

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

**School: Westernport Elementary**

**Principal: Derek Horne**

<b>Section</b>	<b>Table of Contents</b>	<b>Page</b>
	<b>Title Page</b>	<b>0</b>
<b>I</b>	<b>Integrated Educational Framework</b>	<b>1-3</b>
<b>II</b>	<b>School Demographics</b>	<b>4-5</b>
<b>III</b>	<b>Attendance</b>	<b>6-8</b>
<b>IV</b>	<b>Graduation Rates (high school only)</b>	
<b>V</b>	<b>School Safety/ Suspensions</b>	<b>9</b>
<b>VI</b>	<b>Early Learning (elementary only)</b>	<b>10</b>
<b>VII</b>	<b>Academic Progress</b>	<b>11-33</b>
<b>VIII</b>	<b>MD School Survey Results (student and staff)</b>	<b>34-37</b>
<b>IX</b>	<b>Multi-tiered System of Support</b>	<b>38-40</b>
<b>X</b>	<b>Positive Behavioral Intervention &amp; Supports or Behavior Management Systems</b>	<b>41-42</b>
<b>XI</b>	<b>Family and Community Engagement &amp; Federal, State and Local Programs</b>	<b>42-49</b>
<b>XII</b>	<b>Professional Community for Teachers and Staff</b>	<b>49-50</b>
<b>XIII</b>	<b>Management Plan</b>	<b>51-52</b>

**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**

Westernport Elementary School will empower our students to successfully meet the challenges of the twenty-first century, by nurturing the whole child: intellectually, physically and emotionally.

**Vision**

We will partner with family and community to build a better world – one child at a time.

**Core Values**

- Create a learning environment that is intellectually stimulating for all students.
- Maintain a safe building for students, families, and staff.
- Support the emotional development of all students.
- Build a community network in which Westernport is a central part.

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

**B. SCHOOL CLIMATE AND CULTURE**

**Climate**

Westernport Elementary School is dedicated to building the skills and knowledge needed to maintain a positive and safe school climate. Students are greeted daily by staff upon entering the building, often reviewing individually with students' school expectations and making positive comments to set the focus for the day. Our School Security Officer is seated at the main entrance of the building during the day, while also maintaining watch over daily recess activities to ensure student and staff safety both inside and outside of the building. Our Community Grant Coordinator bridges the connection with Westernport's families and greater community by organizing multiple community events, doing outreach and distributing holiday meals to every family in our building. The Community Grant Coordinator also collaborates with local churches and volunteer organizations who donate school supplies, hygiene items, clothing, shoes, and food to families in need.

Students receive targeted guidance and social skills lessons weekly from the school counselor and social emotional coach. Small groups are formed based upon data from the Student Risk Screening Scale (SRSS) which are led by the school counselor or social emotional coach. These groups are formed to offer additional support in social skills, self control, anxiety, or other support needed. Restorative practices are implemented to collaboratively solve problems between those who display harmful actions and those who are harmed by the actions in order to repair relationships in a peaceful and safe way. In each classroom, students are also encouraged to lead discussions towards independent social problem solving.

The staff receives training on how to maintain a safe environment. Lessons on bullying prevention and harassment teach students what it means to be good citizens, how to get along with others, and promotes equal treatment of all students. Westernport Elementary values diversity and responds quickly to discriminatory incidents.

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

**Culture**

Westernport Elementary School is a PBIS school and has the expectations of being respectful, responsible, safe, and kind. These expectations are verbally recited daily on the morning announcements, as well as reviewed by classroom teachers at the start of each morning. All individuals in the building strive to perform at their best; staff, administration, and visitors of the building included.

Each marking period, students are rewarded for academic achievement. Every nine weeks, there is an awards assembly where all students, Kindergarten through 5th grade, may earn academic awards, hard worker awards, be recognized as sensational spellers, and may earn several different math awards. Teachers select "Citizens of the Month" in accordance with character traits discussed in guidance and social emotional lessons. Selected students earn a walking trip to our nearby community partner, McDonalds. Westernport also praises students for positive behavior by displaying their photos and positive referrals from staff near the office. Students are verbally recognized on the morning announcements for positive achievements written by classroom teachers and support staff.

The PBIS team meets monthly to review data and determine additional support needed for Tier I, Tier II, and Tier III students. Additional support may be provided by implementing a check in/check out system (CICO) with a mentor, calming spaces, fidgets, small groups, and/or individual counseling with our mental health therapist.

Several PBIS activities are held throughout the year in which students earn the opportunity to take part. Activities include a harvest dance, pumpkin painting, pajama day, winter games, and a spring fling at the end of the year. Students earn a chance to roll on our Westernport incentive game board by achieving their class dojo goal. Once a goal is met, students roll a die to determine which incentive they have won. Examples of incentives included on the board are extra play, making s'mores, choosing the school secretary's hairstyle for the day, and pieing our principal in the face. Students earn dojo points from the classroom and support teachers by following our school expectations, showing kindness to others, or reaching academic achievements.

Westernport Elementary School's faculty and staff work hard every day to ensure student safety and success socially, emotionally, and academically. Our mission and vision statement encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student. At Westernport Elementary, we truly are, "Building the Future - One Child at a Time."

**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?   5  

**A. Staff Demographic**

<b>Table 1</b>			
School-based Personnel	Part Time	Full Time	Total
Administrators	-	1	1
Teachers	-	19	19
Itinerant staff	9	-	9
Paraprofessionals	2	4	6
Support Staff	-	6	6
Other	5	8	13
Total Staff	16	38	54

**B. Student Demographics**

<b>Table 2</b>	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	≤10
Hawaiian/Pacific Islander	≤10
African American	≤10
White	222
Asian	≤10
Two or More Races	≤10
Special Education	50
LEP	≤10
Males	126
Females	122
Gender X	n/a
<b>Total Enrollment</b>	<b>248</b>
FARMS Rate (2022-2023)	99.2%

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

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

<b>Table 3</b>					
<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	1	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	6	14 Autism	2
04 Speech/Language Impaired	26	09 Specific Learning Disability	7	15 Developmental Delay	8
05 Visual Impairment	0	10 Multiple Disabilities	0	<b>TOTAL COUNT</b>	<b>50</b>

**III. ATTENDANCE**

<b>Table 4a</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Grade Level – School Level</b>	<b>Attendance Rate</b>	<b>Attendance Rate</b>
All (Excluding PreK & K)	91.1%	91.6
Grade 1, 6, or 9	89.2%	90.5
Grade 2, 7, or 10	91.9%	90.7
Grade 3, 8, or 11	91.6%	93.2
Grade 4 or 12	90.2%	91.6
Grade 5	92.6%	92.0

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

<b>Table 4b: Subgroup Attendance Rate</b>	<b>2022-2023</b>	<b>2023-2024</b>
All Students	<b>90.2%</b>	<b>90.7%</b>
Hispanic/Latino of any race	≤10	≤10
American Indian or Alaska Native	n/a	n/a
Asian	n/a	n/a
Black or African American	≤10	≤10
Native Hawaiian or Other Pacific Islander	≤10	≤10
White	90.4%	91.0%
Two or more races	≤10	≤10
Male	90.9%	91.3%
Female	89.5%	90.1%
EL	n/a	n/a
Special Education	88.4%	89.5%
Free/Reduced Meals (FARMS)	89.4%	89.5%

**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.

All students, grade levels, and subgroups were below the 94% target. The lowest performing subgroups were special education and FARMS at 89.5%.

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

Students will receive perfect attendance awards every nine weeks. Students with yearly perfect attendance will be recognized at the last awards assembly of the year. Students with perfect attendance will also be awarded every marking period with an after school field trip. Students may earn the opportunity to go bowling, fishing, or roller skating based upon their perfect attendance in school. Any student who is present for more than 94% will receive a charm/toy during the nine week awards. In addition, students who are identified as at risk for chronic absenteeism will participate in small groups with the school counselor focused on increasing attendance and positive habits. The school social worker, school counselor, community school coordinator and mental health therapist will collaborate to ensure families have resources needed to promote student attendance. The school pupil personnel worker, LAP IA, PST Team and secretary will maintain attendance records and make contact with families as needed. Attendance trends will be discussed at special education meetings to ensure the needs of targeted students are met. Daily attendance phone calls will also be placed by ACPS.

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

**Chronically Absent**

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

MD Report Card reports students NOT chronically absent.

<b>Table 5</b>	2022	2023	2024
Not Chronically Absent (percentage)	58.7	62.2	71.4
Not Chronically Absent (student count)	271	259	248
Report Card Points Earned	5.5	2	5.5

**Habitually Truant**

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

<b>Table 6</b>	2022	2023	2024
Habitually Truant (percentage)	4.18	2.53%	2.73%
Habitually Truant (student count)	10	6	8

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

Habitually truant families' needs are met through pupil service team support. These families receive individualized attention from school staff, including the pupil personnel worker, guidance counselor, and office staff. Families are presented with strategies to improve the barriers that affect their students' daily attendance. Habitually truant students are placed into a Tier II attendance group. When these supports do not work, a Tier III plan will be developed.

**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.

<b>Table 8: SUSPENSIONS</b>			
<b>Subgroup</b>	<b>All Students</b>		
	2021-2022	2022-2023	2023-2024
Total Referrals	39	43	104
All Suspensions	3	6	8
In School	*	*	*
Out of School	3	6	8
Sexual Harassment Offenses	1	*	*
Harassment/Bullying Offenses	3	1	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.

The data from last year was reviewed and more than 50% of the referral data came from 6 students. All 6 students are students with an IEP, while 5 of these students now have CAS and a behavior plan. 47 of the referral data came from Kindergarten. These students were split into smaller classrooms for 1st grade. We will continue addressing referrals using the following plan:

- Pupil Services Team Meetings

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

- LAP IA - check ins, breaks, classroom support
- Therapeutic Interventions
- Mental Health Therapy
- Guidance Lessons with counselor
- Tier II and Tier III plans
- Behavior Specialist
- Parent Meetings
- Administrative Conferences with Student

**VI. EARLY LEARNING (Elementary Only)**

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

<b>Table 9</b>			
<b>Kindergarten Readiness Assessment</b>			
	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated
Language & Literature	18.18	62.50	N/A
Mathematics	22.73	21.88	N/A
Social Foundations	63.64	34.38	N/A
Physical Development	59.09	59.38	N/A

Input the data report from [maryland.kready.org](http://maryland.kready.org) site to show domain strengths and needs. (*Range Distribution: All Domains*) N/A

## **Allegany County Public Schools**

### **2024-2025 School Improvement Plan for Title I Schools**

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”.

- Co-planning among Kindergarten General Education and Special Education teachers
- Articulation meetings between Pre-K 4 and Kindergarten teachers to communicate student needs
- Identify students at risk in weekly PST meetings in order to provide support from school counselor, mental health worker, and social worker to support students in their physical and social development
- Invite PreK and Kindergarten parents to family engagement activities
- Provide early learning activities throughout the school year and summer to prepare students to transition to Kindergarten
- Encourage participation of PK3, PK4, and K students in summer school program and/or ESY program

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.

- Development of lessons for active engagement and implementation of principles of UDL in all circular areas
- Multimodal instructional strategies to engage all types of learners
- Use of ELA and Math assessments in Pre-K and Kindergarten
- DIBELS and progress monitoring for students in Kindergarten
- Activities/Lessons from Phonemic Awareness Program for Pre-K and Kindergarten students
- The Raising a Reader program encourages families to share quality literature with their kindergarten students
- Use of collaborative learning tasks daily to enhance learning and build social skills
- Targeted, flexible small grouping in math instruction to boost performance
- ELA and Math assessments
- DIBELS 8th Edition benchmark and progress monitoring

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

**VII. ACADEMIC PROGRESS**

**A. ENGLISH LANGUAGE ARTS**

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

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

MD Report Card Data ( to be filled in after the release of 2024 Report card in December)

Points for ELA Proficiency out of 5 = 2.5

Points for ELA average levels out of 5 = 3.1

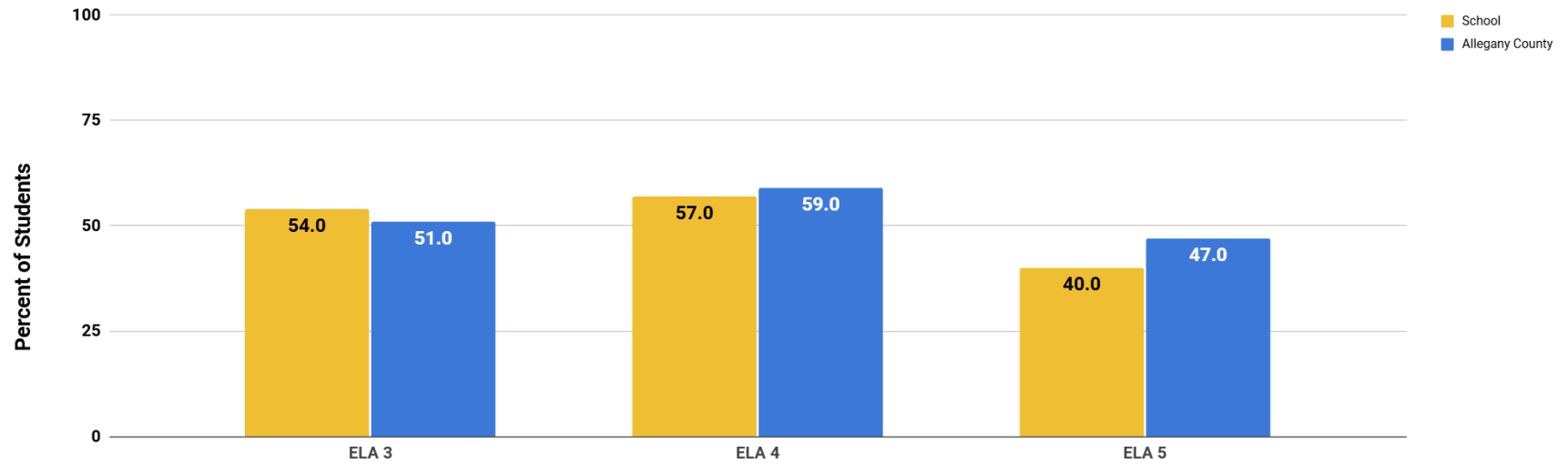
Points for ELA Growth out of 12.5 = 7.5

- Median Student Growth Percentile = 53%
- 

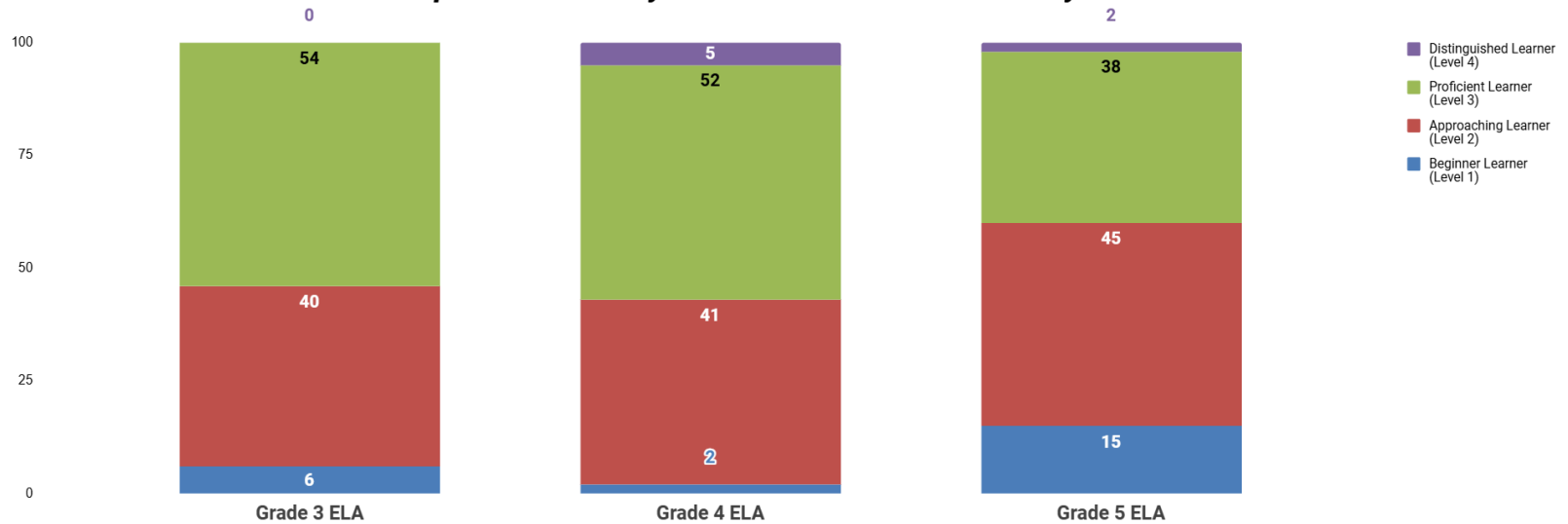
1. **Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph**

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

***Westernport Elementary 2024 ELA Proficiency Rates***



***Westernport Elementary 2024 MCAP ELA Proficiency Levels***

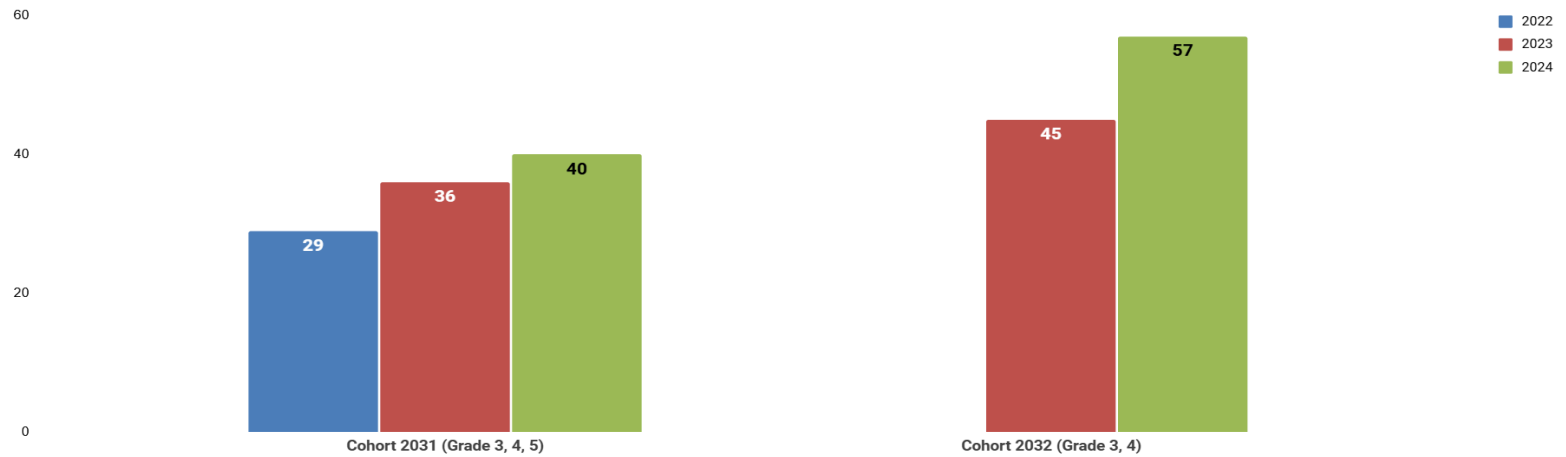


**Allegany County Public Schools**  
**2024-2025 School Improvement Plan for Title I Schools**

***Westernport Elementary ELA Proficiency Trend***



***Westernport Elementary ELA Cohort Proficiency Growth***



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

<b>ELA FOCUS AREA 1:</b>	Reading for Information
<b>Focus Area Goal</b>	Based on the 2023-2024 MCAP data over 54% of the identified population (grades 3-5) needs intensive support with reading informational text. Focus Area Goal One is to increase proficiency by 5%.
<b>Root Cause(s):</b>	<ul style="list-style-type: none"> <li>• Insufficient background knowledge.</li> <li>• Insufficient exposure to vocabulary, word work, identifying and interpreting text features.</li> <li>• Insufficient exposure to comparing multiple texts.</li> </ul>
<b>Focus Content Standard(s):</b>	<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>RI 3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI 4.7- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI 5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
<b>Barriers:</b>	<ul style="list-style-type: none"> <li>• CKLA is written at grade level readability, and currently 61% of students in grades K-5 are below or well below grade level according to the DIBELS screener.</li> <li>• Limited background knowledge in specific content areas in CKLA.</li> <li>• Limited vocabulary for content specific text.</li> <li>• Attendance.</li> </ul>
<b>Needed Resources:</b>	<ul style="list-style-type: none"> <li>• Professional development with Literacy Coach focusing on text features.</li> <li>• Support staff push in to assist with small group instruction under guidance of the classroom teacher.</li> <li>• Resources within the classroom: Scholastic News, Zoo Babies, Zoo Books, Sports Illustrated for Kids, Nat Geo Kids, etc.</li> </ul>
<b>Strategies and/or evidence-based interventions:</b>	<ul style="list-style-type: none"> <li>• Literacy Coach to model lessons on interpreting and comparing informational text features.</li> <li>• Literacy Coach to identify appropriate resources from Readworks and/or Newsela to support vocabulary and content specific instruction.</li> <li>• Target informational text when giving free books to students.</li> <li>• Utilizing additional support staff for small group instruction under direction of the classroom teacher.</li> </ul>

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

	<ul style="list-style-type: none"> <li>• Teach and utilize close reading strategies to facilitate informational text-based discussions.</li> <li>• Literacy Coach to observe lessons and debrief afterwards with teacher and administration.</li> <li>• Book Vending Machine - students have the opportunity to receive varied text to be exposed to informative text.</li> <li>• Collaborative Planning with Literacy Coach to focus on ELA program unit protocol, lesson protocol and student work analysis, as well as identifying appropriate scaffolds that will allow text accessibility to all students.</li> <li>• Students identified at below or well below level on DIBELS are provided an additional 30 minutes five times a week of reading intervention using a scientifically based reading intervention program.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• Title I (Supplemental Tier II Materials of Instruction for Core Reading Programs for K-5, supplies for the family engagement coordinator to work with volunteers to create materials of instruction, supplemental web-based subscriptions for tier II).</li> <li>• Community Grant.</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• First quarter - Introduce and practice independent learning and small group instruction and routines.</li> <li>• Second quarter - 4th quarter - Full implementation of small group instruction 3-5 times per week targeting informational text.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• DIBELS/Progress Monitoring.</li> <li>• Unit assessments.</li> <li>• ELA team discussions at collaborative planning meetings.</li> <li>• Informal classroom assessments/observations (monitored by classroom teachers).</li> <li>• Walk-through evaluations.</li> <li>• Learning Walks.</li> </ul>

<b>ELA FOCUS AREA 2:</b>	Reading Literary Text
Focus Area Goal	Based on the 2023-2024 MCAP data over 58% of the identified population (grades 3-5) needs intensive support with reading literary text. Focus Area Goal Two is to increase proficiency by 5%.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Insufficient exposure to comparing multiple narrative texts.</li> <li>• Insufficient exposure to literary text in CKLA.</li> <li>• Insufficient exposure to academic vocabulary.</li> </ul>
Focus Content Standard(s):	RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central

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

	<p>message, lesson, or moral and explain how it is conveyed through key details in the text</p> <p>RL3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>
Barriers:	<ul style="list-style-type: none"> <li>• CKLA is written at grade level readability, and currently 61% of students in grades K-5 are below or well below grade level according to the DIBELS screener.</li> <li>• Limited opportunities for the sufficient practice of analysis of literary text.</li> <li>• Attendance.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Professional development with Literacy Coach focusing on literary elements, structures and analysis.</li> <li>• Support staff push in to assist with small group instruction under guidance of the classroom teacher.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Literacy Coach to model lessons on literary text elements, structures and analysis.</li> <li>• Literacy Coach to identify appropriate literary resources from Readworks for teachers to include with specific CKLA units.</li> <li>• Utilize additional support staff for small group instruction under direction of the classroom teacher.</li> <li>• Teach and utilize close reading strategies to facilitate literary text-based discussions.</li> <li>• Book Vending Machine - students have the opportunity to receive varied text to be exposed to literary text.</li> <li>• Literacy Coach to observe lessons and debrief afterwards with teacher and administration.</li> <li>• Literacy Coach to collaboratively plan with grade level teams focusing on literary text elements, structures and analysis in collaborative planning, which includes unit protocol, lesson protocol, student work analysis, and identifying appropriate scaffolds that will allow text accessibility to all students.</li> <li>• Students identified at below or well below level on DIBELS are provided an additional 30 minutes five times a week of reading intervention using a scientifically based reading intervention program.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• Title I (Supplemental Tier II Materials of Instruction for Core Reading Programs for K-5, supplies for the family engagement coordinator to work with volunteers to create materials of instruction, supplemental web-based subscriptions for tier II).</li> <li>• Community Grant.</li> </ul>

**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"> <li>• First quarter - Introduce and practice independent learning and small group instruction and routines.</li> <li>• Second quarter - 4th quarter - Full implementation of small group instruction targeting literary texts.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Unit assessments.</li> <li>• ELA team discussions.</li> <li>• Informal classroom assessments/observations (monitored by classroom teachers).</li> <li>• Walk-through evaluations.</li> <li>• Learning Walks and follow up conversations.</li> </ul>

**Universal Design for Learning for ELA.**

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>• Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education).</li> <li>• Use digital materials and media to provide more auditory and visual opportunities for all students (Readworks, Newsela, Scholastic News, Discovery Ed, Superkids, CKLA, Follett Destiny, PebbleGo, PebbleGo Next, MyOn.)</li> <li>• Provide hard copies of documents using various fonts, size, background color, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge (Readworks allows for differentiation on various Lexile levels.)</li> <li>• Pre-teach vocabulary and symbols in order to establish a connection to the learner’s prior knowledge.</li> <li>• Embed support for new vocabulary within the text.</li> </ul>

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

<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>
	<ul style="list-style-type: none"> <li>● Solve problems using a variety of strategies for nonfiction text.</li> <li>● Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video.</li> <li>● Allow assessment/project choices to give all students the opportunity to demonstrate what has been learned.</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<ul style="list-style-type: none"> <li>● Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video.</li> <li>● Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.</li> <li>● Provide activities that allow students to receive feedback and have access to alternative scaffolds that support understanding.</li> <li>● Provide activities that allow for active participation, exploration, and experimentation.</li> <li>● Encourage/promote activities that foster imagination to solve relevant problems.</li> </ul>

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

**B. MATHEMATICS**

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

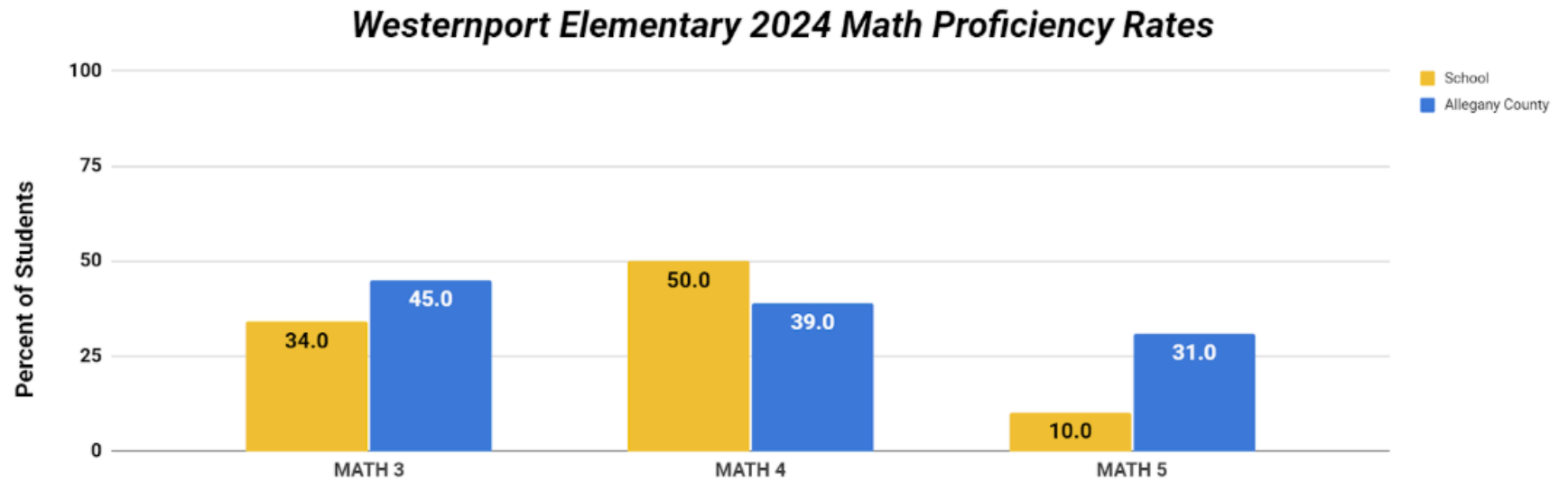
**Short Term Goal:** to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

MD Report Card Data ( to be filled in after the release of 2024 Report card in December)

2024 MD Report Card Data	
Points for math proficiency (out of 5)	1.6 / 5
Points for math average levels (out of 5)	2.7 / 5
Points for math growth (out of 12.5)	8 / 12

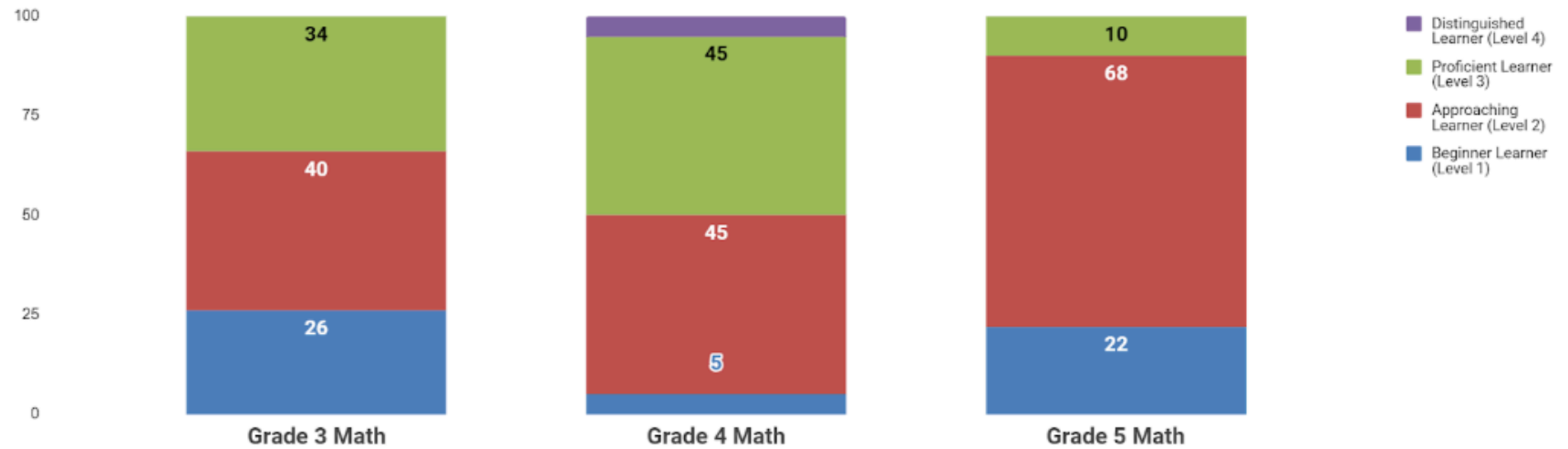
1. **Data charts:** Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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



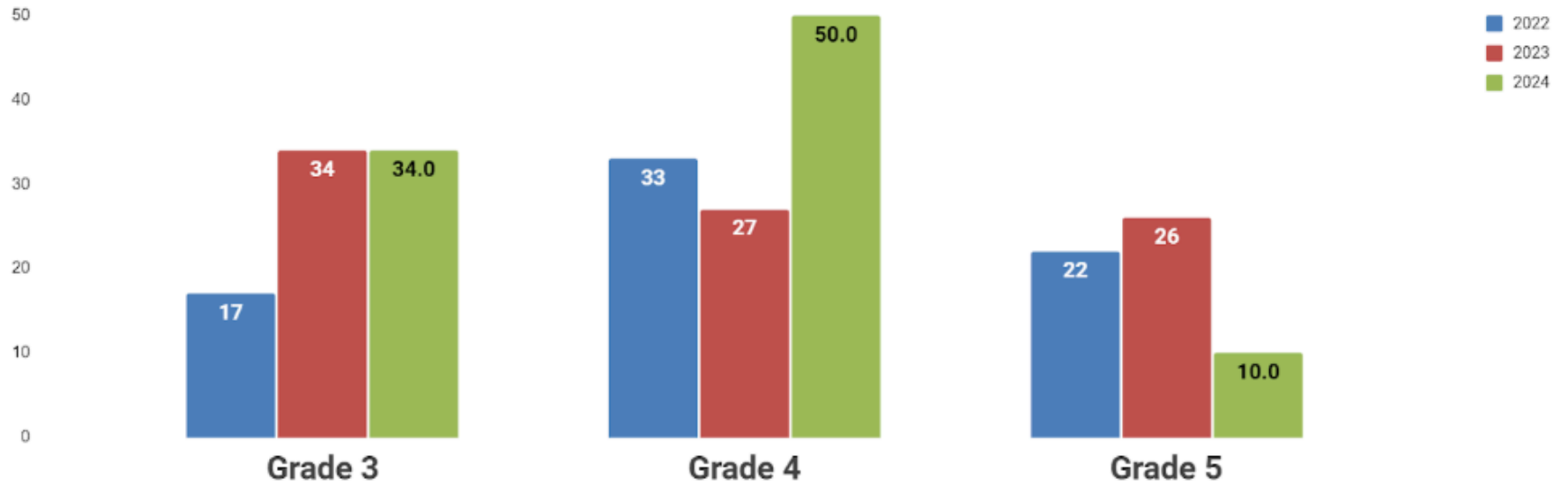
**Allegany County Public Schools**  
**2024-2025 School Improvement Plan for Title I Schools**

***Westernport Elementary 2024 MCAP MATH Proficiency Levels***



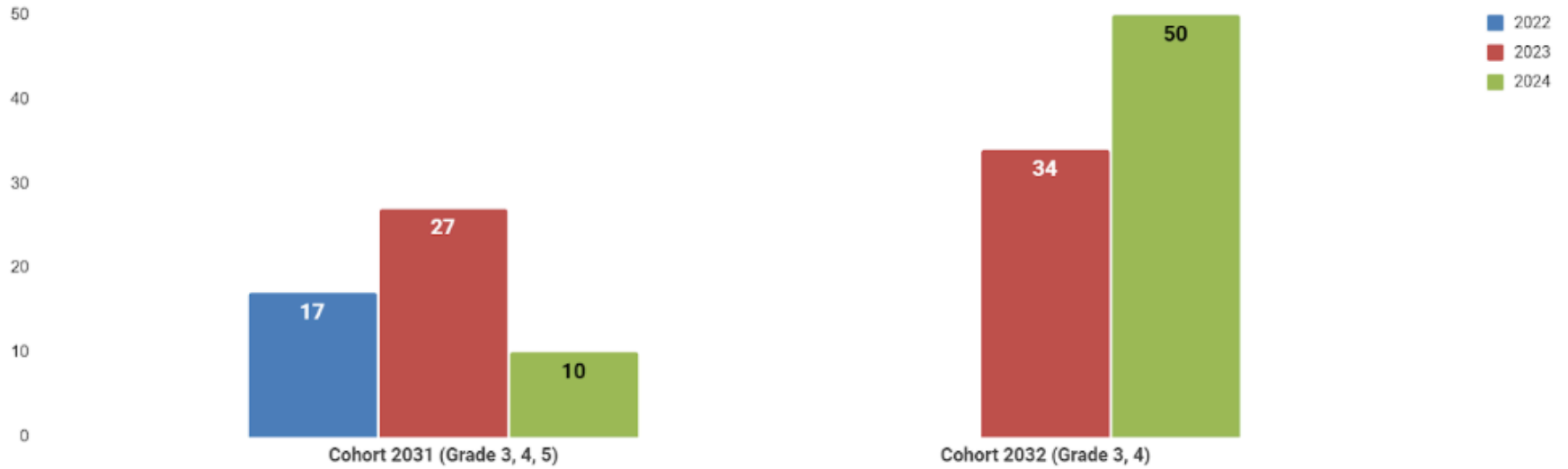
**Allegany County Public Schools**  
**2024-2025 School Improvement Plan for Title I Schools**

***Westernport Elementary Math Proficiency Trend***



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

***Westernport Elementary Math Cohort Proficiency Growth***



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

<b>MATH FOCUS AREA 1:</b>	Modeling
Focus Area Goal	Based on the 2023-2024 MCAP data, 59% of the identified population (3-5) needs intensive support with modeling. Due to no increase in modeling proficiency by our goal of 12% last year, our goal will remain the same as last year.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Lack of mastery of multi-step problems.</li> <li>• Inconsistency of math vocabulary across grade levels.</li> <li>• Insufficient practice in written explanation.</li> <li>• Insufficient practice of multi-step word problems/modeling to mastery.</li> </ul>
Focus Content Standard(s):	3-5.M.1-1 Determine the problem that needs to be solved in a real-world situation. 3-5.M.1-2 Determine the information that is needed to solve a problem in a given real-world situation. 3-5.M.1-3 Identify the mathematics that is needed to create a solution path for a real-world situation. 3-5.M.1-4 Create a solution path that represents the mathematics needed to solve a real-world situation. 3-5.M.1-5 Evaluate a partial or complete solution to a real-world situation.
Barriers:	<ul style="list-style-type: none"> <li>• Purposeful and flexible groupings of students are not consistently used by all stakeholders.</li> <li>• Prioritizing exposure to purposeful/rigorous implementation of math MCAP multi-step word problems/tasks.</li> <li>• Prioritizing exposure to self/peer critiquing</li> <li>• Students are unfamiliar with how to input solution paths electronically.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Time to collaborate across grade levels.</li> <li>• Utilization of math and instructional specialist to conduct formal/informal flexible grouping two days a week</li> <li>• Student-friendly MCAP modeling rubric posters</li> <li>• MCAP practice books</li> </ul>
Strategies and/or evidence-based	<ul style="list-style-type: none"> <li>• More emphasis will be directed toward the 4Rs ( Repeat; Reword; Rephrase; Record)strategy within the i-Ready curriculum, which includes Three Reads. The Three Reads strategy allows</li> </ul>

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

<p>interventions:</p>	<p>students to understand the problem before solving and how to properly make sense of the multi-step problem.</p> <ul style="list-style-type: none"> <li>• The math block (90 minutes) has been extended to allow time for individualized instruction.</li> <li>• More exposure to Tier I, II and III questions to prepare for the Maryland Comprehensive Assessment by utilizing monthly MCAP tasks in grades 2-5 to build procedural fluency and conceptual understanding. This will include standards mastery within the i-Ready Classroom Mathematics program. At the beginning of the year, the math specialist will model a task with classroom teachers/students and expose the students to self and peer-critiquing. Beginning in January, third, fourth and fifth grade students will transition from paper/pencil completion of tasks to fluently completing electronic tasks. Second grade will begin paper/pencil tasks in January.</li> <li>• Teachers will continue to implement Math Solutions strategies, such as number talks, engaging math tasks and number sense routines. Number talks will take place 2-3 times per week.</li> <li>• Standards Mastery within the i-Ready Mathematics program will be used on a consistent basis to provide exposure to state standardized question sets.</li> <li>• Teachers will continue to utilize spiraled content at the beginning of each lesson.</li> <li>• Manipulative bags will be consistently used during whole and small group.</li> <li>• The CRA (concrete, representational, abstract) model will be utilized during the math block (concrete manipulatives utilized).</li> <li>• The math and instructional specialist will support teachers through collaborative teaching, modeling rigorous tasks, conducting various coaching opportunities, monthly math team meetings, etc.</li> <li>• Incorporate Curriculum Associates walkthrough feedback. (see below)</li> <li>• Teachers across grade-levels will be given the opportunity to vertical plan using with the assistance of the math specialist. Standards will be identified based on current pacing and Achieve the Core will be used to map coherence.</li> </ul>
<p>How will it be funded?</p>	<ul style="list-style-type: none"> <li>• Title I, Part A- Supplemental Math Materials to Support Core Programs (6 grade levels, Kindergarten - Grade 5, x \$2,510.31/grade = \$15,061.86) and Materials to Support Instruction in Volunteer Workshops \$768.00.</li> <li>• Community Grant</li> </ul>

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

	<ul style="list-style-type: none"> <li>● ACPS Consumable funds</li> </ul>
Steps towards full implementation with timeline:	The strategies listed above will be implemented from August 2024 through May 2025.
Monitoring Procedure:	Implementation will be monitored by the teacher/specialists monthly task reflections (scoring of MCAP-like tasks), small group personalized instruction, multi-step word problem exposure, i-Ready diagnostic assessments, informal classroom assessments, monthly team meetings, as well as walk-through evaluations.
<b>MATH FOCUS AREA 2:</b>	Reasoning (Grades 3 & 5)
Focus Area Goal	Based on the 2023-2024 MCAP data, an average of 63% of the identified population (Grades 3 & 5) needs intensive support with reasoning. Focus Area Goal Two is to increase reasoning proficiency by 8%.
Root Cause(s):	<ul style="list-style-type: none"> <li>● Lack of mastery of multi-step problems.</li> <li>● Inconsistency of math vocabulary across grade levels.</li> <li>● Insufficient practice in written explanation.</li> <li>● Lack of perseverance in multi-step problem solving.</li> </ul>
Focus Content Standard(s):	<p>3-5.R.1 Base reasoning or explanations on a given pictorial representation and explain how the pictorial model represents a mathematical concept, or how it can be used to justify or refute a statement (with or without flaws), or how it can be used to make a generalization.</p> <p>3-5.R.2. Identify flawed thinking or reasoning and explain how to correct the thinking or work.</p> <p>3-5.R.3 Prove or disprove a statement, conjecture, or generalization, using correct and precise mathematical examples (visual representations, words, symbols, equations, or expressions).</p> <p>3-5.R.4 Reason mathematically to create or analyze a correct and precise solution to a real-world problem and be able to explain why the answer is mathematically correct.</p>
Barriers:	<ul style="list-style-type: none"> <li>● Purposeful and flexible groupings of students are not consistently used by all stakeholders.</li> <li>● Prioritizing exposure to purposeful/rigorous implementation of math MCAP multi-step word problems/tasks.</li> <li>● Prioritizing exposure to self/peer critiquing.</li> </ul>

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

	<ul style="list-style-type: none"> <li>• Students are unfamiliar with how to input solution paths electronically.</li> <li>• Many students are struggling to persevere in solving multi-step word problems.</li> <li>• Quality of MCAP-like task implementation.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Time to collaborate across grade levels.</li> <li>• Utilization of math and instructional specialist to conduct formal/informal modeling two days a week.</li> <li>• Student-friendly MCAP reasoning rubric posters.</li> <li>• MCAP practice books.</li> <li>• Implementation of instructional rounds (voluntarily based).</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• More emphasis on language routines, including Three Reads, Co-Craft Questions, Say It Another Way, Notice and Wonder (utilize numberless word problems in instruction).</li> <li>• Utilization of math focus wall, specifically language purpose during all areas of the math block.</li> <li>• Emphasis on students answering problems in complete sentences, using consistent vocabulary across grade levels</li> <li>• Standards Mastery within the i-Ready Mathematics program will be used on a consistent basis to provide exposure to state standardized question sets.</li> <li>• Instructional Rounds team will be established from administration, instructional support staff, and teachers. This team will develop a schedule and norms for the rotation process. Instructional rounds will allow classroom teachers to observe other grade levels vertically. Teachers will take note of practices they observe to implement in their own classrooms.</li> <li>• Teachers across grade-levels will be given the opportunity to vertical plan with the assistance of the math specialist. Standards will be identified based on current pacing and Achieve the Core will be used to map coherence.</li> <li>• Coaching cycles involving the grade-level teacher and math specialist will take place on a voluntary basis.</li> <li>• Implementation of growth mindset and test taking strategies</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• Title I, Part A- Supplemental Math Materials to Support Core Programs (6 grade levels, Kindergarten - Grade 5, x \$2,510.31/grade = \$15,061.86) and Materials to Support Instruction in Volunteer Workshops \$768.00.</li> <li>• Community Grant</li> </ul>

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

	<ul style="list-style-type: none"> <li>● ACPS Consumable funds</li> </ul>
Steps towards full implementation with timeline:	The strategies listed above will be implemented from August 2024 through May 2025.
Monitoring Procedure:	Implementation will be monitored by teacher/specialists monthly task and team meeting reflections (scoring of MCAP-like tasks), small group personalized instruction, multi-step word problem exposure, informal classroom assessments/observations, disaggregation of data, as well as walk-through evaluations.

**Universal Design for Learning for MATH.**

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>● Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education, i-Ready Math)</li> <li>● Use digital materials and media to provide more auditory and visual opportunities for all students (SMARTboards, SMART Epson LightRaise units, Tablets, and digital enhancement via touchscreen Laptops; i-Ready Math) .</li> <li>● Provide hard copies of documents using various fonts, size, and background color to provide more opportunities for all students as they acquire information and knowledge.</li> <li>● Pre-teach vocabulary and symbols in order to establish a connection to the learner’s prior knowledge.</li> <li>● Gradual Release of Responsibility model (i-Ready: Try–Discuss–Connect routine)</li> </ul>
<b><i>Means for Expressions:</i></b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b> <ul style="list-style-type: none"> <li>● Solve problems using a variety of manipulatives(manipulatives: base ten blocks, fraction bars, counters, cubes, number lines, 100 charts, etc.)</li> <li>● Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video (SMARTboards, SMART Epson LightRaise units, Tablets, and digital enhancement via touchscreen laptops)</li> </ul>

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

	<ul style="list-style-type: none"> <li>● Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned (touchscreen laptops, tablets)</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<ul style="list-style-type: none"> <li>● Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video</li> <li>● Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.</li> <li>● Provide activities that allow students to receive feedback and have access to alternative scaffolds that support understanding.</li> <li>● Provide activities that allow for active participation, exploration, and experimentation.</li> <li>● Encourage/promote activities that foster imagination to solve relevant problems.</li> </ul>

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

**C. SCIENCE**

MD Report Card Data ( to be filled in after the release of 2024 Report card in December)

Points for Science Proficiency out of 5 =.4

**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 - %
<b>MISA (SCIENCE)</b>													
<b>Maryland Results</b>	64716	20	50	30	64543	18	48	34	65006	29	47	24	<b>-6%</b>
<b>ACPS Results</b>	589	14	55	31	611	13	53	34	569	20	57	23	<b>-8%</b>
<b>All school students</b>	39	5	67	28	43	12	72	16	40	28	65	7	<b>-21%</b>

<b>FOCUS AREA 1:</b>	Earth Science
Focus Area Goal	Based on the 2023-2024 MCAP data, 82% of the identified population (Grade 5) needs intensive support in interpreting and analyzing scientific data in the domain of Earth and Space Science. Focus Area Goal One is to increase proficiency by 20%.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Time for Science specific reading &amp; writing instruction.</li> <li>• Few experiences interpreting data and giving a written explanation based on that data.</li> <li>• Availability of hands-on materials.</li> <li>• Lack of hands-on labs.</li> </ul>
Focus Content Standard(s):	5-ESS2-2.2 - Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. 5-ESS2-2.1.a.i -Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

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

Barriers:	<ul style="list-style-type: none"> <li>• Time for Science specific reading &amp; writing instruction.</li> <li>• Experiences.</li> <li>• Increase in independent writing deficiencies.</li> <li>• Lack of keyboarding skills.</li> <li>• Vocabulary.</li> <li>• Oral Language.</li> <li>• Background knowledge.</li> <li>• Attendance.</li> <li>• FOSS only covers a portion of the Next Gen Science standards.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Structured science student resources.</li> <li>• An increase in hands-on experiments.</li> <li>• Practice prep activities.</li> <li>• Text level appropriate for students.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• More opportunities to write and interpret data.</li> <li>• Utilizations of more graphic organizers and graphs.</li> <li>• Intentional use of science vocabulary, graphs, and data interpretation in writing.</li> <li>• Familiarize students with online tools.</li> <li>• Support systems in place.</li> <li>• More opportunities of real world Science activities &amp; background knowledge</li> <li>• Mystery Science &amp; Discovery Education Lessons</li> <li>• Increase the number of hands-on experiments and have students draw conclusions, and write summaries based on the experiments that they conduct.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• Title I Part A</li> <li>• Community Grant</li> <li>• ACPS Consumable funds</li> </ul>
Steps towards full implementation with timeline:	<p>First Semester:</p> <ul style="list-style-type: none"> <li>• Keyboarding practice bi-weekly (September-May).</li> <li>• Teachers will conduct focused hands-on learning opportunities weekly (Nov-May).</li> </ul> <p>Second Semester:</p> <ul style="list-style-type: none"> <li>• CKLA - Chemical Reactions unit <ul style="list-style-type: none"> <li>◦ Students will be given more opportunities to respond in writing based on the interpretations of data using graphs and graphic organizers.</li> </ul> </li> <li>• Students will have the opportunity to practice using online testing tools and practice test questions</li> </ul>

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

	<ul style="list-style-type: none"> <li>• School-wide STEM Night <ul style="list-style-type: none"> <li>◦ Students will have the opportunities to participate in many hands-on science related activities.</li> </ul> </li> <li>• Classroom teachers will provide an increase in opportunities for hands-on activities.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Focus of walk-throughs during science lessons in all grades.</li> <li>• Grade level team meetings to discuss progress with students.</li> </ul>

<b>FOCUS AREA 2:</b>	Crosscutting Concepts
Focus Area Goal	Based on the 2023-2024 MCAP data, 75% of the identified population (Grade 5) needs intensive support in Crosscutting Concepts. Focus Area Goal Two is to increase proficiency by 10%.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Lack of background knowledge.</li> <li>• Time for inclusive writing instruction across content areas.</li> <li>• Appropriate grade level text.</li> <li>• Lack of hands-on lab experiences, investigations, exploring mathematical connections.</li> </ul>
Focus Content Standard(s):	Crosscutting Concepts are embedded throughout all tested standards.
Barriers:	<ul style="list-style-type: none"> <li>• Time for writing instruction.</li> <li>• Experiences.</li> <li>• Increase in independent writing deficiencies.</li> <li>• Lack of keyboarding skills.</li> <li>• Vocabulary.</li> <li>• Oral Language.</li> <li>• Background knowledge.</li> <li>• Attendance.</li> <li>• FOSS only covers a portion of the Next Gen Science standards.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Structured science student resources.</li> <li>• An increase in hands-on experiments.</li> <li>• Practice prep activities.</li> <li>• Text level appropriate for students.</li> </ul>
Strategies and/or evidence-based	<ul style="list-style-type: none"> <li>• More opportunities to write evidence based explanations.</li> <li>• Utilizations of more graphic organizers and graphs.</li> </ul>

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

interventions:	<ul style="list-style-type: none"> <li>• Intentional use of science vocabulary, graphs, and evidence based explanations.</li> <li>• Familiarize students with online tools.</li> <li>• Support systems in place.</li> <li>• More opportunities of real world Science activities &amp; background knowledge</li> <li>• Mystery Science and Discovery Education Lessons</li> <li>• Increase the number of hands-on experiments and have students draw conclusions, and write summaries based on the experiments that they conduct.</li> <li>• Mobile Science Lab.</li> <li>• STEM Night.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• Title I Part A</li> <li>• Community Grant</li> <li>• ACPS Consumable funds</li> </ul>
Steps towards full implementation with timeline:	<p>First</p> <ul style="list-style-type: none"> <li>• Keyboarding practice 1-2 times per week (September-May).</li> <li>• Teachers will conduct focused hands-on learning opportunities weekly .</li> </ul> <p>Second Semester:</p> <ul style="list-style-type: none"> <li>• Students will have the opportunity to practice using online testing tools and practice test questions.</li> <li>• School-wide STEM Night <ul style="list-style-type: none"> <li>◦ Students will have the opportunities to participate in many hands-on science related activities.</li> </ul> </li> <li>• Classroom teachers will provide an increase in opportunities for hands-on activities.</li> </ul> <p>On-going:</p> <ul style="list-style-type: none"> <li>• Snap-Ed program and lessons implemented monthly.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Focus of walk-throughs during science lessons in all grades.</li> <li>• Grade level team meetings to discuss progress with students.</li> </ul>

**Universal Design for Learning for SCIENCE.**

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

<p><b><i>Means of Representation:</i></b>  <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> <li>● Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education)</li> <li>● Use digital materials and media to provide more auditory and visual opportunities for all students (SMART Epson LightRaise units, Tablets, and digital enhancement via touchscreen laptops, Discovery Education, Mystery Science lessons).</li> <li>● Provide hard copies of documents using various fonts, size, and background color to provide more opportunities for all students as they acquire information and knowledge.</li> <li>● Pre-teach vocabulary and symbols in order to establish a connection to the learner's prior knowledge.</li> <li>● Embed support for new vocabulary within the text.</li> </ul>
<p><b>Means for Expressions:</b>  <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p><b>Expression/Action- This is how the student will demonstrate their knowledge.</b></p>
	<ul style="list-style-type: none"> <li>● Solve problems using a variety of strategies (Mystery Science, Foss Kits, Discovery Education)</li> <li>● Compose in multiple media such as text, speech, drawing, illustrations, comics, storyboards, design, film, music, visual art, sculpture, or video (SMART boards, SMART Epson LightRaise Units, tablets, and digital enhancement via touchscreen laptops).</li> <li>● Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned (touchscreen laptops, tablets, diagrams, models, data charts/graphs).</li> </ul>
<p><b>Means for Engagement:</b>  <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p><b>Multiple Options for Engagement</b></p>
	<ul style="list-style-type: none"> <li>● Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video (Mystery Science, FOSS kits, Discovery Education)</li> <li>● Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.</li> <li>● Provide activities that allow students to receive feedback and have access to alternative scaffolds that support understanding.</li> <li>● Provide activities that allow for active participation, exploration, and experimentation.</li> <li>● Encourage/promote activities that fosters imagination to solve relevant problems.</li> </ul>

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

**VIII. MD School Survey Results and Plan**

<b>Staff Engagement Action Plan:</b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Average Score out of a possible 10.	Domain: Instructional Support    Topic: Instructional Feedback    Average Score: 5.15
<b>Topic Description:</b>	The instructional feedback topic asks staff to rate the quality and effectiveness of the feedback given by administrators formally and informally.
<b>Strategies::</b> What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> <li>• Monthly Meetings with Reading, Math Specialists, Administration</li> <li>• Co-Planning</li> <li>• Data Meetings with Specialists, Administration</li> <li>• Walk -throughs</li> <li>• Literacy Coach Observations and Debriefing</li> <li>• MQI Coaching Cycles (math-voluntary)</li> <li>• Observations/Evaluations</li> </ul>
<b>Initiative leader and team:</b> Who is responsible and involved in the work?	Administration, Reading Specialist, Math Specialist, Instructional Specialist
<b>Resources:</b> 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"> <li>• Co-planning Tool</li> <li>• Administrative and Specialist Bi-weekly meetings</li> <li>• Walk-through Tool</li> <li>• MQI Coaching Cycle interest survey, reflection throughout the coaching cycle process</li> </ul>
<b>Performance Metrics:</b> 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"> <li>• Maryland Engagement Survey</li> <li>• Debriefing</li> <li>• Observation</li> <li>• Pre and Post Observation Meetings</li> </ul>
<b>Timeline:</b> Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• Weekly Co-planning Meetings</li> <li>• Monthly Math and Reading Meetings</li> </ul>

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

	<ul style="list-style-type: none"> <li>• Quarterly Data Meetings</li> <li>• Monthly Walk-throughs</li> </ul>
<b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10	Domain: Safety    Topic: Substance Abuse    Average Score: 5.64
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance abuse.
Strategies:: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> <li>• Visits, interactions, discussions with school resource officer</li> <li>• Review of health standards and lessons</li> <li>• Resource/guidance lessons</li> <li>• DARE Lessons (Grade 5)</li> <li>• Small groups</li> <li>• Professional development inclusive of public health resources</li> <li>• Red Ribbon Week activities</li> <li>• Posters to promote awareness in building</li> <li>• Speaker on topic</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Guidance</li> <li>• Behavior Specialist</li> <li>• Social/Emotional Support Coach</li> <li>• LAP IA</li> <li>• Resource Officer</li> <li>• School Nurse</li> </ul>
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"> <li>• Small groups with Guidance Counselor and Social Emotional Support Coach</li> <li>• School Resource Officer</li> <li>• DARE (Grade 5)</li> <li>• School Nurse (intervention as needed)</li> <li>• Speaker</li> </ul>
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"> <li>• SRSS assessment</li> <li>• Maryland Engagement Survey</li> </ul>

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

Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• SRSS - BOY, MOY, EOY</li> <li>• Ongoing observation of needs by staff</li> <li>• Red Ribbon Week - October 2024</li> <li>• Maryland Engagement Survey - Spring 2025</li> <li>• Speaker - Spring 2025</li> </ul>
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<b><i>Student Engagement Action Plan:</i></b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Score	Domain: Relationships    Topic: Student-student relationships    Average Score: 5.6
Topic Description:	The student-student relationships topic describes the degree to which students feel other students feel other students are friendly with, care about, get along with, and respect one another.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> <li>• Toolbox Lessons</li> <li>• Small group lessons</li> <li>• Second Step</li> <li>• Restorative Practice throughout the school</li> <li>• Classroom lessons/practices to promote social skills</li> <li>• ClassDojo Lessons</li> <li>• After School social skills lessons</li> <li>• Reading Buddies</li> <li>• PBIS Events</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> <li>• Climate/Culture Team, Principal, Guidance Counselor, Social Emotional Coach</li> </ul>

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

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"> <li>• Small group lessons with guidance counselor and social emotional coach</li> <li>• Second Step resources</li> <li>• Toolbox resources</li> <li>• SRSS</li> <li>• AfterSchool Presenter and Guidance Counselor</li> <li>• ClassDojo</li> <li>• PBIS</li> <li>• Reading Day to promote reading buddies</li> </ul>
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"> <li>• SRSS survey</li> <li>• Teacher observations</li> <li>• Maryland Engagement Survey</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• SRSS - BOY, MOY, EOY</li> <li>• Maryland Engagement Survey - Spring</li> <li>• Weekly small groups</li> </ul>
<b>Secondary Area of Need</b> State the Domain, Topic, and Score	Domain: Safety    Topic: Physical Safety    Average Score: 5.60
Topic Description:	The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> <li>• Visits, interactions, discussions with school resource officer</li> <li>• Emergency Plan drills in fall and spring</li> <li>• Letter home that includes "I Love U Guys" resources</li> <li>• Resource lessons</li> <li>• Small groups</li> <li>• Professional development and classroom teaching of the "I Love U Guys" vocabulary</li> <li>• Behavior Specialist observations</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Administration, Guidance, Behavior Specialist, Social/Emotional Coach, LAP, Resource Officer

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

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"> <li>• Small groups with guidance counselor and social emotional coach</li> <li>• School Resource Officer</li> <li>• Critical Incident Plan</li> <li>• “I Love U Guys” resources</li> </ul>
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"> <li>• SRSS assessment</li> <li>• Maryland Engagement Survey</li> </ul>

**IX. MULTI-TIERED SYSTEM OF SUPPORT**

<b>PRIORITY:</b> An opportunity identified by the team in order to achieve their vision.			
<b>PRACTICE:</b> A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.			
<b>LAYING THE FOUNDATION</b> Why/What?	<b>INSTALLATION</b> Where/How?	<b>INITIAL IMPLEMENTATION</b> How are we learning?	<b>FULL IMPLEMENTATION</b> How are we sustaining?

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

<b>Learn Options</b>	<b>Prepare People and Systems</b>	<b>Try Out the Practice</b>	<b>Student and System Outcomes Show the Practice Works</b>
<b>Choose Practice</b>	<b>Train</b>	<b>Reflect and Recommend Improvements in Practice and System</b>	<b>Competent, Organized, Well Led System for Practice</b>

- 1) We know what options (practices) exist for this priority.
- 2) We agree on which practice we want to implement.
- 3) We have people and systems prepared to implement this practice.
- 4) We have well-trained people who will be trying out this practice.
- 5) We have tried out this practice.
- 6) We have reflected and recommended improvements in the practice and systems that support it.
- 7) We have student and system outcomes that show this practice is working.
- 8) We have a competent, organized, well led system for this practice.

**PRIORITY: #1 Behavior Screening and Progress Monitoring**

**PRACTICE:** Use a reliable and valid universal screening tool to identify students with at-risk social behavior

Action Step	Who	By When	Status Update / Next Steps
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**LAYING THE FOUNDATION**

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

<ul style="list-style-type: none"> <li>Introduce SRSS to staff</li> </ul>	PBIS Admin District	Completed	
<b>INSTALLING</b>			
<ul style="list-style-type: none"> <li>SRSS added to Aspen, Professional Development on SRSS</li> </ul>	Admin	Screenings given throughout the school year	
<b>IMPLEMENTING</b>			
<ul style="list-style-type: none"> <li>SRSS completed 3 times throughout the year</li> </ul>	Teachers PST Team, Guidance Counselor Administration	BOY, MOY, EOY	
<b>SUSTAINING SCHOOL WIDE IMPLEMENTATION</b>			
<ul style="list-style-type: none"> <li>Continue to examine and analyze the data to determine the alignment of current interventions</li> <li>Place dates on the calendar for the 2024-2025 school year administration</li> </ul>	Teachers PST Team, Guidance Counselor Administration District BIT committee	BOY, MOY, EOY	<ul style="list-style-type: none"> <li>Analyze outcome data to determine results</li> <li>Need training plan for new teachers (yearly)</li> <li>Continue PD as needed</li> </ul>

**PRIORITY: #2** Look at Restorative Practices within the school.

**PRACTICE:** After introduction to restorative practices, teachers will begin using the strategies as they are introduced.

Action Step	Who	By When	Status Update / Next Steps
<b>LAYING THE FOUNDATION</b>			

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

<ul style="list-style-type: none"> <li>Introduce Restorative Practices to the staff</li> </ul>	PBIS Admin Guidance Counselor		<ul style="list-style-type: none"> <li>Completed</li> </ul>
<b>INSTALLING</b>			
<ul style="list-style-type: none"> <li>Continue to offer Professional Development on Restorative Practices in school year 2024-2025</li> </ul>	PBIS Admin Guidance Counselor	School year 2024-2025	<ul style="list-style-type: none"> <li>Continued follow-up with staff at faculty meetings, team meetings and additional principal staff development opportunities</li> </ul>
<b>IMPLEMENTING</b>			
<ul style="list-style-type: none"> <li>Staff implement the use of restorative practices when dealing with student conflict in classroom or playground</li> </ul>	PBIS Admin Guidance Counselor, Staff	School year 2024-2025	<ul style="list-style-type: none"> <li>Survey on usage of restorative practices</li> </ul>
<b>SUSTAINING SCHOOL WIDE IMPLEMENTATION</b>			

- X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**  
 PBIS Tier I  
 PBIS Tier II

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

**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.

Our school uses several programs to maintain good discipline and a positive school climate. One of these is the Positive Behavior Interventions and Support (PBIS) program. Through PBIS, the students are rewarded for their positive behaviors and good choices. Teachers and support staff may award students with points for displaying good character or making good choices inside and outside of the classroom setting. Each classroom teacher uses Class Dojo to manage classroom behavior in a positive way. When students have earned 10 points, they may cash them in for a token to visit the Token Tower. Bus drivers are given blue tickets to hand out for good behavior and students may hand these tickets in to the teachers to receive a point. Guidance lessons focus on appropriate behavior to ensure a healthy learning environment. All students receive instruction using the Second Step Program.

Students also work towards earning PBIS incentives. Some of these events include dances, movies, winter Olympic games, and an end of the year event. Teachers track behavior over a 3 or 5 week period prior to events. Students who meet all guidelines earn the event. Students really enjoy these events and strive to have positive behavior to attend.

Voice charts are displayed throughout the building displaying which voice level is expected in that particular area. For example, the hallway is level 0, "Silence is Golden". These charts let the students know what behavior is expected.

Students who display positive behaviors are eligible to receive positive referrals from staff. Students are recognized by office staff on morning announcements. Parents are contacted to maintain positive contact. The referral and picture of the students are then posted on a bulletin board near the office.

All staff members monitor the hallways during bus arrival and dismissal time, a time during the day when more referrals had been received in the past. A variety of staff also participates in daily duties, including lunch and recess, in order to maintain positive interactions with students throughout the day.

## **Allegany County Public Schools**

### **2024-2025 School Improvement Plan for Title I Schools**

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

Students who have not responded positively to Tier I behavioral supports are eligible to participate in a school-based Check-In/Check-Out program. Students are referred to the program based on past behaviors and response to Tier I support. In this program, student participants are paired with a faculty mentor who will check in and out with them on a daily basis in order to provide encouragement and support. Small groups are developed from SRSS data in order to meet the needs of students in Tier II. These groups are held consistently with the guidance counselor and social emotional support coach. Identified students also participate in counseling with our school based mental health therapist.

#### **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 involved in the development of the plan. They were invited to a Title I spring parent decision making meeting in May of 2024 during which key Title I documents such as the school parent compact, the parent and family engagement plan, and the Title I budget were reviewed, and parents provided feedback. In addition, input on the plan was gathered during the Fall 2024 Back to School Night / Annual Title I Meeting. Parents, family members, and community members were also invited to attend action team meetings to provide input.

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

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

Action teams made up of teachers and other school staff contributed to the development of the School Improvement Plan. Each team was responsible for various sections of the plan in order to gain varied insights into activities and strategies to reach specific plan goals. Each team examined the work of the others in order to create a cohesive strategic plan for improvement.

**TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

Title I Funded Strategies to Increase Parent and Family Engagement	Date
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**Allegany County Public Schools**  
**2024-2025 School Improvement Plan for Title I Schools**

Stipends to pay teachers for planning for and for presenting to parents and fixed charges- Title I Annual Meeting/Back to School Night	August 2024
Title I Mid-Year Monitoring Meeting with Parents	January 2025
Title I Spring Meeting with Parents	April 2025
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families.	Ongoing
Stipends to pay teachers for planning for and for presenting to parents and fixed charges- Family Math Night	November 2024
Stipends to pay teachers for planning for and for presenting to parents and fixed charges- Family Reading Night	December 2024
Stipends to pay teachers for planning for and for presenting to parents and fixed charges- Family Science Night	April 2025
Materials and/or refreshments will be provided during capacity building events for parents and families	Ongoing
Emphasis on improved communication with parents such as use of colored paper for newsletters	Ongoing

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

**TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

<b>Title I Funded Strategies to Increase Parent and Family Engagement</b>	<b>Date</b>
Title I Annual Meeting/Back to School Night	8/24
Title I Mid-Year Monitoring Meeting with Parents	1/25
Title I Spring Meeting with Parents	4/25
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families.	Ongoing

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

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

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-K3, Pre-K, and Kindergarten teachers, Dr. Cherie Helmstetter, Early Elementary Programs Specialist	The Raising a Reader program is a “reading at home program” that provides students and families with bags of books that are rotated each week to promote a love of literacy.
Career Day	Guidance Counselor, Local Organizations/Businesses, Parents	A career day is an activity in which business partners from a variety of companies come together at a school to share information about their workplace, their job, and the education and skills that are required for success in their career.
Community Schools	Concentration of Poverty Grant	Community schools promote positive, equitable outcomes by providing students and families with the physical and mental health, academic, and extracurricular

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

		support needed to thrive by working with a variety of community partners such as local churches, Frostburg University, local businesses, public library, and various health agencies such as the health department.
Judy Center	Samantha Kennedy	The Judy Center provides programs that will give parents the knowledge, skills, and resources to meet their children's basic needs; provides affordable high-quality early childhood programs; and provides quality health services, which promote the healthy lifestyle.
ACPS After School Program	Title I	The After School program provides a safe space after school for students to complete homework, do activities, and have a warm meal for dinner.
ACPS Summer School Program	ACPS	The Summer School program provides summer bridge lessons and activities to students in order to slow the loss of instruction over the summer break. Students in various geographic regions of the county attend the program at select schools.
Head Start	Allegany County HRDC Head Start	HRDC Head Start is a federally funded

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

		<p>program that implements education, health and parent involvement into a secure, productive environment.</p> <p>Services are provided to qualifying low-income families within Allegany County. Families of children ages 3 to 4 years old receive comprehensive preschool opportunities including components focusing on health, nutrition, education, disability services, parent involvement, medical and social services. The emphasis is on the total family – not just the children.</p>
University of Maryland Extension	University of Maryland	The UMD Extension office provides programming in regional schools with instruction on nutrition, natural resources, gardening, etc. Students participate in lessons and hands-on experiences.
Westmar Early Learning Center	ACPS	The Westmar Early Learning Center houses early childhood programs for area students in Pre-K 3 and 4. Students receive high-quality instruction from highly-qualified early childhood educators. The center works in conjunction with the Judy Center & Head Start programs housed in the same building.
Western Maryland Food Bank	Allegany County	The Western Maryland Food Bank is a

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

		subsidiary of the national food bank, Feeding America. The WMFB works through local organizations to provide needy families with food. Students in the “Friday Friends” program receive a bag of food to supply their meals through the weekend at home.
Outdoor School	ACPS	Outdoor School allows fifth grade students to experience sleeping away from home in the natural environment. Students learn about our local environment through lessons, hikes, and activities.
Evergreen Heritage Center	EHC Foundation	The Evergreen Heritage Center provides environmental lessons through hands-on activities. Their visits allow students to learn about local natural resources, STEM, and nutrition. The Elementary Edibles program introduces students to fresh and healthy food choices.

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.

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

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

**XII. Professional Community for Teachers and Staff- Standard 7**

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

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

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
Title I funded planning beyond the regular duty day for math and ELA (stipends, fixed charges, and materials)	TBD	Teachers	Teachers will create lesson plans for core reading and/or math and/or literacy labs.	Informed groupings and adjusted instruction.	Lesson plans
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**

Title I funded articulation meetings for teachers of grades 1-5 (stipends, fixed charges, and materials)	May 2025	Teachers	Literacy Lab groupings will be adjusted and class rosters will be created.	Informed groupings and adjusted instruction.	Literacy Lab groups and class rosters
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. Vertical planning	Summer 2025	Grade level teachers, special educators, specialists	Lesson planning with deeper dives into content areas.	Educators will share content and pedagogical knowledge across grade levels to ensure deeper understanding of student background knowledge and future skills.	Lesson plans and informal/formal observations.

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

**XIII. Management Plan**

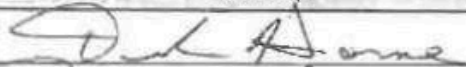


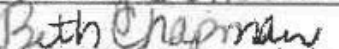
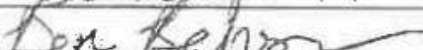
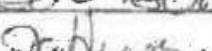



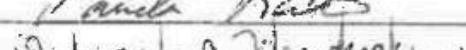



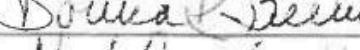
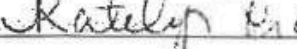
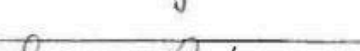

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
  - The plan will be shared at a faculty meeting. Handouts of key points of the final draft of the plan, which will simplify our focus in all appropriate areas, will be distributed in January 2025.
2. How will the plan be shared with parents and community members? Please include approximate dates.

The plan will be shared with parents and community members by being posted on the school web page, on the Title I bulletin board (a snapshot summary), and by being available in the office (paper copy and electronic version). The plan will be shared upon approval in February 2025.
3. What role will classroom teachers and/or departments have in implementing the plan?
  - Classroom teachers and support staff will have an important role in implementing the strategies outlined within the various sections of the plan in order to meet long-range goals.
4. How will student progress data be collected, reported, and evaluated by the SIT?
  - Students progress data will be collected via district based assessments. These results will be discussed within grade level data meetings as well as action team meetings.
5. How will the administration monitor the plan?
  - School administration will monitor the plan by working closely with action team leaders and instructional coaches in order to maintain understanding of reaching school wide goals.
6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?
  - The Title I school support specialist will provide technical assistance in the development of the plan, will monitor the implementation of the plan by meeting with the principal at least monthly, and will assist in evaluating the plan during a spring parent meeting.

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

**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
Derek Horne		Principal
Brittany Morgan		Instructional Specialist
Amy Smith		Grade 1
Beth Chapman		Grade 2
Ben Benson		Grade 3
Jenn Hughes		Grade 4
Shawn Jones		Grade 5
Candice Smith		Kindergarten
Tamela Rankin		Special Education
Deborah J. Hendrickson		Resource
Laura Wilson		Guidance Counselor
Donna McGee		Community Grant Coordinator
Donna Freeman		ACPS/School Reading Coach or Specialist
Katelyn Pratt		ACPS/School Math Coach or Specialist
		Title I School Support Specialist
Laura Biser		Title I Family Engagement Coordinator
Olivia Bateson		Parent/Family Member
Emily Lewis		Community Member