure:	<table><tr><td>i-Ready Diagnostic Overall Placement</td><td>3 or more grade levels below</td><td>2 or more grade levels below</td><td>1 grade level below</td><td>Early on grade level</td><td>Mid or above grade level</td><td>Total % below</td></tr><tr><td>BOY 2025</td><td>20%</td><td>34%</td><td>40%</td><td>5%</td><td>2%</td><td>94%</td></tr><tr><td>EOY 2024</td><td>11%</td><td>17%</td><td>37%</td><td>14%</td><td>22%</td><td>65%</td></tr><tr><td>BOY 2024</td><td>18%</td><td>28%</td><td>47%</td><td>4%</td><td>2%</td><td>93%</td></tr></table> i-Ready Classroom Mathematics diagnostics monitored 3 times per year included data meetings with administration and math coach. -Weekly: Teacher monitored - i-Ready Classroom Mathematics unit and lesson assessments, including online Comprehension Checks. - i-Ready Classroom Mathematics individual pathway analysis. - i-Ready Standards Mastery Assessments -Formative assessments to drive instruction and small groups.	i-Ready Diagnostic Overall Placement	3 or more grade levels below	2 or more grade levels below	1 grade level below	Early on grade level	Mid or above grade level	Total % below	BOY 2025	20%	34%	40%	5%	2%	94%	EOY 2024	11%	17%	37%	14%	22%	65%	BOY 2024	18%	28%	47%	4%	2%	93%
i-Ready Diagnostic Overall Placement	3 or more grade levels below	2 or more grade levels below	1 grade level below	Early on grade level	Mid or above grade level	Total % below																							
BOY 2025	20%	34%	40%	5%	2%	94%																							
EOY 2024	11%	17%	37%	14%	22%	65%																							
BOY 2024	18%	28%	47%	4%	2%	93%																							

	-Bi-weekly written MCAP tasks in grades 3 through 5 monitored through Edcite and math coach.
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MATH FOCUS AREA 2:	Reasoning and Modeling Questions		
Focus Area Goal	The focus area goal is for students in grades 3, 4, and 5 to show an increase of 5% in proficiency on reasoning and modeling questions on the 2026 MCAP assessment. These questions include multiple choice and written responses. See the charts below:		
	Reasoning:		
	Grade	2024	2025
	3	27%	33%
	4	18%	17%
	5	18%	21%
	Modeling:		
	Grade	2024	2025
	3	21%	27%
	4	14%	20%
5	12%	14%	
Root Cause(s):	- Beginning of the year data reflects scores below math grade level expectancy - Appropriate scaffolding is necessary to gradually release responsibility for scholars to gain independence - Perseverance and stamina are needed to give students the skills needed for rigorous math problems - More opportunities are needed to break apart the complexity math questions and problems - Students need consistent exposure to all the mathematical representations to gain a deeper understanding in concrete, representational and abstract concepts. - Across all grade levels, student centered discourse allows for deeper mathematical understanding		
Focus Content Standard(s):	Common Core mathematical standards within all domains and an emphasis on: 3rd-5th grade Number & Operations- Fractions		
Barriers:	Modeling solution paths, error analysis, critiquing others' work, and explaining mathematical processes		

	by typing in written responses • Best practices for manipulative usage especially with targeted populations
Needed Resources:	District resources provided.
Strategies and/or evidence - based interventions:	• Teachers follow the Concrete Representational Abstract progression to deepen conceptual understanding. • Focus on student mathematical discourse to build conceptual understanding in order for students to reason and model through complex problems. • Utilizing the 3 Reads with proper gradual release over time. • Increased focus on Type II and Type III questions in Edcite. • Utilize Tier II and Tier III opportunities with small group instruction and use of individual pathways
How will it be funded?	N/A
Steps towards full implementation with timeline:	• Weekly: Instructional coach will meet with targeted educators based on i-Ready data to guide, plan, model and reflect and provide feedback on teaching practices and student discourse. • Weekly: Grade level teams internalize math lessons prior to each unit/lesson and focus on the use of manipulatives to move students from the concrete to the abstract phases of math learning. • Bi-weekly: Completing released MCAP tasks and reflecting/using that to guide instruction.
Monitoring Procedure:	• Monthly: Learning Lab Walks and feedback based upon topics (discourse, manipulative usage, ect.) determined by the vertical math team. • Bi-weekly: written MCAP tasks in grades 3 through 5 monitored through Edcite and math coach. • Targeted SLO's in 3rd and 4th grade

C. SCIENCE

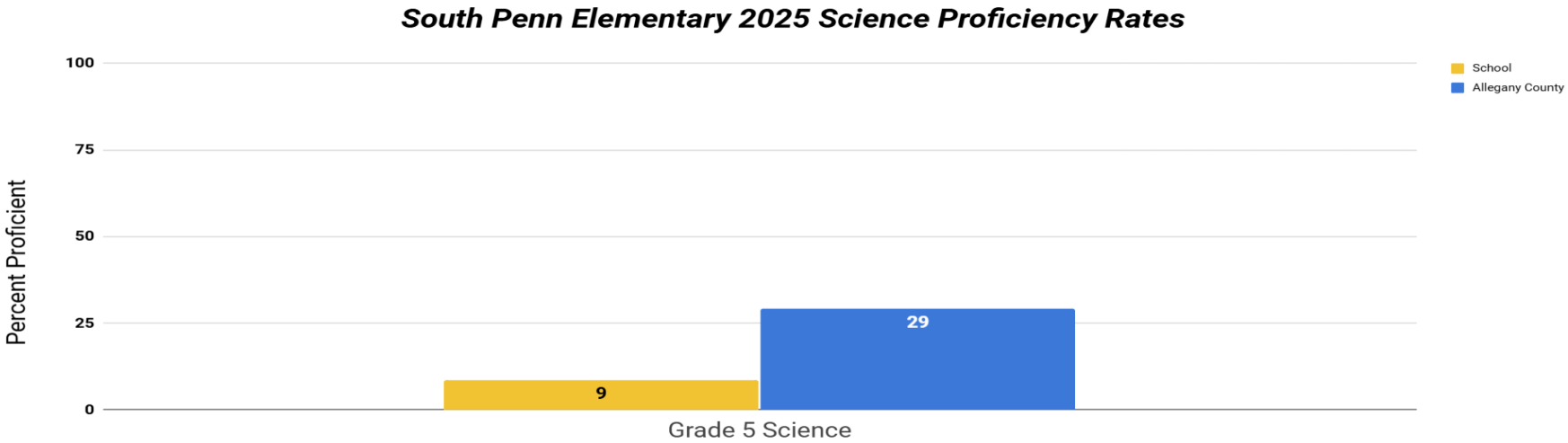
Long Term Goal: to prepare 100% of students to be college and career ready by graduation, to reduce the 2017 non-pass rate by 50% by the year 2030.

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

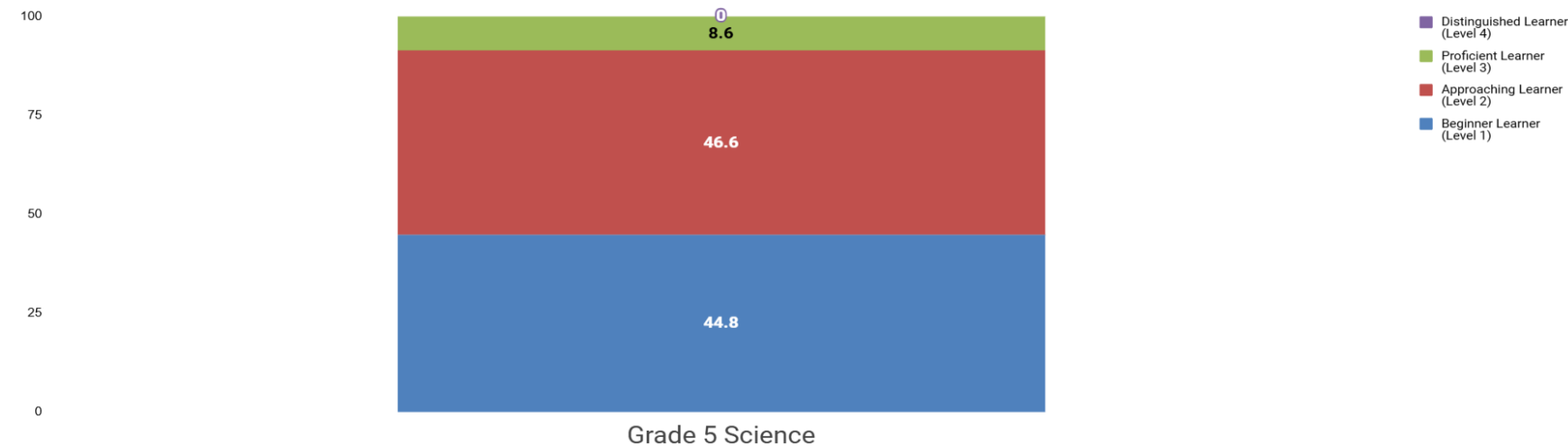
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 5	1.1	.7	.45

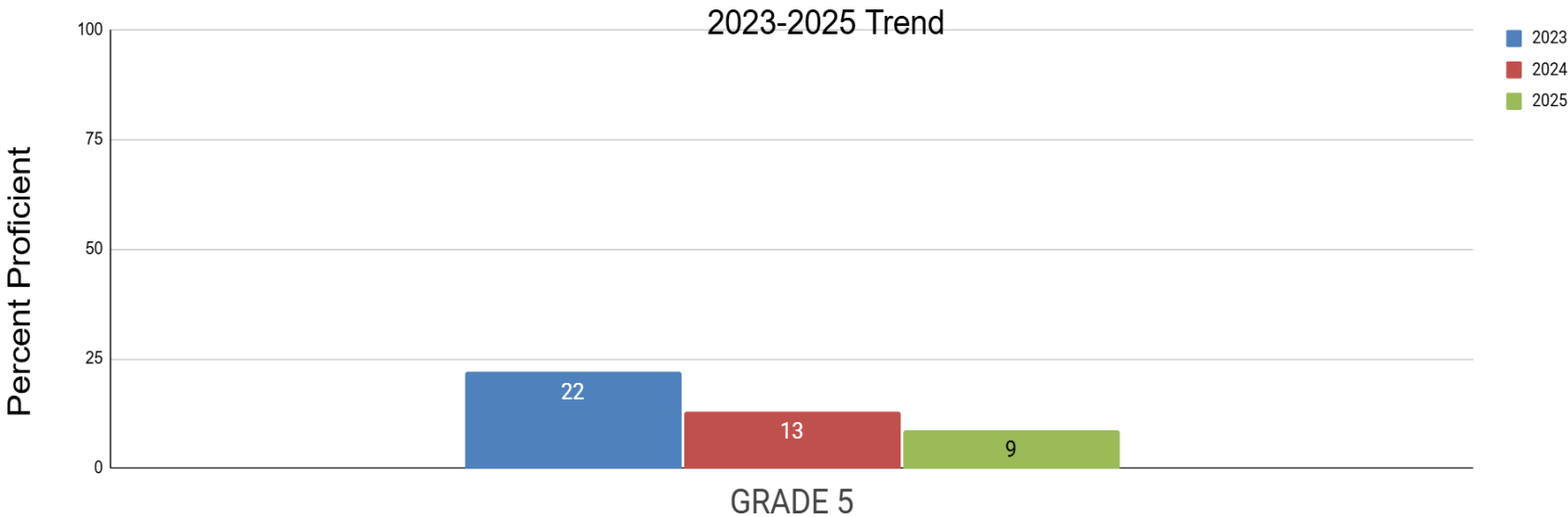
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph



South Penn Elementary 2025 MCAP ELA Proficiency Levels



South Penn Elementary ELA Proficiency Trend



FOCUS AREA 1:	5th Grade Proficiency Rates
Focus Area Goal	In 2023, the proficiency rate was 22%, and in 2024, the rate decreased to 13%. In 2025, the proficiency rate decreased to 9%. The goal is to increase the proficiency rate as high as possible, but at least 10 %.
Root Cause(s):	• Students struggle to answer questions on cross cutting concepts and science content. • Students have difficulty writing constructed responses related to hands-on learning experiences. • Students do not have regular opportunities for hands-on learning experiences. • Reading and interpreting complex passages to determine the appropriate skills needed to make sense of, investigate, and critique information.
Focus Content Standard(s):	• Disciplinary Core Ideas (DCI) Grades 3-5: NGSS (Life Science, Physical Science, Earth and Space Science) • Science and Engineering Practices (SEP) : Investigating, Sensemaking, and Critiquing
Barriers:	-Time for intentional teacher planning and hands-on preparation - Reading deficiencies hinder the comprehension of complex content. - Lack of knowledge of academic and content vocabulary -Students have weak science backgrounds due to a lack of emphasis on science.
Needed Resources:	-Cross curricular and vertical team discussions for implementing our DCI's -Foss Resources for hands-on activities. -www.nextgenscience.org resources such as evidence statements, vertical alignment, and rubrics to drive writing about the hands-on activities. -https://marylandpublicschools.org/about/Pages/DAAIT/Assessment/MISA/index.aspx resources for test preparation, practice, and the blueprint structure.
Strategies and/or evidence - based interventions:	-Increased hands-on activities with writing components -Increased opportunities to write constructed responses related to science concepts using text support. -Staff development days will focus on making connections between CKLA topics and science standards to build background in science vocabulary and concepts. -Title 1 Smithsonian STEAM readers kits -Use of Newsela, AI generated questions, and iTemptra practice release items
How will it be funded?	n/a

Steps towards full implementation with timeline:	-October/February 2025 MISA data and NGSS resources will be shared and discussed during school professional development. Teachers will analyze the vertical alignment and dig into our school evidence statements to understand the discrepancies between our school and the county/state. Monthly: STEAM activities in all grade levels will occur during district wide early dismissal days. Monthly: Teachers will also review the FOSS resources and determine ways to incorporate them. Monthly: Hands-on learning opportunities with writing components will be assessed and reviewed
Monitoring Procedure:	Weekly: Utilize Team Meeting agenda sheet for pacing and discussion of hands-on experiences Monthly: Writing components will be assessed and reviewed.

VIII. MD School Survey Results and Plan

The MD School Survey is given to students in grades 5 - 11. The survey is 10 points of the school's MD Report Card; 3 points from educators' survey and 7 points from the students' survey. It includes questions in 10 areas of the following domains/topics. The school will identify the 2 least favorably scored topics for educators and students, and then create an action plan for improvement.

Community

1. Participation and Engagement
2. Respect for Diversity

Environment

3. Behavior and Academic Supports
4. Physical Environment

Relationships

5. Staff-student Relationships
6. Student-Student Relationships

Safety

7. Bullying
8. Physical Safety
9. Emotional Safety
10. Substance Abuse

2025 Educator Survey Results		
	2024	2025
School's Educator Score	5	5.9
ACPS All EducatorScore	7.20	8.20

<i>Staff Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Safety, Physical Safety, 2.45
Topic Description:	The physical safety topic describes the degree to which educators feel there are frequent physical conflicts among students, vandalism, student possession of weapons, robbery/theft, and/or student physical and verbal abuse of staff.
Strategies:: What steps will be taken in order to obtain the desired outcome..	-Focus on promoting a strong tier I positive school climate. Building classroom communities through class morning meetings which build positive relationships. Second Step lessons and classroom circles will be strategies incorporated in class meetings. -Data through the SRSS and referral system will drive decisions to support tier II and tier III students helping them develop healthy school relationships. Tier II and tier III strategies will include social skills groups, Check in - Check out, restorative practices, Project Yes and individualized behavior plans.
Initiative leader and team: Who is responsible and involved in the work?	PBIS Team, Administration, Counselors, Social Emotional Coach, Social Worker/Mental Health Counselor, Behavior Specialist, Teachers, School Safety Officer, School Nurse
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	-Counselors/Social Emotional Coach materials for lessons/character development. -Teachers schedule and conduct class meetings at least twice weekly and more if needed. Second Step curriculum -Time to initiate multi-tiered system of support behavior interventions.

Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Referral Data Monthly B, M, E of year SRSS Progress reflected on the 2025-2026 MD report card
Timeline: Include dates for implementation of action steps.	School Wide Tier I Assembly and Tier I lessons taught in class during the first month of school Teacher schedule class meetings minimally 2 times per week Data Driven Monthly PBIS Meetings BiWeekly PST/Tier II Meetings
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Environment Physical Environment 3.82 (<i>Many elements out of building admin control therefore, we will focus on the next area - instructional feedback.</i>) Instructional Feedback
Topic Description:	Instructional feedback for educators is the process through which teachers receive information from school leadership to improve their teaching.
Strategies:: What steps will be taken in order to obtain the desired outcome..	Learning walks will be conducted by different stakeholders and feedback provided at a school level. Examples - leadership teams, curriculum associates, TNTP(2024/2025), MSDE(2024/2025) Principal, assistant principal and supervisors will conduct observations of teachers on the observation cycle. Feedback will be given during an individual conference with the teacher.
Initiative leader and team: Who is responsible and involved in the work?	Principal, Assistant Principals, Supervisors, Stakeholders mentioned above
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time will be dedicated by administration to conduct and document classroom walk-throughs. Time will be utilized by administrators and teachers to discuss feedback and to review information on the TPE app. School staff will need a computer and access to the TPE application to access observation documents.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Progress reflected on the 2025-2026 MD report card

Timeline: Include dates for implementation of action steps.	September 2025 - June 2026
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2025 Student Survey Results		
	2024	2025
School's Student Score	5	5.80
ACPS Elementary Student Score	7.06	7.09
ACPS All Student Score	5.70	5.95

<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score out of 10	Safety, Physical Safety, 2.71
Topic Description:	The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	-Focus on promoting a strong tier I positive school climate. Building classroom communities through class morning meetings which build positive relationships. Second Step lessons and classroom circles will be strategies incorporated in class meetings. -Data through the SRSS and referral system will drive decisions to support tier II and tier III students helping them develop healthy school relationships. Tier II and tier III strategies will include social skills groups, Check in - Check out, restorative practices, Project Yes and individualized behavior plans. -The 5th grade safety patrol will promote and model the 3 school responsibilities to ensure a safe environment for students.

Initiative leader and team: Who is responsible and involved in the work?	PBIS Team, Administration, Counselors, Social Worker/Mental Health Counselor, Behavior Specialist, Teachers, School Safety Officer, School Nurse, Student Safety Patrol
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time will be dedicated by administration to conduct and promote restorative practice Morning/classroom meetings Restorative practice tools
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Progress reflected on the 2025-2026 MD report card
Timeline: Include dates for implementation of action steps.	September 2025 - June 2026
Secondary Area of Need State the Domain, Topic, and Score	Environment, Physical Environment, 1.17
Topic Description:	The physical environment topic describes the degree to which students feel the school is kept clean, comfortable, and in good repair
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	Students will take a shared responsibility in keeping the school clean.
Initiative leader and team: Who is responsible and involved in the work?	Principal, Assistant Principals, Faculty, Custodial Staff
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Administration will allot time to examine the physical environment to ensure proper care and cleanliness of the school building. Teachers will share schoolwide expectations with students for building cleanliness. Students will be responsible for keeping their areas neat and clean.

Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Progress reflected on the 2025-2026 MD report card
Timeline: Include dates for implementation of action steps.	September 2025 - June 2026

IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I

PBIS Tier II

PBIS Tier III

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

- South Penn completed its twenty-fourth year as a PBIS school. PBIS sets a goal of 80% of students having 0 – 1 office discipline referrals and for the 2024/2025 school year South Penn exceeded this goal with 96% of the students in the 0-1 range. We continue to value the need for a strong Tier I system that promotes a positive proactive approach to behavior. The school focuses on 3 school responsibilities and teachers work to create classroom communities based upon these principles. In addition, monthly PBIS vertical team meetings, weekly guidance lessons, and weekly class meetings strengthen the school community.

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

- South Penn will utilize data from the SRSS and discipline referrals to place students in Tier II behavior support interventions. Tier II interventions are Check In/Check Out or social groups based on student need. Social groups will focus on student needs with lessons from the Second Step program. The social emotional coach is a resource for teachers and provides lessons upon teacher request.

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

TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

The Title I School Improvement Plan includes the Title I Four Components requirements. This plan was developed with the engagement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff. *(Reference the sign-off sheet at the end of this plan.)*

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

Parents were given the opportunity to complete an online Parent Interest Survey to help determine topics for Title I parent and family engagement activities. 20 parents completed the survey. 72.2% of respondents indicated that they would like to learn more about helping their students use strategies for positive behaviors; therefore, our counselors will be planning and presenting a session to support parents with this topic. Also, the Title I Spring Meeting with Parents was held. Parents, family members, and community members have been invited to serve on the Parent and Family Engagement Committee which holds meetings ongoing throughout the school year. A copy of the SIP is maintained in the office, and parents and community members are reminded that they are always welcome to view and give input on the plan.

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

Teachers and staff members serve on committees such as the Leadership Team, its subcommittees such as the Math Team, Literacy Team, PBIS Team, and/or the Family Engagement Team. These teams analyze student data, including subgroup data, and identify needed evidence-based strategies to address learning needs and gaps. The committees meet throughout the year to monitor student progress, adjust groupings, and make revisions as needed. Also, grade level team meetings and collaborative planning meetings are held, and teachers continually monitor student progress.

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Title I Annual Meeting/Back to School Night	Thursday, August 21, 2025
Title I Mid-Year Monitoring Meeting with Parents	January 2026
Title I Spring Meeting with Parents	May 2026
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families. She also holds weekly volunteer workshops and trains all volunteers as they join.	Ongoing
The Title I Family Engagement Coordinator works with family volunteers to create prek and kindergarten readiness packets to provide to parents upon orientation meetings to assist preschool children in transition. Title I also funds supplies for the packets and for differentiation materials of instruction such as posters and visual aids which are also created in workshops.	Spring 2026
Key Title I documents and invitations to parent and family engagement events are translated for parents.	Ongoing
Grade Level Literacy, Math, Science, and Social and Emotional Learning Capacity Building Events will be held for parents of students in grades PreK3 through grade 5. (Title I funds will be used to pay for teacher planning and presenting during after school hours.)	Grade 4- November 2025
A test-prep event will be held for parents of students in grade 3 to help parents better understand MCAP and ways to help students prepare at home. (Title I funds will be used to pay teachers to plan and present during after school hours.)	February/March 2026
A One School One Book culminating activity for parents and families to gain fun literacy, math, and science strategies they can do to support students at home. (Title I funds will be used to pay teachers to plan and present during after school hours.)	April 2026
2 School counselors will hold a session for parents and family members to provide strategies to support student behaviors at school and at home. (Title I funds will be used to pay the counselors to plan and present during after school hours.)	Fall 2025

Copies of the chapter book, <i>The Wild Robot Escapes</i> , will be purchased for all parents of students in grades K-5, and copies of the picture book, <i>The Wild Robot on the Island</i> , will be purchased for all parents of prek-3 and prek-4 students. These books will allow parents and family members to engage in the story and strategies of One School One Book at home to support student learning.	January-April 2026
School-Parent Compacts were created with parent input and are used during parent teacher conferences.	August and parent conference days
Title I funds will be used to purchase home-school communication (Take-Home) folders for all students.	ongoing
Parents will participate in the One School One Book activities, and Title I funds will provide a copy of the text to each family that signs up.	TBD

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

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

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

Service	Provider	Explanation of Services
Raising a Reader	ACPS Early Childhood Office, Dr. Cheri Helmstetter, Early Learning Specialist	This family program provides bags of books for students in grades pre-k3, pre-k4, and kindergarten to take home

		for a week to foster literacy in the home. Books are changed every week.
Community Schools	Concentration of Poverty Grant, Maddie Frank, Community School Coordinator	This grant provides wrap around services to help improve the school and community. Activities include providing food, hygiene items, and clothing to students and families, providing parent training sessions, and other activities.
Judy Center	Dan Snyder, Program Coordinator	This program provides family learning experiences, services and support for children ages birth to five. Activities include monthly literacy events and more.
ACPS After School Program	South Penn teachers	Students are provided educational and nutritional services after school.
ACPS Summer School Program	ACPS teachers	Students are provided educational and nutritional services in the summer.
Salvation Army	Parent & Community Members	The Salvation Army is a major school partner providing after school tutoring, Christmas gifts, holiday food baskets, and more. Employees are members of the Title I Parent Team and the Concentration of Poverty Steering Committee.
Fort Hill High School	Administration	South Penn field day is held at Greenway Avenue Stadium.
Western Maryland Food Bank	Western Maryland Food Bank	Bags of food are provided for identified students to take home for the weekends.

Outdoor School	4-H and ACPS staff	All fifth grade students in ACPS have the opportunity to attend a week-long residential outdoor school at the 4-H Center in Garrett County, Maryland. Two elementary schools attended the camp in three one-week sessions beginning in the fall.
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The supervisor of federal and state programs meets regularly with the instructional supervisory staff to ensure the coordination and integration of funding. During these staff meetings, personnel assignments, professional development opportunities, budget expenditures, and student assessment are discussed. The supervisor of federal programs also completes the Annual Comparability Report.

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

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

XI. Professional Community for Teachers and Staff - Standard 7

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

Professional Learning 1:	
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Professional Learning Title	Title I Articulation Meetings
Date(s), Time, and Location	May 2026, 2 after school hours, TBD, South Penn Elementary School
Intended Audience	All teachers of grades 1-5
Method of Funding	Title I, Part A- \$26.51 workshop rate x 2 hours x 24 teachers = \$1,272.48 + fixed charges @ \$101.73 = \$1,374.21
Changes to occur as a result of Professional Learning	Advancing grade level teachers will receive data and information to inform groupings and instruction.
Knowledge and skills the participant will attain	Teachers will gain data and information on individual students and student groups.
Method to measure implementation of knowledge and skills in the classroom	Preliminary classes and student groupings will be formed.

Professional Learning 2:	
Professional Learning Title	2026 Visible Learning Conference (Rhythms of Teaching and Learning: Amplifying Our Impact on Student Success)
Date(s), Time, and Location	July 13-16, 2026, Nashville, Tennessee
Intended Audience	2 administrators and 5 teacher leaders

Method of Funding	Title I, Part A- Travel Costs: \$1,424/person for registration + housing @ \$299/night x 4 nights = \$1,196/person + meals @ \$69/day x 4 days = \$276/person + tips @ \$25/person + rental car @ \$75/person + gas @ \$50/person + parking @ \$25/person + Uber @ \$50/person = \$3,121/person total x 7 attendees = \$21,847.
Changes to occur as a result of Professional Learning	Information and strategies on <i>Rhythms of Teaching and Learning: Amplifying Our Impact on Student Success</i> will be gained to increase student academic achievement. Also, additional high quality professional development opportunities, such as this conference, are being provided to teachers to increase staff retention rates.
Knowledge and skills the participant will attain	Teachers will participate in this conference as a part of additional and sustained professional development in the area of evidence-based strategies.
Method to measure implementation of knowledge and skills in the classroom	Increased evidence-based strategies will be implemented and student achievement will increase.

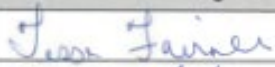
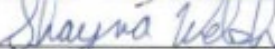
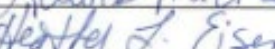
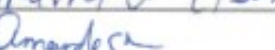
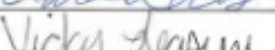
XII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
The plan will be shared with faculty and staff at leadership team meetings during the creation and implementation of the plan. In addition, the plan components will be shared at leadership meetings, PBIS meetings, Family Involvement Team meetings, faculty and grade level team meetings during the monitoring of the plan. Meetings are held at least monthly.
2. How will the plan be shared with parents and community members? Please include approximate dates.
The plan will be shared by hard copy in the school office. The plan will be posted on the school website, and a snapshot brochure will be distributed to all students for their parents. Winter 2025
4. How will student progress data be collected, reported, and evaluated by the SIT?
Student progress data will be collected by ELA and math coaches at the beginning, middle, and end of the year and will be reported during grade level team meetings. Adjustments to groupings and/or instruction will be made as needed. The SIP will be evaluated based on the end of the year data.

5. How will the administration monitor the plan?

The principal and assistant principal will monitor the plan during Leadership, PBIS, and Family Engagement Team meetings. In addition, a mid-year monitoring meeting with parents will take place in January to check-in on progress of the parent and family engagement portion of the plan. Grade level team meetings with coaches will be held monthly, and the administration will facilitate the meetings. Also, the administration will meet at least monthly with the Title I specialist to monitor implementation.

School Improvement Plan for South Penn Elementary School - SIGN OFF SHEET

Name	Signature	Role
Tessa Fairall		Principal
James Clark		Assistant principal
Lindsay Burns		Other School Leader
Shayna Welsh		Teacher
Amanda Miller		Teacher
Kathy Foster		Instructional Assistant
Karen Snurr		ACPS/School Reading Coach
Amanda Boone		ACPS/School Math Coach
Kelly Whitacre		Reading Interventionist
Laura Michael		Title I School Support Specialist
Heather Eisenhour		Title I Family Engagement Coordinator
Amanda Davis		Parent/Family Member/PTO Rep.
Ciara Lease		Parent/Family Member/PTO Rep.
Vicky Leasure		Community Member/Salvation Army
Madeline Frank		Community School Coordinator
Daniel Snyder		Judy Center Program Coordinator
Kim Taylor		Other School Staff