

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

School: Mount Savage Elementary

Principal: Laura Holland

Section	Table of Contents	Page
LEH	Title Page	
	Integrated Educational Framework	1-4
II	School Demographics	5-6
III	Attendance	6-11
IV	Graduation Rates (high school only)	12
V	School Safety/ Suspensions	12-14
VI	Early Learning (elementary only)	15-16
VII	Academic Progress	17-45
VIII	MD School Survey Results (student and staff)	46-51
IX	Multi-tiered System of Support	51-55
X	Positive Behavioral Intervention & Supports or Behavior Management Systems	55-56
XI	Family and Community Engagement & Federal, State and Local Programs	56-60
XII	Professional Community for Teachers and Staff	61-63
XIII	Management Plan	63-65

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

I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, AND CORE VALUE

Mission Statement

Students and staff at Mount Savage School will strive to ensure every student has a promising and thriving future.

Vision

With the support of families and the community, Mount Savage School creates enriching and diverse paths leading students toward success. We are committed to upholding an environment that fosters mutual respect among members of our learning community, which include students, parents, teachers, administrators, and other stakeholders.

Our vision is to create a school environment that provides engaging instruction in a safe environment, where students and teachers feel secure in taking instructional and learning risks in order to promote learning to a higher level. We believe that all students can learn, and therefore we will hold them to high expectations.

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

Core Values

- Focused instruction will be consistently based on the Maryland State Standards and MCAP assessment items.
- Through effective planning and preparation, the GRRUDL instructional model will be evident in classroom instruction.
- Students and staff will exhibit safe, respectful, and responsible behaviors.
- Staff will fairly and consistently enforce behavioral expectations.
- Effective and consistent communication with a variety of communication tools will be utilized with staff, students, parents, and the school community.

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

B. SCHOOL CLIMATE AND CULTURE

Climate

The climate at Mount Savage Elementary School can be defined in one word: family. Everyone who enters Mount Savage School quickly notices the welcoming, caring, and supportive environment adopted by all individuals in the building. Upon arriving at Mount Savage, everyone is greeted by either an administrator, a school resource officer, a secretary, or other staff member. Staff genuinely care about students at our school. This is reflected in both the staff and student Maryland Surveys where there is an average response of 9.8 out of 10 for student/staff relationships. Mount Savage also fosters a climate to encourage growth in all areas of students' lives. Positive behavior is encouraged through our PBIS program. Healthy living choices are encouraged through our partnership with SNAP-Ed, the middle school Ag club, and the Western Maryland Food Bank. Academic success is encouraged through recognizing both achievement and growth.

Over the past few years, both Mount Savage Elementary and Mount Savage Middle have united to create unique partnerships that help everyone involved in our school to thrive. Established programs that encompass both elementary and middle school students are created to promote a positive climate. The activities that help define the climate are as follows:

- Upperclassmen serve as mentors and helpers for underclassmen.
- The elementary students support upperclassmen activities and successes.
- S.H.O.P. (Students Helping Other People) visit elementary classrooms to help both teachers and students.
- A combined effort to support the Agriculture Program exists at both the elementary and middle school level.
- Green School Clubs have been implemented as a PreK - 8th grade program.
- Programs are held to support and involve community members such as veterans, grandparents, farmers, First Responders, and local business organizations.

By creating and maintaining a joint effort of all of the aforementioned stakeholders, students at Mount Savage School are nurtured, supported, and well prepared for success.

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

Culture

School culture builds on the idea of school climate and encompasses the additional expectations of building goals for learning practices along with faculty and student expectations. At Mount Savage Elementary, we strive to ensure that our building houses safe, responsible, and respectful staff and students. We regularly recognize and celebrate personal and academic achievements of our staff and our students. The following examples are associated with our school culture and are motivators for continued success:

- Quarterly Extra Effort Awards
- Weekly Chief Citizen Awards
- Student Council and Student Voices student organizations
- Student and staff talent show fundraisers
- School and classroom programs and celebrations
- School-wide friendly competitions to raise school spirit
- Halloween Parade
- Veterans Day Celebration
- Beginning-of-the Year Ice-Cream Social
- Beginning-of-the-Year Splash Party/Introduction to the reading and math programs at Mount Savage Elementary
- Middle-of-the-Year Title I parent meeting to review Title I Information and answer questions
- Edibles Healthy Eating Program
- Safety Week
- Fun Day
- Jingle Jam reading and math program for parents

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

II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? 4

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		19	19
Itinerant staff		7	7
Paraprofessionals		6	6
Support Staff		5	5
Other		20	20
Total Staff	1	59	59

B. Student Demographics

Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	≤10
Hawaiian/Pacific Islander	n/a
African American	≤10
White	203
Asian	n/a
Two or More Races	≤10
Special Education	37
LEP	n/a
Males	109
Females	109
Gender X	n/a
Total Enrollment	218
FARMS Rate (2022-2023)	67%

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

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

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	≤10	06 Emotional Disturbance	NA	12 Deaf-Blindness	NA
02 Hard of Hearing	NA	07 Orthopedic Impairment	NA	13 Traumatic Brain Injury	NA
03 Deaf	NA	08 Other Health Impaired	≤10	14 Autism	≤10
04 Speech/Language Impaired	≤10	09 Specific Learning Disability	21	15 Developmental Delay	≤10
05 Visual Impairment	NA	10 Multiple Disabilities	NA	TOTAL COUNT	37

III. ATTENDANCE

Table 4a	2022-2023	2023-2024
Grade Level – School Level	Attendance Rate	Attendance Rate
All (Excluding PreK & K)	92.2%	93.2%
Grade 1	90.7%	92.5%
Grade 2	92.1%	92.8%
Grade 3	92.1%	93.8%
Grade 4	93.2%	93.8%
Grade 5	93%	93.3%

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

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024
All Students	92.0%	92.5%
Hispanic/Latino of any race	91.7%	≤10
American Indian or Alaska Native	95.0%	≤10
Asian	n/a	n/a
Black or African American	96.0%	≤10
Native Hawaiian or Other Pacific Islander	n/a	n/a
White	92.0%	92.5%
Two or more races	91.2%	90.3%
Male	92.1%	92.3%
Female	91.9%	92.7%
EL	n/a	n/a
Special Education	91.4%	92.6%
Free/Reduced Meals (FARMS)	90.6%	91.5%

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

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.

After examining data, challenges in regard to absenteeism are evident within the whole school population. Data show that all grade levels and subgroups are below the goal of 94%. Therefore, the whole school and all subgroups are targeted for attendance this year. Members of the SIT team agree that although a whole school attendance initiative has been developed, targeted groups within the special education population, FARMS population, and two or more races will be monitored to explore underlying causes that may attribute to excessive absenteeism with regard to the subgroup. The team agrees that by targeting specific groups, the overall whole school attendance will improve.

Although the overall attendance at Mount Savage Elementary improved slightly when compared to last year's data, data continue to show a trend in an overall decline of student attendance since Covid. These challenges are observed within the family unit and parents' views on the value of school attendance. In addition, transportation has been an ongoing issue for student attendance. Due to a lack of bus drivers, bus routes have been canceled. In addition, students and families suffering from a financial burden struggle to find transportation alternatives. Consequently, students are not coming to school. Although these students are counted present, a challenge continues to exist with students not having direct instruction in the school building. Furthermore, as absenteeism continues, gaps continue to grow and students struggle.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.

School-wide strategies to increase attendance in challenging areas include:

- A Multi-Tier attendance monitoring and intervention protocol is implemented.
- The PST reviews student attendance.
- Positive attendance announcements are made by administration at dismissal each day.
- Check ins for students with poor attendance are implemented.
- Weekly and monthly attendance incentives are implemented for all students.
- Incentives are focused to target lowest attendance days.
- Enhanced incentives target chronically absent students.
- Manifestation meetings are held to determine if absences are due to the student's identified educational disability.
- Attendance flyers/pamphlets to promote academic success are distributed to all families.
- A monthly newsletter promoting positive attendance is provided to all families.
- Family incentives are given (e.g. gas cards, restaurant cards, etc.).

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

Mount Savage School is following the MTSS approach to identifying and improving school attendance.

- **Title I Beginning-of-the Year Family Engagement Meeting-** Families are provided with brochures and a program explaining the importance and value of attending school each day. In addition, parents are provided information fact sheets that show how missing school affects overall learning.
- **Title I Year-Long attendance recognition-**Moreover, with regard to Tier 1 implementation, each morning, during announcements, classrooms and grades with the highest attendance rate from the previous day are announced. At the end of each nine weeks, the grade with the highest attendance rate is recognized with a classroom pizza party.
- **Tier 1 Attendance Recognition Party-** Students who reach their individual attendance goal of 94% or higher receive a Recognition Party. These students' names are added to a bi-weekly drawing. Chick-fil-a, Sheetz, and Walmart gift cards are given to student winners. In addition, students may also use cards to purchase ice cream in the cafeteria.
- **Recognition Assembly-** Students who attain 94% or higher in attendance, receive quarterly certificates during the teacher-led awards assembly at the end of each nine weeks.
- **Brochures-**Three times a year, elementary students are given "Expect Regular Attendance" and "Elementary School Success" brochures to take home to discuss strategies with parents.
- **Targeted drawings-** Beginning second semester, targeted drawings will begin to occur.
- **Tiered Response Form-** The Pupil Service Team designed a Tiered Response Form to address absenteeism. Designated staff are assigned duties of response based on the number of absences a student has acquired. The goal of the Tiered Response form is to intervene when possible to change behavior that leads to absenteeism. Provided below is an example of the headings and how each student transitions through tiers. This allows the PST team to:
 1. Focus on students' needs at each level.
 2. Make informed decisions prior to moving a student to the next Tier.
 3. Review all information before moving a student to Tier 3, where charging or more punitive steps occur.

Allegany County Public Schools

2024-2025 School Improvement Plan for Title I Schools

ELEMENTARY ATTENDANCE	GRADE	Date	Total	Unexcused	Tier 1 (secretary)	Notes	Next Tier	Tier 2 (guidance counselor)	Notes	Next Tier	Tier 3 (vice principal)	Notes
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- **Attendance Contracts-** With regard to Tier 2, meetings are scheduled where parents and students meet with the guidance department and administration. The objective for these meetings is to develop independent family strategies to improve student attendance. During these meetings, attendance contracts are developed and signed.
- **Home Visits-** The school PPW will make home visits to investigate possibilities of truancy.

3. Chronically Absent

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

MD Report Card reports students NOT chronically absent.

Not Chronically Absent (percentage)	65.4%	73.5%	78.7%
Not Chronically Absent (student count)	...	161	172
Report Card Points Earned	7.5	6.5	8.5

Habitually Truant

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is habitually truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year.

Table 6	2022	2023	2024
Habitually Truant (percentage)	2.2%	1.01%	1%

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

Habitually Truant (student count)	4	2	2
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Describe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.

In order to reduce the number of habitually truant students, additional staff, initiatives geared toward students and families, and school-wide initiatives have been put in place. In addition, a tiered response protocol has been implemented, and incentives have been put in place.

Pupil Services Team (PST): The PST process for addressing attendance concerns occurs in three Tiers.

Tier 1: After two consecutive days absent, the secretary contacts parents/guardians and attendance policies are shared.

Tier 2: As absenteeism continues, the school counselor meets with the student to determine contributing factors and problematic issues impacting the student's absenteeism. Together they identify possible supports and solutions to improve the attendance concerns. Following this conversation, the counselor contacts the parent/guardian.

Tier 3: When absenteeism is chronic and needs further interventions, a school-based parent conference meeting is scheduled with the assistant principal and the pupil personnel worker. Chronic absenteeism requires the pupil personnel worker to conduct a home visit. If absenteeism continues, a Tier 3 support plan is put in place.

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

IV. GRADUATION RATE – High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2021-2022	2022-2023	2023-2024
Total Referrals	51	81	63
All Suspensions	0	2	1
In School	0	0	0
Out of School	0	2	1
Sexual Harassment Offenses	0	0	0
Harassment/Bullying Offenses	0	2	0

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

Mount Savage Elementary School is a PBIS school where a Tiered Response System for behaviors is implemented. All students are active participants in the PBIS program and recipients of the incentives. In addition, the school guidance counselor provides weekly lessons and life skill tools to help students navigate difficult situations. Daily announcements and motivational reminders are used as a

Allegany County Public Schools

2024-2025 School Improvement Plan for Title I Schools

Tier 1 strategy to achieve success. Moreover, all teachers are provided instruction and professional development on classroom management skills and are offered strategies to manage difficult students with regard to Tier 1 responses.

The number of Mount Savage Elementary School referrals from the 2022-2023 school year to the 2023-2024 school year decreased by eighteen referrals. The number of suspensions from the 22-23 school year to the 23-24 school year decreased from two suspensions to one suspension. Disrespect and disruptions are the most frequent coded behaviors. Incidents of disrespect increased from 18 to 20 referrals; incidents of disruption decreased from 44 to 23 referrals. The more severe offenses, such as fights and attacks on others, occurred on the buses and on the playground. Mount Savage Elementary School continues to implement the following strategies to improve and change overall behavior:

Disrespect and Disruption

- Restorative Practices through guidance lessons
- Implementing the Toolbox Project in kindergarten through fifth grade
- Promoting characteristics of our PBIS character traits: Respect, Responsibility, and Safety
- Chief Citizens of the Week
- Classroom Dojo points for appropriate behaviors
- Extra Effort Award to recognize individuals going above and beyond
- Building classroom communities - for example, Kindness Fridays
- Problem solving strategies in small groups with Guidance Counselor
- Principal Choice Awards
- Continued professional development geared toward classroom management
- Continued Ruby Payne training to change classroom climates by creating an awareness of student demographics and family dynamics

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

Mount Savage Elementary School will reduce the number of referrals in the listed locations by implementing the following:

Bus

- Bus rules are sent home with every student at the beginning of the year.
- Bus expectations are presented by administration twice a year to students.
- Annual bus orientation with pre-k and kindergarten is provided.
- Review of bus expectations with all elementary parents prior to the start of school is provided.
- Seating charts developed by bus drivers with the assistance of administration and guidance are created.
- PBIS incentives are offered to students based on bus behaviors.
- Personal connections with bus drivers are facilitated by the administration.
- ACPS Transportation Supervisor provides a presentation on bus safety, which includes Buster the Bus.
- Meet the Bus Driver Night will be implemented.

Playground

- Partnership with the Mount Savage Middle School “Crew” members to create a more interactive playground has been established.
- Staff supervision has increased during recess.
- PBIS Golden Whistle Project has been initiated.
- Outdoor chalkboard flowers have been installed for child play.
- Kindness Tree is utilized to offer resolution during recess time.

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

VI. EARLY LEARNING (Elementary Only)

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

Table 9			
Kindergarten Readiness Assessment			
	2021-2022	2022-2023	2023-2024
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated
Language & Literature	28.57%	65.71%	Not Available
Mathematics	9.52%	31.43%	Not Available
Social Foundations	66.67%	25.71%	Not Available
Physical Development	47.62%	74.29%	Not Available

2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)
There are no data reports available for the KRA, due to the assessment being discontinued.
3. In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and / or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care, Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten “demonstrating readiness”.

Mount Savage Elementary School offers a full day pre-k program to help prepare students for kindergarten. Pre-k and kindergarten teachers collaborate to discuss the curriculum, students’ needs, and academic areas throughout the year. Yearly articulation meetings are held between kindergarten and pre-k teachers to discuss student academics and behaviors, as well as expectations for kindergarten. Also,

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

kindergarten teachers discuss students' individual needs with the physical, occupational, and speech therapists as well as the special education teachers.

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

Kindergarten teachers are implementing several strategies into their daily instruction such as providing UDL strategies, flex groups, and differentiated instruction. The following instructional activities will help address the achievement gaps in kindergarten. For physical development, students will continue to participate in activities that involve gross and fine motor skills. They will also participate in centers to help improve physical development and social foundation skills. In reading, DIBELS scores will continue to be monitored to help track students who scored intensive or strategic. Kindergarten teachers will continue to implement different strategies to help improve DIBELS scores such as reading intervention and small group instructional work. Teachers will continually monitor ELA assessments (DIBELS, CKLA Reading Program instruction, CKLA unit assessments, and fine motor skills instruction/activities).

With regard to math, kindergarten teachers will continue to implement i-Ready Classroom instruction as well as i-Ready Math Pathways and differentiated teacher assignments. In addition, use of the following strategies will be continued: number talks, small group instruction, math unit assessments, SLO instruction, Math Reads, Box Cars and One-Eyed Jacks instruction, and fine motor skills instruction work in math. Overall, kindergarten teachers will continue to assess students in letter recognition, letter sounds, blending CVC words, tricky words, handwriting, number recognition, counting to 100, and identifying shapes throughout the school year.

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

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

Points for ELA Proficiency out of 5 =2.74

Points for ELA average levels out of 5 =3.2

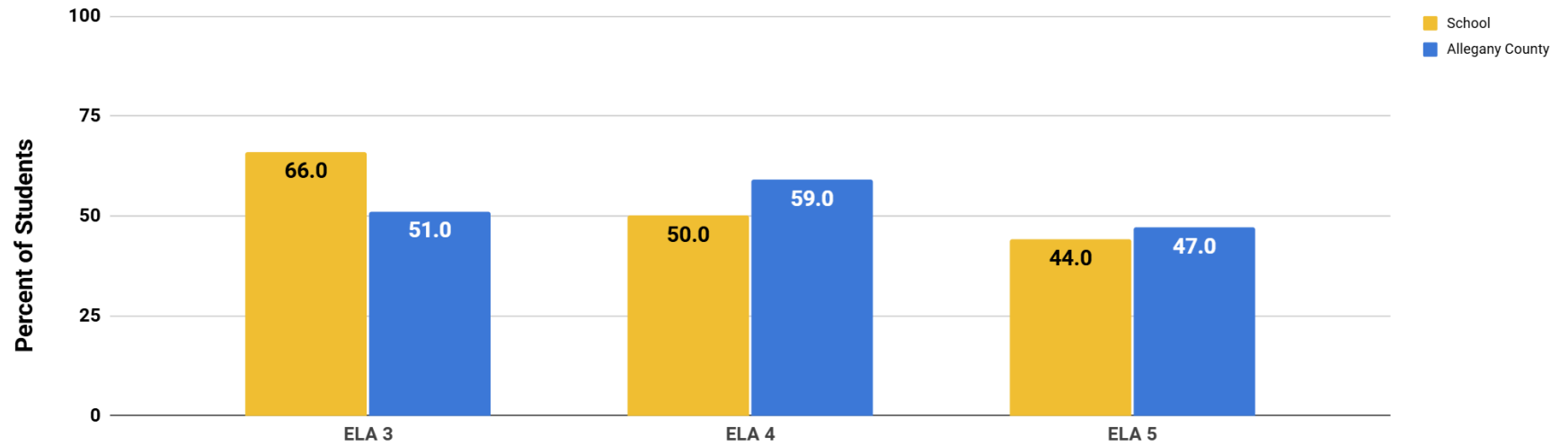
Points for ELA Growth out of 12.5 = 7.00

- ELA Median Student Growth Percentile (SGP) = 50%

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

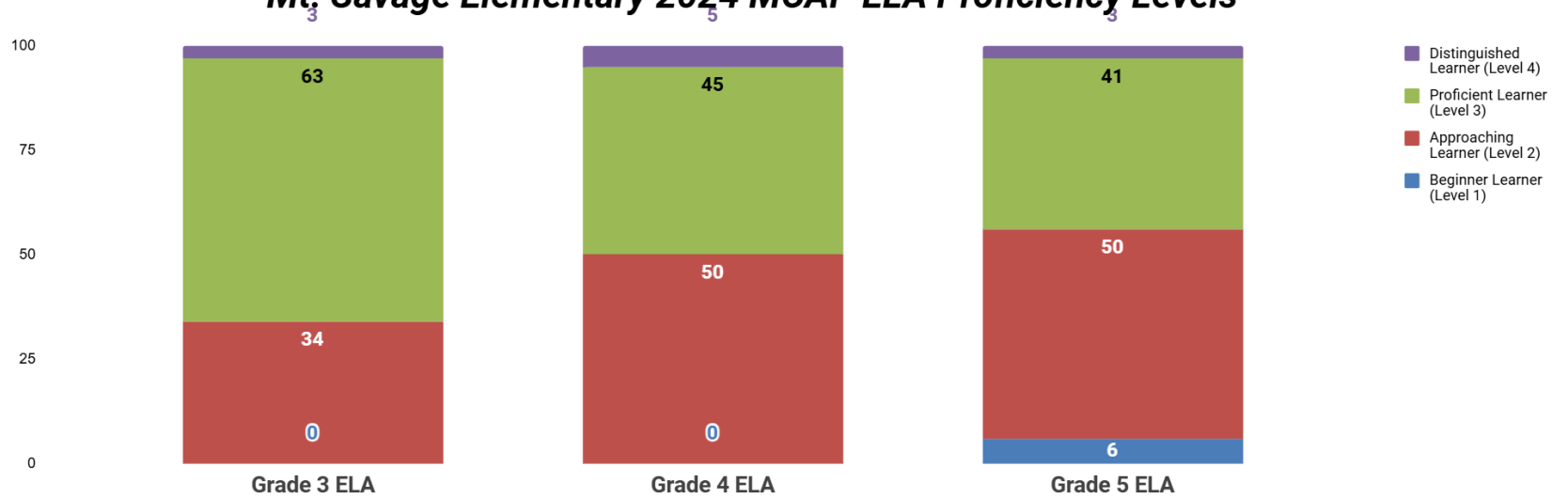
Allegany County Public Schools
2024-2025 School Improvement Plan for Title I Schools

Mt. Savage 2024 ELA Proficiency Rates



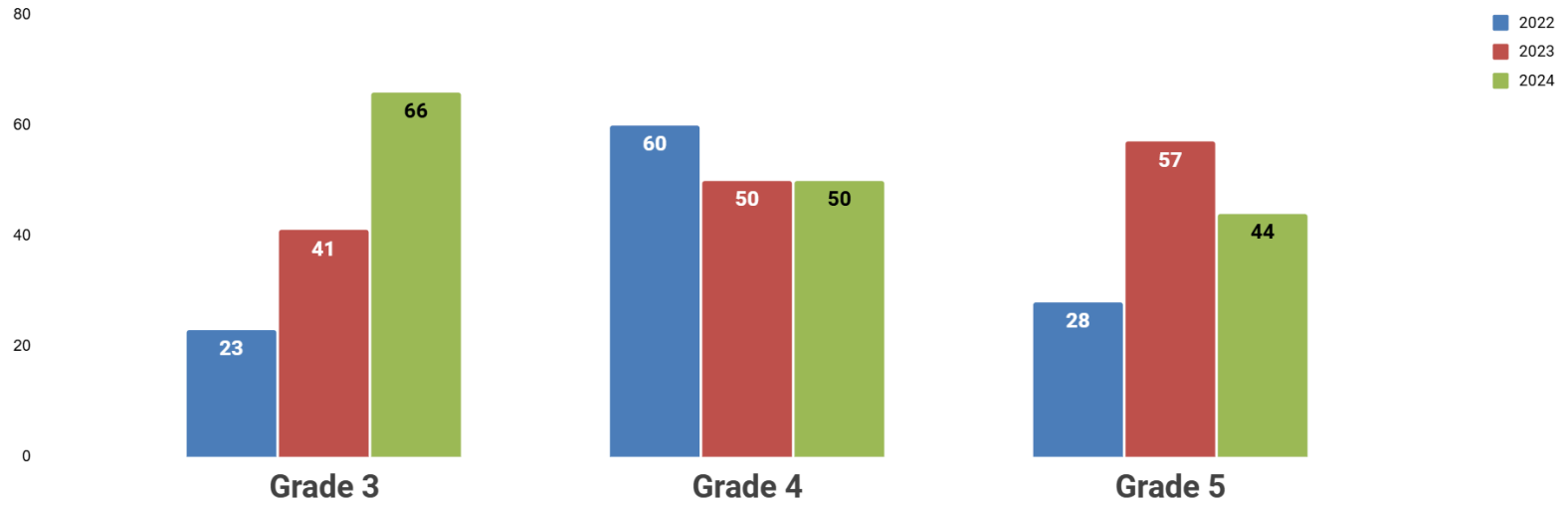
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2024-2025 School Improvement Plan for Title I Schools

Mt. Savage Elementary 2024 MCAP ELA Proficiency Levels



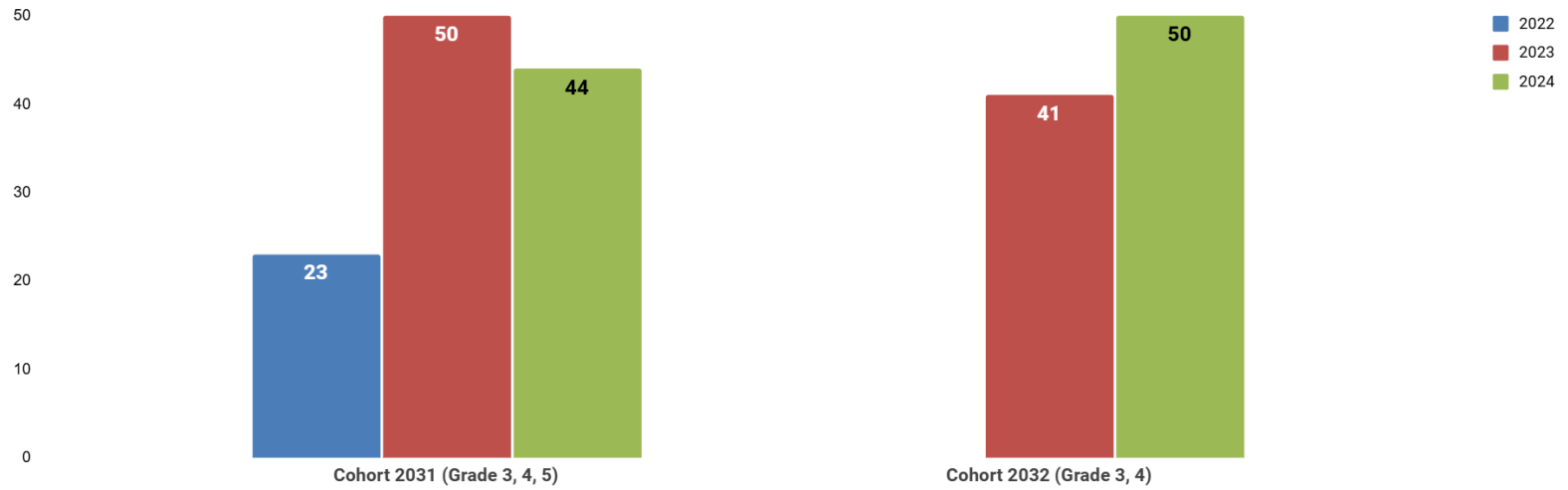
Allegany County Public Schools
2024-2025 School Improvement Plan for Title I Schools

Mt. Savage Elementary ELA Proficiency Trend



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

Mt. Savage Elementary ELA Cohort Proficiency Growth



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

2. ELA FOCUS AREAS

FOCUS AREA 1:	Informational Text
Focus Area Goal	This focus area goal is to increase the number of students by 5% in grades 3-5 scoring at <i>Level 3: Proficient</i> on the Spring 2025 MCAP assessment.
Root Cause(s):	<ul style="list-style-type: none"> • Previous K-2 curriculum did not provide content knowledge that grades 3-5 curriculum is designed to build upon. • Over-scaffolding and not enough release of responsibility/independent work for students. • Teachers are not familiar with the units to complete the lessons as prescribed by CKLA.
Focus Content Standard(s):	<p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>

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

	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
Barriers:	<ul style="list-style-type: none"> • Students participated in a non-CKLA curriculum for grades K-2, which has caused discrepancy in the topics that are extended in grades 3-5. • 40% of students are reading below grade level according to DIBELS screener • Teachers need further internalization and clarity of standards, lessons, and goals for Tier-1 instruction. • Lack of understanding the importance of analyzing student work and providing direct feedback to students. • Students need time to critically analyze text and complete assignments independently.
Needed Resources:	<ul style="list-style-type: none"> • Time to critique and analyze student work using student work protocols. • Time to internalize lessons and units using county internalization protocols.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Teachers in grades K-2 are piloting the CKLA curriculum and participating in internalization of those units. • Provide Literacy Lab each day for 30 minutes for all students <ul style="list-style-type: none"> • Students identified as well below on DIBELS screener receive targeted intervention. • Grade level teachers are differentiating during Lit Lab (enrichment and fluency) with writing and ReadLive. • Administer edCite unit assessments and analyze student responses. Provide feedback to students about performance using county student work protocols. • Conduct monthly Collaborative planning with the school-based Literacy Coach <ul style="list-style-type: none"> • Teachers and coaches will score edCite assessment writing with MCAP rubric looking at appropriate rigor with responses and answers (success criteria). • Teachers, coaches, and administration will continue collaboration and review of lesson internalization with county protocols.
How will it be funded?	<ul style="list-style-type: none"> • Title I, Part A: supplemental materials of instruction to support core reading programs in grades K-5 (13 teachers x \$59.48 = \$773.28), Supplies to create differential materials of instruction for students in workshops; \$428.98. • Allegany County Public Schools and school-based funding

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

Steps towards full implementation with timeline:	<ul style="list-style-type: none"> Follow the county provided pacing guide to ensure all lessons are taught. Administer all unit assessments on the edCite platform. Date ranges vary and are indicated on the county pacing guide. Monthly Literacy Meetings with ELA Coach <ul style="list-style-type: none"> Minimum of 1x per month Anchored in curriculum, data, and protocols Monthly collaborative planning with grade level teachers, special education, literacy coach, and administration
Monitoring Procedure:	<ul style="list-style-type: none"> Regularly meet with Literacy Coach regarding activities and skills completed during Literacy Lab and Tier-1 Literacy Block Walk throughs as prescribed by TNTP

ELA FOCUS AREA 2:	Writing
Focus Area Goal	This goal is to improve by 5% in the areas of conventions and expression.
Root Cause(s):	<ul style="list-style-type: none"> Feedback is not grounded in the MCAP rubrics which have recently been released. Previous K-2 curriculum did not provide MCAP preparatory writing instruction. Students previously did not complete all writing assignments from CKLA independently.
Focus Content Standard(s):	<p>W.3.1, W.4.1, W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.3.2, W.4.2, W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3, W.4.3, W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.4, W.4.4, W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.3.5, W.4.5, W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.9, W.4.9, W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.3.10, W.4.10, W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific</p>

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

	tasks, purposes, and audiences.
Barriers:	<ul style="list-style-type: none"> • Lack of familiarity with content, rigor, and curriculum for new(er) teachers • Over-scaffolding of the writing instruction that interferes with the integrity of writing tasks • Time to internalize and prioritize Unit Writing
Needed Resources:	<ul style="list-style-type: none"> • MCAP rubrics for all written responses • Writing Studio from CKLA
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Provide training to new teachers on utilization of the MCAP rubric <ul style="list-style-type: none"> • Scoring • Interpretation • Rigorous Responses • Continue student work internalization protocols to analyze student work and adjust feedback accordingly. • Continue providing exemplars for students to analyze and have a clear and explicit understanding of success criteria before beginning their independent assignments. • Continue providing targeted, efficient, and timely feedback to students. • Allow time for students to work independently and produce their own responses. • Follow the county pacing guide to write opinion, informational, and narrative written responses identified for each grade level. • Meet with grade level teams to critique written responses using a student work protocol.
How will it be funded?	<ul style="list-style-type: none"> • Title I, Part A: supplemental materials of instruction to support core reading programs in grades K-5 (13 teachers x \$59.48 = \$773.28), Supplies to create differential materials of instruction for students in workshops; \$428.98. • Allegany County Public Schools and school-based funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Professional Development from ELA Supervisor <ul style="list-style-type: none"> • August 2024 • November 2024 • February 2025 • Literacy Meetings with ELA Coach <ul style="list-style-type: none"> • Minimum of once per month • Anchored in curriculum and data • Meeting to discuss the identified writing from the county pacing guide.
Monitoring Procedure:	<ul style="list-style-type: none"> • Monthly meetings

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

	<ul style="list-style-type: none"> Administration Walk-through observations, and feedback
ELA FOCUS AREA 3:	Distinguished Learners
Focus Area Goal	The focus area goal is to increase the percentage of students earning a <i>Level 4: Distinguished Learners</i> on the MCAP assessment by 5%.
Root Cause(s):	<ul style="list-style-type: none"> While CKLA is written at grade level, teachers need practice with internalization with regard to the provided enrichment activities from the program. According to TNTP walkthrough debriefing data, students need more independent thinking and response time to critically analyze text and questions. Because a high percentage of students struggle with reading, class time is spent adhering to the needs of struggling readers.
Focus Content Standard(s):	<ul style="list-style-type: none"> RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

	<ul style="list-style-type: none"> ● RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. ● W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. ● W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. ● W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
Barriers:	<ul style="list-style-type: none"> ● Grade 3 students participated in a non-CKLA curriculum in grades K-2. Consequently, students face challenges in adapting to the CKLA curriculum for grade 3. ● Lack of practice analyzing student work and utilization of internalization protocols. ● Underutilization of the MCAP rubrics to score writing and overall understanding of the required skills on MCAP assessment to achieve <i>Level 4: Distinguished Learner</i>.
Needed Resources:	<ul style="list-style-type: none"> ● Continue collaborative planning ● Continue PD on The Science of Reading and the CKLA curriculum ● Added enrichment and acceleration resources provided by CKLA curriculum
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● Begin piloting CKLA in grades K-2 to alleviate the discrepancy in the background knowledge that CKLA builds upon for enriched learners. ● Utilize small group instruction and literacy lab time to provide challenging activities from the Tier 1 curriculum (pausing points, CKLA novel studies, Writing Studio). ● Increase individual feedback to enhance enriched learning. ● Continue CKLA training to achieve teacher clarity on standards and learning expectations. ● Continue monthly collaborative planning with the literacy coach to work through lesson internalization protocols and student work protocols. ● Analyze learning standards to develop success criteria.

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

	<ul style="list-style-type: none"> Continue enrichment for students identified as proficient and above level in grades K-5 during Literacy Lab time (30 minutes a day, 5 x week).
How will it be funded?	<ul style="list-style-type: none"> Title I, Part A: supplemental materials of instruction to support core reading programs in grades K-5 (13 teachers x \$59.48 = \$773.28), Supplies to create differential materials of instruction for students in workshops; \$428.98. Allegany County Public Schools and school-based funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> Professional Development from ELA Supervisor <ul style="list-style-type: none"> August 2024 November 2024 February 2025 Literacy Meetings with ELA Coach <ul style="list-style-type: none"> Minimum of once per month Anchored in curriculum and data Administration and analysis of county EdCite assessments (end of each unit) <ul style="list-style-type: none"> Identified in pacing guides Enrichment of Tier 1 materials during Literacy Lab time Monitoring of DIBEL Screener to track student progress <ul style="list-style-type: none"> BOY (September 2024) MOY (January 2025) EOY (May 2025)
Monitoring Procedure:	<ul style="list-style-type: none"> Monthly meetings Administration Walk-through observations, and feedback

Universal Design for Learning for ELA.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
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Allegany County Public Schools
2024-2025 School Improvement Plan for Title I Schools

<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<p>UDLR.L&S.1 -- Clarify vocabulary and symbols</p> <ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learner’s experience and prior knowledge • Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations) <p>UDLR.C.1 -- Activate or supply background knowledge</p> <ul style="list-style-type: none"> • Use advanced organizers • Make explicit cross curricular connections (e.g., teaching literacy strategies in the science classroom) <p>UDLR.C.2 -- Highlight patterns, critical features, big ideas, and relationships</p> <ul style="list-style-type: none"> • Highlight or emphasize key elements in text, graphics, diagrams, formulas • Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships • Use multiple examples and non-examples to emphasize critical features • Use cues and prompts to draw attention to critical features <ul style="list-style-type: none"> • Teachers will share the content purpose, language purpose, and social purpose orally and through written display in the classroom. • Focus walls and anchor charts in student centered language. • Teachers will conduct read-alouds and modeled thinking about the text. • Students will have exposure to visual representations of text and audio versions. • Students will have opportunities to use both printed and technology enhanced text. • Students will have opportunities to use oral and written explanations of their thinking.
<p><i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <p>UDLA &E.E&C.1 -- Use multiple media for communication</p> <ul style="list-style-type: none"> • Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video <p>UDLA &E.E&C.3 -- Build fluencies with graduated levels of support for practice and performance</p> <ul style="list-style-type: none"> • Provide differentiated mentors (i.e., teachers/tutors who use different approaches to motivate, guide feedback or inform) <p>UDLA &E.EF.2 -- Support planning and strategy development</p> <ul style="list-style-type: none"> • Embed prompts to “stop and think” before acting as well as adequate space • Embed prompts to “show and explain your work”

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

	<ul style="list-style-type: none"> • Technology is used by students to complete a variety of assignments. • Students will give presentations to their peers and teacher(s). • Students will produce a variety of written work and typed work. • Students will have the opportunity to share their thoughts and ideas. • Students will have opportunities to work collaboratively with peers.
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<p>UDLE.RI.1 -- Optimize individual choice and autonomy</p> <ul style="list-style-type: none"> • Provide learners with as much discretion and autonomy as possible by providing choices in such things as: The type of rewards and recognition available The tools for information gathering or production <p>UDLE.RI.2 -- Optimize relevance, value and authenticity</p> <ul style="list-style-type: none"> • Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants • Invite personal response, evaluation and self-reflection to content and activities (journals) <p>UDLE.SE&P.3 -- Foster collaboration and community</p> <ul style="list-style-type: none"> • Create cooperative learning groups with clear goals, roles, and responsibilities • Create school-wide programs of positive behavior support with differentiated objectives and supports • Provide prompts that guide learners in when and how to ask peers and/or teachers for help <ul style="list-style-type: none"> • Students will have the opportunity to share orally, through writing, or within a small group. • Students will participate in discussions and complete assignments utilizing a variety of complex texts. • Students will participate in flexible groupings within classrooms. • Literacy Labs are differentiated and utilize higher interest topics. • Students will have the opportunity for Interdisciplinary activities.

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.

Allegany County Public Schools

2024-2025 School Improvement Plan for Title I Schools

MD Report Card Data

Points for Math Proficiency out of 5 =1.88

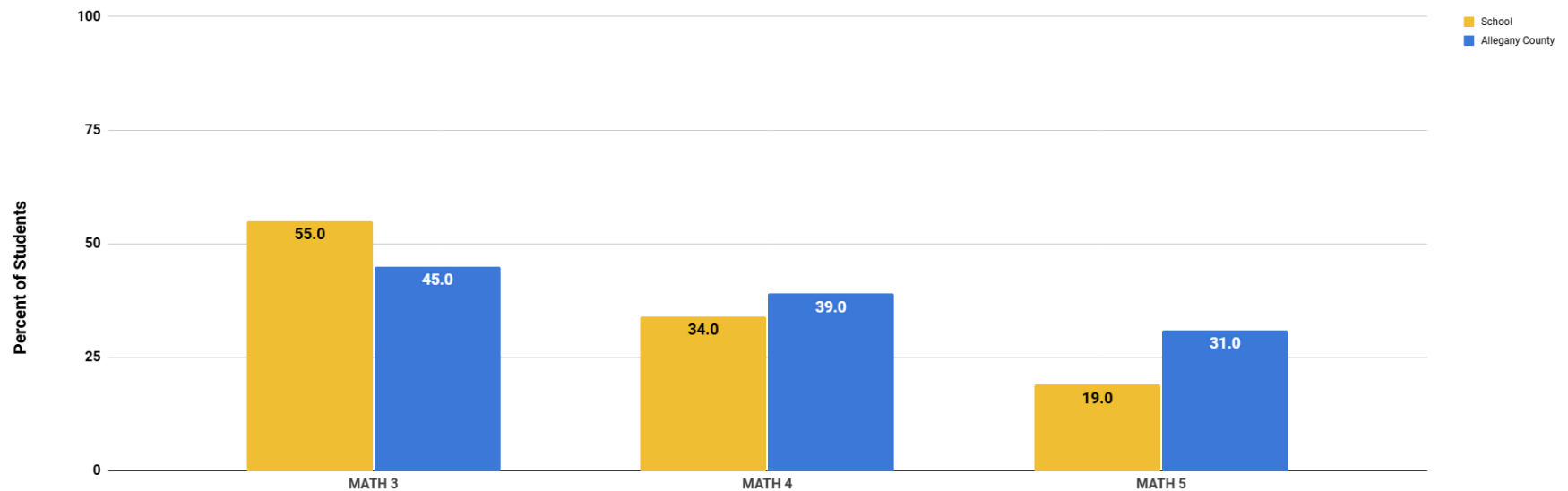
Points for Math average levels out of 5 =2.88

Points for Math Growth out of 12.5 = 7.00

- Math Median Student Growth Percentile (SGP) = 50%

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

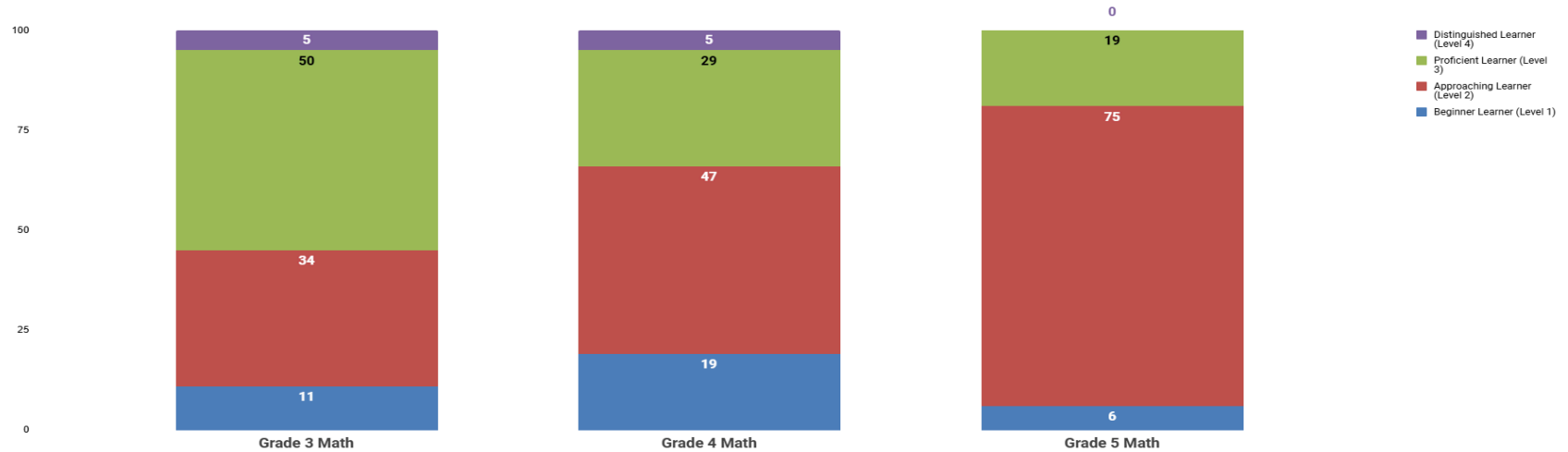
Mt. Savage Elementary 2024 Math Proficiency Rates



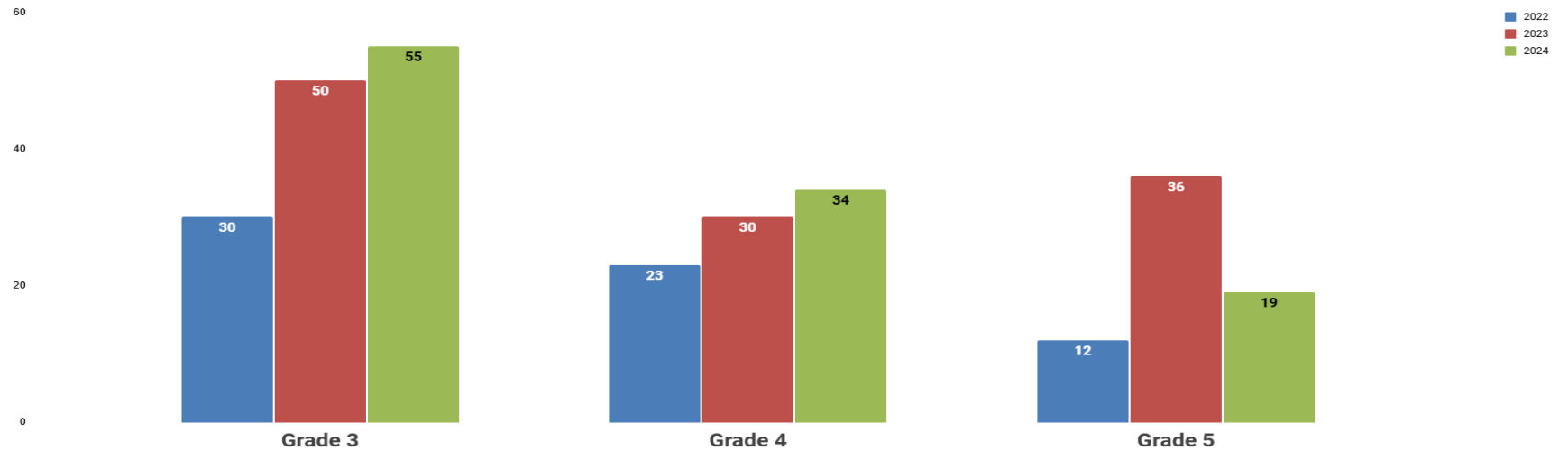
Allegany County Public Schools

2024-2025 School Improvement Plan for Title I Schools

Mt. Savage Elementary 2024 MCAP Math Proficiency Levels

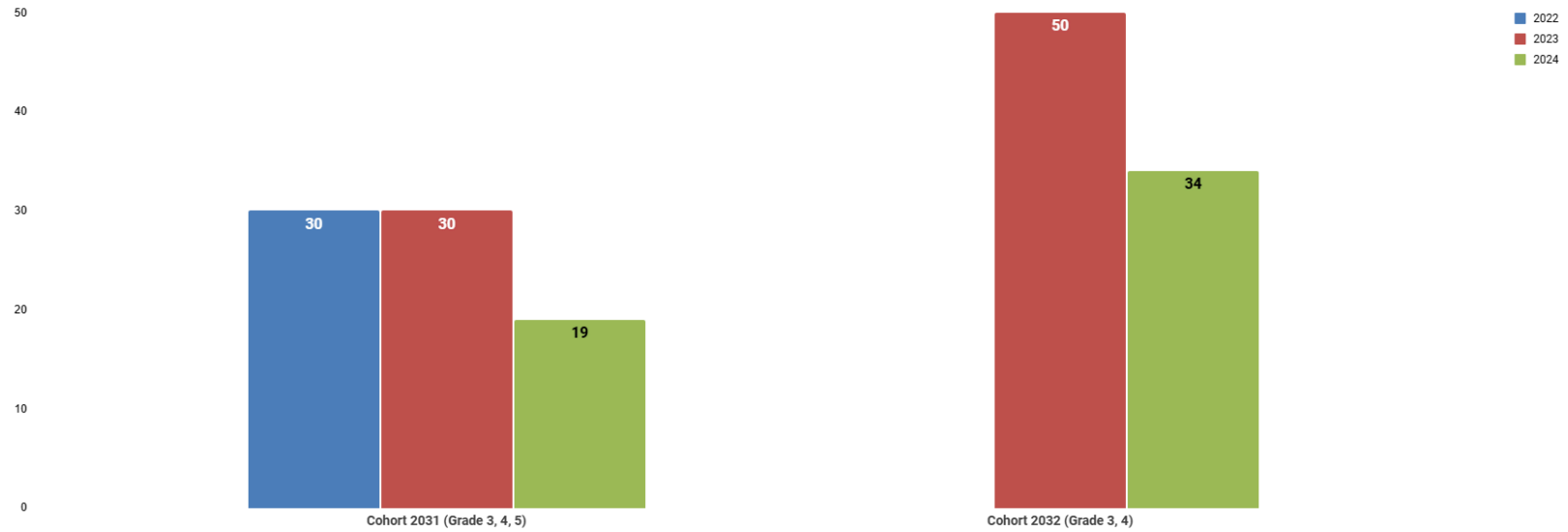


Mt. Savage Elementary Math Proficiency Trend



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

Mt. Savage Elementary Math Cohort Proficiency Growth



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

MATH FOCUS AREA 1:	Number and Operations: Fractions
Focus Area Goal	<p>The focus area for this goal is to increase students' growth rate that were identified as beginner or approaching learners by 5% on 2024-2025 MCAP Assessment on the Numbers and Operations: Fraction standards in fourth and fifth grade.</p> <p>A total of 66% of fourth grade students scored as beginner or approaching learners. Nineteen percent of these students scored as beginner learners, and 47% scored as approaching learners of the 2023-2024 MCAP. The focus area for this goal is to increase the percentage of fourth grade students that are identified as beginner or approaching learners by 5%on the 2024-2025 MCAP Assessment.</p> <p>A total of 81% of fifth grade students scored as beginner or approaching learners. Six percent of these students scored as beginner learners, and 75% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase the percentage of fifth grade students that are identified as beginner or approaching learners by 5%.</p>
Root Cause(s):	<ul style="list-style-type: none"> • Students continue to struggle with the mastery of basic facts of addition, subtraction, multiplication, and division, number sense, accuracy, and utilizing mental math strategies with multi-step problems. • Teachers need more time to be familiar with the i-Ready curriculum and materials. • The i-Ready curriculum must be utilized with integrity and fidelity at all grade levels. • Practice is needed to appropriately scaffold lessons through the i-Ready curriculum to provide a more structured approach to numbers and operations.
Focus Content Standard(s):	<p>Numbers and Operations: Fractions</p> <p>4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>4.NF.C.7 Compare two decimals to hundredths by reasoning about their size by recognizing that comparisons are valid only when the two number decimals refer to the same whole.</p> <p>Numbers and Operations: Fractions and Decimals</p> <p>5.NF.A.1-2 Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>5.R.3 Reasoning</p>
Barriers:	<ul style="list-style-type: none"> • Due to the lack of essential prerequisite skills, students struggle to understand and solve fractions. • Limited opportunities for hands-on experiences using manipulatives to bridge the gap from concrete (manipulatives), representational (visual), to abstract thinking (symbols and notations).

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

Needed Resources:	<ul style="list-style-type: none"> • Fraction Manipulatives • MCAP release items and practice test • Continued training in Teacher Success Criteria • Standard Mastery Assessments
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Support students math development with use of the CRA model (Concrete, Representational, Abstract) • Utilize county-created tasks to target focus on Number and Operations: Fractions. • Continue use of MCAP practice tests to establish student success criteria and to also improve student understanding of the test format. • Review previously learned math concepts with use of County provided spiral reviews, Achieve the Core Coherence Map, and i-Ready prerequisite lessons. • Continue use of Number Talks to increase students ability to solve math mentally • Continue use of the i-Ready pathway to target individual student needs. • Teachers will utilize standards based i-Ready Comprehension Checks in order to differentiate. • Built-in teacher efficacy through collaborative teacher planning. • Conduct monthly collaborative planning with the school-based Math Coach <ul style="list-style-type: none"> ◦ Teachers, coaches and administration will reflect on i-Ready coaching walkthrough visits to make future educational decisions. ◦ Teachers and coaches will analyze i-Ready prerequisite reports to form small groups. ◦ Teachers will utilize i-Ready prerequisite lessons and implement i-Ready math strategies.
How will it be funded?	<ul style="list-style-type: none"> • Allegany County Public Schools and school-based funding • Title I (materials to supplement the core math programs) Additional materials of instruction for classroom teachers for differentiated instruction and small group activities. (Thirteen K-5 teachers x \$75.00 = \$975.00). • Title I (carryover money \$3678.78) Additional materials to supplement small group instruction in math.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Administer BOY (Fall 2024), MOY (Winter 2025), EOY (Spring 2025) assessments. • Monitor individualized pathways for students based on BOY assessment results. • Continue to utilize the designated time to complete i-Ready tasks associated with targeted learning needs. • Provide MCAP-like problems to prepare students for testing format and vocabulary. • Continue to meet weekly with school-based specialists to monitor student progress and design lessons. • Incorporate i-Ready suggested small groups to adjust groupings based on diagnostic outcomes. • Utilize prerequisite lessons and reports at monthly specialist meetings.

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

	<ul style="list-style-type: none"> • Incorporate Comprehension Checks based on county provided pacing guides.
Monitoring Procedure:	<ul style="list-style-type: none"> • Math diagnostics growth of beginning, middle, and end assessments • Lesson and unit quizzes • Comprehension Checks • Progress monitoring with specialist and administration • Continued collaborative and co-planning times

MATH FOCUS AREA 2:	Operations and Algebraic Thinking
Focus Area Goal	<p>The focus area for this goal is to increase students' growth rate that were identified as beginner or approaching learners by 5% on 2024-2025 MCAP Assessment on the Operations and Algebraic Thinking standards in third grade.</p> <p>A total of 45% of third grade students scored as beginner or approaching learners. Eleven percent of these students scored as beginner learners, and 34% scored as approaching learners on the 2023-2024 MCAP. The focus area for this goal is to increase the percentage of third grade students that are identified as beginner or approaching learners by 5% on the 2024-2025 MCAP Assessment.</p>
Root Cause(s):	<ul style="list-style-type: none"> • Students continue to struggle with the mastery of basic facts of addition, subtraction, multiplication, and division, number sense, accuracy, and utilizing mental math strategies with multi-step problems. • New Teachers need more time to be familiar with the i-Ready curriculum and materials focused on Operation and Algebraic Thinking. • The i-Ready curriculum must be utilized with integrity and fidelity at all grade levels. • Practice is needed to appropriately scaffold lessons through the i-Ready curriculum in order to provide a more structured approach to numbers and operations.
Focus Content Standard(s):	<ul style="list-style-type: none"> • 3.OA.D- Solve problems involving the four operations, and identify and explain patterns in arithmetic. • 3.M.1 Modeling
Barriers:	<ul style="list-style-type: none"> • Forty-eight percent of students in grades 3-5 at Mount Savage are reading below grade level. Reading comprehension skills are impacting students' ability to interpret the information needed to set up and solve math word problems. • An intensive Tier III research based intervention is not available for elementary students struggling in math.

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

Needed Resources:	<ul style="list-style-type: none"> • MCAP release items and practice test • Continued training in Teacher Success Criteria • Standard Mastery Assessments • Operations and Algebraic Thinking manipulatives
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Review previously learned math concepts with use of County provided spiral reviews, Achieve the Core Coherence Map, and i-Ready prerequisite lessons. • Continue use of i-Ready Routine for word problems (Three Reads) to increase student comprehension. • Utilize county-created tasks to target focus on Operations and Algebraic Thinking. • Use of manipulatives for Operations and Algebraic Thinking through the CRA model. • Continue use of MCAP practice tests to establish student success criteria and to also improve student understanding of the test format. • Built-in teacher efficacy through collaborative teacher planning. • Conduct monthly collaborative planning with the school-based Math Coach <ul style="list-style-type: none"> ○ Teachers, coaches and administration will reflect on i-Ready coaching walkthrough visits to make future educational decisions. ○ Teachers and coaches will analyze i-Ready prerequisite reports to form small groups. ○ Teachers will utilize i-Ready prerequisite lessons and implement i-Ready math strategies.
How will it be funded?	<ul style="list-style-type: none"> • Allegany County Public Schools and school-based funding • Title I (materials to supplement the core math programs) Additional materials of instruction for classroom teachers for differentiated instruction and small group activities. (Thirteen K-5 teachers x \$75.00 = \$975.00). • Title I (carryover money \$3678.78) Additional materials to supplement small group instruction in math.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Administer BOY (Fall 2024), MOY (Winter 2025), EOY (Spring 2025) assessments. • Monitor and utilize differentiated pathways for students based on BOY assessment results. • Continue to utilize designated time to complete i-Ready tasks associated with targeted learning needs. • Provide MCAP-like problems to prepare students for testing format and vocabulary. • Continue to meet weekly with school-based specialists to monitor student progress and design lessons. • Incorporate i-Ready suggested small groups to adjust groupings based on pacing of individualized pathways. • Utilize prerequisite lessons and reports at monthly specialist meetings. • Incorporate Comprehension Checks based on county provided pacing guides.
Monitoring Procedure:	<ul style="list-style-type: none"> • Math diagnostics growth of beginning, middle, and end assessments

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

	<ul style="list-style-type: none"> • i-Ready reports • Classroom assignments • Lesson and unit quizzes • Standard Mastery Assessments • Continued collaborative and co-planning times
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Universal Design for Learning for MATH.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<p>UDLR.P.1 – Offer ways of customizing the display of information</p> <ul style="list-style-type: none"> • The size of text, images, graphs, tables, or other visual context • The layout of visual or other elements <p>UDLR.P.2.1 — Clarify vocabulary and symbols in math</p> <ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners’ experience and prior knowledge. <p>UDLR.L&S.3 — Supporting decoding of text, mathematical notation, and symbols</p> <ul style="list-style-type: none"> • Allow for flexibility and easy access to multiple representations of notation where appropriate (e.g., formulas, word problems, graphs) • Teacher utilizes multiple methods (e.g. demonstration, visuals, manipulatives, and technology).

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

	<ul style="list-style-type: none"> • Think/Pair/Share and Three Reads Protocol from Ready Common Core are utilized daily. • Teachers communicate content purposes, language purposes, and social purposes to students by visually displaying them in the classroom, verbal discourse, and in written form in interactive Math Notebooks. • Verbal discourse is used by the teachers during the lesson. • Teacher embeds GRR - Gradual Release of Responsibility.
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	<p>UDLA&E.E&C.1 — Use multiple media for communication</p> <ul style="list-style-type: none"> • Use physical manipulatives (e.g., blocks, 3D media, base-ten blocks) • Solve problems using a variety of strategies. <p>UDLA&E.E&C.2 — Use multiple tools for construction and composition</p> <ul style="list-style-type: none"> • Provide calculators, graphing calculators, geometric sketchpads, or pre-formatted graph paper • Provide virtual or concrete mathematics manipulatives (e.g., base-10 blocks, algebra blocks) • Use web applications <p>UDLA&E.E&C.3 — Build fluency with graduated levels of support for practice and performance</p> <ul style="list-style-type: none"> • Provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.) • Students are given the opportunity to demonstrate multiple ways to solve problems. • Students are given the opportunities to elaborate, such as performing new related tasks, solving problems, and seeking further clarification. • Students use technology. (i-Ready) • Students add their thinking to the thinking of others. (Math Talks, Think/Pair/Share) • Teacher embeds GRR - Gradual Release of Responsibility.
Means for Engagement: <i>tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<p>UDLE.SE&P.2 — Vary demands and resources to optimize challenge</p> <ul style="list-style-type: none"> • Differentiate the degree of difficulty or complexity within which core activities can be completed <p>UDLE.SE&P.3 — Foster collaboration and community</p> <ul style="list-style-type: none"> • Encourage and support opportunities for peer interactions and supports • Create expectations for group work (e.g., rubrics, norms, etc.)

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

	<p>UDLE.SE&P.4 — Increase mastery-oriented feedback</p> <ul style="list-style-type: none"> ● Provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success. ● i-Ready Interactive Videos are embedded in lessons. ● Students collaborate in flexible groupings. ● A balance of teacher talk and student talk is evident. (Math Talk, Reasoning/Justification, Think/Pair/Share) ● A positive learning environment is available for all learners. ● Teacher embeds GRR - Gradual Release of Responsibility.
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C. SCIENCE

MD Report Card Data

Points for Science Proficiency out of 5 =.97

1. Update data charts using 2024 data results.

* indicates no students or fewer than 10 students in category

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

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

All school students	31	22	68	10	28	14	54	32	32	25.8	54.8	19.4	9.4%
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FOCUS AREA 1:	Physical Science
Focus Area Goal	The goal for the 2025 MISA assessment is to increase the percentage of students passing by 5%.
Root Cause(s):	<ul style="list-style-type: none"> • Limited time on master schedule for science instruction starting in grade K • Assessment covers concepts taught in previous grades • MISA is essentially a reading test and 51% of students are below grade level according to BOY DIBEL screener • Limited exposure to technical and scientific texts throughout the school year • Lack of exposure to test format for grade level teachers outside of grade 5
Focus Content Standard(s):	<ul style="list-style-type: none"> • 5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen. • 5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. • 5-PS1-3 Make observations and measurements to identify materials based on their properties. • 5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in

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

	new substances.
Barriers:	<ul style="list-style-type: none"> • Format of the assessment is a literacy test and not necessarily a science inquiry test • 57% of 2024-2025 fifth graders scored well below/below grade level according to DIBEL screener • Limited official practice for MISA • Students lack the technical reading and writing skills needed for MISA • Prioritized and ample time for science instruction in all grade levels
Needed Resources:	<ul style="list-style-type: none"> • All grade levels require a county pacing guide that aligns with MISA • Fully aligned curriculum for each grade level
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Explicit incorporation of the scientific method during class time. • Small group activities and discussion with hands-on inquiries and experiments. • Exposure and practice with scientific text(s) during CKLA lessons and Literacy Lab. • Complete the MISA test prep online and provide feedback to students (success criteria). • Continued writing protocols for analysis and feedback with the literacy coach. • Clarity to students from teachers about expectations on analysis of texts/tasks.
How will it be funded?	<ul style="list-style-type: none"> • Title I, Part A: supplemental materials of instruction to support programs Science in grades K-5 (13 teachers x \$59.48 = \$773.28), Supplies to create differential materials of instruction for students in workshops; \$428.98. • Allegany County Public Schools and school-based funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Following the suggested county pacing guide
Monitoring Procedure:	<p>Walk-throughs with administration</p> <p>Co-planning amongst teams</p>

Universal Design for Learning for SCIENCE.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
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Allegany County Public Schools
2024-2025 School Improvement Plan for Title I Schools

<p>Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<p>UDLR.C.1 -- Activate or supply background knowledge</p> <ul style="list-style-type: none"> • Anchor instruction by linking to an activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) • Use advanced organizers (e.g., KWL methods, concept maps) • Pre-teach critical prerequisite concepts through demonstration or models • Bridge concepts with relevant analogies and metaphors • Make explicit cross curricular connections (e.g., teaching literacy strategies in the science classroom) <p>UDLR.C.3 -- Guide information processing, visualization, and manipulation</p> <ul style="list-style-type: none"> • Give explicit prompts for each step in a sequential process • Provide interactive models that guide exploration and new understanding <p>UDLE.SR.2 -- Facilitate personal coping skills and strategies</p> <ul style="list-style-type: none"> • Appropriately handling subject specific phobias and judgments of “natural” aptitude (e.g., “how can I improve on the areas in which I am struggling” rather than “I am not good at science”) • Teachers utilize multiple methods (e.g. demonstrations, videos, experiments, FOSS Science, and technology). • Teachers utilize songs to enhance learning. • Teachers utilize verbal discourse during the lesson.
<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <p>UDLA&E.E&C.1 -- Use multiple media for communication</p> <ul style="list-style-type: none"> • Solve problems using a variety of strategies • Use physical manipulatives • Students will reflect on new ideas discovered through experimentation. • Students are given opportunities to draw conclusions based upon observation and data. • Using observation and data, students will share their conclusions. • Through technology like Digital Microscopes, 3-D Printers, and science tools, students will demonstrate their knowledge.
<p>Means for Engagement: <i>tap into learners’ interests, challenge them</i></p>	<p>Multiple Options for Engagement</p>

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

<i>appropriately, and motivate them to learn.</i>	<p>DLE.RI.2 - Optimize relevance, value, and authenticity</p> <ul style="list-style-type: none"> • Provide tasks that allow for active participation, exploration, and experimentation <p>UDLE.SE&P.2 -- Vary demands and resources to optimize challenge</p> <ul style="list-style-type: none"> • Differentiate the degree of difficulty or complexity within which core activities can be completed • Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition <p>UDLE.SE&P.3 -- Foster collaboration and community</p> <ul style="list-style-type: none"> • Create cooperative learning groups with clear goals, roles, and responsibilities • Encourage and support opportunities for peer interactions and supports • Create expectations for group work <ul style="list-style-type: none"> • Teachers will communicate content purposes, language purposes, and social purposes both visually and verbally. • Students can view FOSS videos embedded in lessons. • Students will collaborate in groups to conduct experiments. • Students will record findings on FOSS graphic organizers. • A positive learning environment will be created for all learners.
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VIII. MD School Survey Results and Plan

Staff Engagement Action Plan: 2024 MD Report Card Score out of 3: 3.0	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Instructional Support - Instructional Feedback - 9.43
Topic Description:	Quality of instructional feedback topic for instructional staff describes the degree to which they receive useful, actionable, adequate feedback from school leadership to improve their teaching.

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

Strategies: What steps will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> • Teachers will meet bi-weekly as grade level teams with special educators to collaborate and obtain feedback on instruction and student progress. • Administrators will increase time spent visiting classrooms through walk-throughs. • TNTP literacy coaches and data analysis teams have analyzed data, chart trends, and assisted in identifying areas of need. • MQI Math Coaches collaboratively plan bi-weekly with grade level classroom teachers and special educators to analyze data, chart trends, and identify areas of need. • New teachers are supported by mentor teachers through observations and planning support to ensure quality teaching centered around county curriculum and practices. • School Community Coordinator has been added to staff to support teachers and students by assessing their needs and providing resources.
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • Administrators • Mentor Teachers • TNTP Literacy Coaches • School Community Coordinator • I-Ready • MQI Math Coaches • MCIE / Teacher / Coaches/ Administration
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> • Administrators • Teachers • MCIE • TNTP Coaches • MQI Coaches • County-Created Walkthrough Tool to provide feedback on teacher instruction • Literacy Learning Walk Tool to support ELA instruction following the Maryland Blueprint

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

	<ul style="list-style-type: none"> ● Accessible Literacy Framework ● Community Needs Assessment
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> ● Staff will take the engagement survey at the end of the school year and data will be compared to the previous year.
Timeline: Include dates for implementation of action steps.	This will be implemented for the 2024-2025 school year.
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Relationships - Student-student Relationships - 8.98
Topic Description:	Student to student relationships topic for instructional staff describes the degree to which students interact with their peers.
Strategies: What steps will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> ● Student Peer Mediation in grades 3-5: Students will work with and discuss with other elementary students ways to improve peer to peer relationships using restorative practices and conflict resolution strategies. ● The Student Voices Committee will meet monthly with school administration to create ways to improve peer relationships at Mount Savage Elementary School. ● The school guidance counselor will continue to use Second Step and the Toolbox to provide students with a repertoire of tools to use for Social Emotional Learning. ● Students will make their own “toolbox” with the strategies learned to handle social/emotional issues.
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> ● Administration ● Guidance Counselor ● Classroom Teachers
Resources: What investments (people, equipment, time, etc) will be needed to	<ul style="list-style-type: none"> ● Toolbox posters, worksheets ● Student made toolboxes

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

carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> • Second Step Program online • SRSS completed by classroom teachers
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> • Monitor results of the SRSS • Staff will take the engagement survey again at the end of the school year and data will be compared to the previous year.
Timeline: Include dates for implementation of action steps.	This will be implemented for the 2024-2025 school year.

<i>Student Engagement Action Plan:</i> <i>2024 Maryland Report Card Score out of 7: 4.9</i>	
Primary Area of Need State the Domain, Topic, and Score	Safety - Physical Safety - 2.71
Topic Description:	Physical safety describes the degree to which students feel they are safe arriving, leaving, and while at school.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> • Monthly Student Voices committee meetings with administration to discuss elementary safety concerns • Skits, presentations, and Google Hangouts by Middle School Student Council based on feedback provided by Student Voices

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

Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • Administration and staff overseeing Student Council and Student Voices • Classroom Teachers • Guidance Counselors
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> • Bully Box • Student Council • Student Voices • Google Meet platform
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> • The student survey will be given at the end of the 24-25 school year. Data will then be compared to the previous year.
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> • This will be implemented for the 2024-2025 school year.
Secondary Area of Need State the Domain, Topic, and Score	Safety - Bullying - 3.93
Topic Description:	Bullying describes the students feeling they are teased, or picked on based on their character, ability, and physical appearance. Bullying is the feeling that students feel they may be harmed or intimidated while at school.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> • Monthly Student Voices committee meetings with administration to discuss elementary safety concerns • Skits, presentations, and Google Meets by Middle School Student Council based on feedback provided by Student Voices • Problem solving strategies and interventions through mediations with Guidance Counselor • The school guidance counselor will continue to use Second Step and the

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

	<p>Toolbox to provide students with a repertoire of tools to use</p> <ul style="list-style-type: none"> • Students will make their own “toolbox” with the strategies learned to handle social/emotional issues. • Digital Citizenship lessons for grades 3-5 in Library Media that discuss appropriate identification and awareness of online bullying and nefarious behaviors, and how to appropriately respond.
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • Administration and staff overseeing Student Council and Student Voices • Classroom Teachers • Guidance Counselors
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> • Student Council • Student Voices • Google Meet platform • Digital Citizenship • Second Step program online • Toolbox
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> • The student survey will be given again at the end of the 24-25 school year. Data will then be compared to the previous year.
Timeline: Include dates for implementation of action steps.	This will be implemented for the 2024-2025 school year.

IX. MULTI-TIERED SYSTEM OF SUPPORT

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

Mount Savage School will continue to implement previous priorities from 2023-2024 as appropriate. The MTSS practices focus on the implementation of all educational domains that impact the growth and needs of all students. The GRR Framework is used

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

within classroom instruction. UDL principles are applied across all instructional levels. Classroom wide instruction provides a multi-dimensional approach to teaching students new learning strategies. PBIS is a schoolwide implemented program designed to enhance students' individual growth and development. Numerous strategies and self-management skills are taught and practiced weekly to promote mental health growth and wellness. PBIS provides a variety of incentives and support programs to foster program fidelity and personal growth and development.

PRIORITY: #1. Improve the implementation of PBIS practices across all 3 tiers.			
PRACTICE: Faculty will collaboratively implement school-wide positive behavior interventions and supports			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Maintain and improve school-wide PBIS practices to achieve social and behavioral goals. 	Administration Teachers PBIS Team PST	Ongoing: August 2024-Present	<ul style="list-style-type: none"> Review student data to target specific subgroups. Provide professional development to staff on improving implementation practices for PBIS.

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

INSTALLING			
<ul style="list-style-type: none"> ● Present discipline data to PBIS team. Use data to make implementation decisions for targeted behaviors. ● Charge staff with increasing the distribution of “Feathers” token economy to support behavior specific praise. ● Expand the incentives available to students. ● Implement a diversity of Tier II and Tier III interventions to target specific student needs. 	Administration Teachers PBIS Team PST	Ongoing: August 2024-Present	<ul style="list-style-type: none"> ● Increase the frequency of data review at PBIS meetings. ● Provide staff development on behavior specific praise, improving the usage of token economy. ● Explore the possibility of implementing a school store to utilize with token economy system. ● Engage the school psychologist, school therapist, and school counselor in implementing and presenting Tier II and Tier III interventions to staff.
IMPLEMENTING			
Improve upon the use of Positive Behavior Interventions and Supports per the objectives above.	Administration Teachers PBIS Team PST	Ongoing: August 2024-Present	<ul style="list-style-type: none"> ● Apply for PBIS badges. ● Utilize discipline data monthly to target interventions toward specific sub-groups. ● Continue to utilize Check-in/Check-out as a Tier II intervention. ● Expand the variety of Tier II groups to target specific student needs, including organization and attendance. ● Continue school wide organizational program for attendance and study skills.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Continue monthly PBIS team meetings and Tier I-III supports.	Administration	Ongoing: August 2024-Present	<ul style="list-style-type: none"> ● Continue PBIS monthly meetings and provide updates to grade level teams. ● Continue with the usage of token economy and monthly school-wide PBIS events.

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

			<ul style="list-style-type: none"> Continue the utilization of classroom guidance lessons, SEL groups and Check-in/Check-out.
Notes-			

PRIORITY: #2 Improve overall school-wide attendance rate			
PRACTICE: Implement new systems and practices to monitor and reduce truancy			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION-Teachers will begin a book study on the Criteria of Success.			
Better systems and incentives need to be developed to confront the ongoing challenge of chronic absenteeism and overall school attendance.	Administration PST School Counselor	Ongoing: August 2024-Present	<ul style="list-style-type: none"> Administration, PST and the PBIS team will brainstorm processes and incentives to mitigate truancy.
INSTALLING			
<ul style="list-style-type: none"> Develop a protocol to efficiently respond to attendance concerns and mitigate chronic absenteeism. Provide incentives to specifically promote attendance. 	Administration PST School Counselor	Ongoing: August 2024-Present	<ul style="list-style-type: none"> Process developed and being utilized. Incentives are beginning to be rewarded to students who meet attendance goals.

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

IMPLEMENTING			
<ul style="list-style-type: none"> PST will implement a multi-tier attendance response protocol to monitor and respond to truancy issues. <p>Monitor and Response:</p> <ul style="list-style-type: none"> Tier I: Office contact with families Tier II: School Counselor contact with student and families; School/Parent conferences Tier III: PPW intervention including home visits, school PST team meetings, and referral for truancy charges <p>Incentives:</p> <ul style="list-style-type: none"> Quarterly school-wide attendance parties will be held for the students with the best attendance. They will receive prize rewards. Quarterly class-wide attendance parties will be held for the class with the best attendance. Bi-weekly individual attendance incentives will be drawn for students exceeding the attendance expectation. Weekly classroom organizational checks with incentives. Guidance lessons with the school counselor continue bi-weekly. 	<p>Administration PST School Counselor</p>	<p>Ongoing: August 2024-Present</p>	<ul style="list-style-type: none"> The multi-tier attendance response protocol has been developed and is in the process of being implemented through weekly PST meetings. The first round of attendance specific incentives are being rewarded weekly.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			

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

<ul style="list-style-type: none"> The protocol and incentives will continue to be utilized throughout the school year. 	Administration PST School Counselor	Ongoing: August 2024-Present	<ul style="list-style-type: none"> The process will be utilized, evaluated and if necessary, modified at the conclusion of the school year.
Notes-			

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I, PBIS Tier II, PBIS Tier III

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

- Daily positive behavior “feathers” for all students.
- Weekly Chief Citizen winners for positive behavior.
- Monthly PBIS Celebrations.
- Daily classroom Dojo contact with parents.
- Daily classroom behavior monitoring cards.
- Individual classroom positive behavior booster supports.
- Daily Golden Whistle award during recess line up.
- Use of Title I funds to purchase supplemental materials to support positive behaviors

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

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

- Parent phone calls
- Referrals to School Counselor
- Small Group Problem Solving with School Counselor
- Attendance Meetings
- Referrals to Learning Assistance Program (L.A.P.)
- Referrals to Pupil Services Team (P.S.T.)
- Parent conferencing
- ISP/BIP

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

TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

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

(Reference the sign-off sheet at the end of this plan.)

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

- Parents, families, and community members were invited to participate in a Spring Title I decision-making meeting, May 2024.
- Input was gathered on the key Title I documents such as the school parent compact, the parent and family engagement plan, and the Title I budget.
- Input for developing the plan was collected during the August Back to School Night / Annual Title I Meeting. Parents, families, and community members are also invited to participate in school leadership meetings.

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

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

A structured team approach is used to develop the School Improvement Plan (SIP) at Mount Savage Elementary School. Members of the leadership, PBIS, and data analysis teams meet separately to review their information and data. In addition through Title I, parent surveys are collected and analyzed to assist the School Improvement Team (SIT) with parent input. After all of this is accomplished, members from each team collaborate with the administration and the ELA and math coaches to examine data and target specific focus areas to establish goals to improve instruction and student achievement.

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Title I Splash Party/Meet the Teacher	August 13, 2024
Title I Annual Ice Cream Social - Visit Classroom/Back To School Night/Edibles(invitation to Healthy Eating Habits)	August 27, 2024
Red Ribbon Week	October 28 - November 1, 2024
Jingle Jam	December 12, 2024
Title I Mid-Year Monitoring Meeting with Parents	February 5, 2025
Title I Spring Meeting with Parents	May 2025
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families.	Ongoing
Stipends for planning, presenting and fixed charges for ELA/Literacy Night to build parental capacity	TBD
Stipends for planning, presenting and fixed charges for Math Night to build parental capacity	TBD
Materials are provided to parents who attend the parent nights to build parental capacity	TBD

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

Use of the school parent compact	Parent Conference Days and ongoing
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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	Pre-K, K	Students are provided supplemental reading materials
Western Maryland Food Bank	Western Maryland Food Bank	Provide for community members
Outdoor School	Allegany County Public Schools	Provide Science centered education for grade 5 students
Snap Ed.	University of Maryland Extension	Grades K-5 students learn about nutrition, and sample healthy foods.
ACPS Summer School Program	Allegany County	Academic support for K-5 students

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

After School Tutoring	Allegany County	Academic support for K-5 students
Weekend Backpack Program	Western Maryland Food Bank / Community Schools	Provide supplemental foods
Safe and Snug	DSS	Provide coats, hats, gloves
SHOP Food Drive	Community donations / Community Schools	Provide Holiday Meals
Mount Savage Citizens Walk	Community and Family Donations	Provide student necessities (personal items, clothing, food, etc.)
Christmas Tree Families	Community donations / Community Schools	Provide clothing and gifts to families
Barrelville Outdoor Club Santa	Barrelville Outdoor Club	Provide clothing and gifts to families
Dental Sealants	Health Department	Provide fluoride Treatments for students
School Based Community Garden produce, eggs, honey	Mount Savage Agricultural Club	Provide food for community members
Flu Mist	Allegany County Health Department	Provide flu vaccine for Students
School-Based Career Day	School-based guidance counselors and community partners	Provide opportunities for community partners and outside agencies to speak with students regarding possible career paths.
FSU Career Day	Career Coach / Community Schools	Introduce students to educational and career options

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

Safety Week	Mount Savage School	Prepares students for emergency situations
Book Fair	PTA	Raise funds for PTA
Santa Secret Shop	PTA	Raise funds for PTA
Back to School Backpacks	Local Churches and Organizations	Provide students with school supplies
Sheriff	DARE	Prepares students to resist drugs.
Mount Savage Fire Department	Fire Safety Week	Advice for students and families to keep homes safe from fire
Food Pantry	Community Schools, Local Donors	Provide supplemental foods
Hygiene Pantry	Community Schools, Local Donors	Provide hygiene products
Clothes Pantry	Community Schools, Local Donors	Provide supplemental clothing

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.

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

XII. Professional Community for Teachers and Staff- Standard 7

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

Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
1. TNTP Literacy Learning Walks	10/23/2024, AM, Mount Savage Elementary	K-5 teachers, literacy coach, administration, supervisors	Targeted collaborative planning goals and positive changes to delivered instruction	Awareness of rigor required during literacy block	Spring learning walk data to show growth
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom

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

2. i-Ready Math	11/6/2024	K-5 teachers, Math coach, administration, supervisors	Increased student dialogue among peers and in explaining, adding to, and critiquing the reasoning of classmates	Awareness of strategies, skills, and error finding in student work samples	Coaching during collaborative team meetings
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
3. Bi-monthly collaborative planning ELA Bi-monthly co-planning	Oct.: 1, 8, 15, 22, 29 Nov.: 12, 19, 26 Dec.: 3, 10, 17 Jan.: 7, 14, 21, 28 Feb.: 4, 11, 18, 25 March: 4, 11, 18, 25 April: 1, 8, 22, 29	K-5 teachers, special educators	Internalization of lessons and units within CKLA	Student work analysis, targeted small group instruction, understanding of lessons being taught	Improvement on Spring TNTP learning walk rubric

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

	May: 6, 13, 20, 27				
4. Bi-monthly collaborative planning Math	Oct: 17, 24, Nov: 13,21 Dec: 5, 19 Jan: 2, 16, 30 Feb: 13,27 Mar: 13, 27 April: 10, 24 May: 8, 22	K-5 teachers, special educators	Internalization of lessons and units within i-Ready Math	Student work analysis, targeted small group instruction, understanding of lessons being taught	Improvement on additional i-Ready learning walks

XIII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.

Mount Savage staff reviewed the 2023-2024 plan during the opening staff development day. Each staff member was presented with a hard copy of the plan to use as a guide when collaborating with team members and creating plans. The 2024-2025 plan was shared with staff during the January 17, 2025 principal professional development day. Once approved, all staff will be provided a hard copy of the 2024-2025 plan.

2. How will the plan be shared with parents and community members? Please include approximate dates.

Allegany County Public Schools

2024-2025 School Improvement Plan for Title I Schools

The plan will be shared with parents and community members by being posted on the school web page or hard copy upon request. A hard copy will also be placed in the main office for parent review. The community coordinator will assist with providing information regarding access and the purpose of the SIP to families.

3. What role will classroom teachers and/or departments have in implementing the plan?

The administrative team will monitor and report findings during walkthrough observations during grade level meetings. The literacy coach and math specialist will be available to facilitate discussions on SIP strategies, review data, examine student work, collaboratively plan, and provide staff development.

4. How will student progress data be collected, reported, and evaluated by the SIT?

The SIT team will revisit MCAP data once it has been released by the state. Regular discussions grounded in CKLA and iReady data will occur to monitor progress towards overall growth and improvement of scores.

5. How will the administration monitor the plan?

Administration will attend scheduled meetings.

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

Current and future data will be available from the Central Office. Upon request, the Central Office provides input pertaining to concerns, questions of interpretation and analytical explanations of the SIP. The Central Office also arranges a calendar of ongoing workshops for professional development for teachers in the areas of need in our SIP. In addition, the Title I school support specialist assists with developing the plan, ensuring the inclusion of the four components of Title I, and gathering and analyzing data to make recommendations for the SIP. The Title I school support specialist also assists by monitoring the plan by providing monthly technical assistance and by assisting classroom teachers as needed to implement the plan. Moreover, reading and math coaches periodically review the SIP, compare student-monitoring data to the strategies and implementation of the plan, and suggest instructional adjustments with regard to student focus areas.

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

School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Laura Holland	Laura E. Holland	Principal
Amber Protuck	Amber Protuck	Assistant principal
Rebecca Schury	Rebecca Schury	Other School Leader
Autumn Mancuso	Autumn Mancuso	Teacher
Samantha Nolan	Samantha Nolan	Teacher
Brian Schramm	B.S.	Instructional Assistant
Rachel Hager	Rachel Hager	ACPS/School Reading Coach or Specialist
Mandy Schall	Mandy Schall	ACPS/School Math Coach or Specialist
Julia Piasecki	Julia Piasecki	Reading Interventionist
Nicole Reed	Nicole Reed	Title I School Support Specialist
Brett Gearing	Brett Gearing	Title I Family Engagement Coordinator
Rebecca Roberts	Rebecca Roberts	Parent/Family Member
Lindsay Thomas	Lindsay Thomas	Parent/Family Member
Darlene Fletcher	Darlene L Fletcher	Community Member
		Community Member
Stephanie Robinson	Stephanie Robinson	Other School Staff School Counselor