

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

School: Mount Savage Elementary School

Principal: Dr. Laura Holland

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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 towards success. We are committed to upholding an environment that fosters mutual respect among members of our learning community, which includes 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.

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.

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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, school resource officer, secretary, or other staff member. Staff genuinely cares about students at our school. This is reflected in both the staff and student Maryland Surveys where both staff and students gave a 10 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 come together as one school to create unique partnerships that help everyone involved in our school to thrive. Older students serve as mentors and helpers for younger students. The elementary students made signs for a pep rally for the middle school Mathcounts team. S.H.O.P. (Students Helping Other People) come to elementary classrooms to help both teachers and students. Elementary classes incubate and hatch chickens for the middle school Ag Club. Administration also supports and encourages the staff by often providing events, incentives, and words of affirmation. The support and care from the Mount Savage School family is paramount.

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Culture

School culture builds on the idea of school climate and encompasses the additional expectations of building goals for learning practices and 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 the 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
- The Savage Gazette online newspaper
- 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 Health Eating Program
- Safety Week
- Fun Day
- Jingle Jam reading and math program for parents
- Family Pumpkin Carving Night

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	2		1
Teachers	14		14
Itinerant staff	3		3
Paraprofessionals	8	8	8
Support Staff	1		1
Other			
Total Staff	28		27

Number of years the principal has been in the building? 3

B. Student Demographics

Table 2	
SUBGROUP DATA	2023-2024 COUNT
American Indian/Alaskan Native	1
Hawaiian/Pacific Islander	0
African American	3
White	202
Asian	0
Two or More Races	15
Special Education	40
LEP	0
Males	109
Females	113
Gender X	0
Total Enrollment	222
FARMS Rate (2022-2023)	68.78

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Special Education Data 2023-2024 School Year

The total of this chart should match the number entered in Table 2.

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	1	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	5	14 Autism	3
04 Speech/Language Impaired	4	09 Specific Learning Disability	22	15 Developmental Delay	5
05 Visual Impairment		10 Multiple Disabilities		TOTAL COUNT	

III. ATTENDANCE

Table 4a	2022-2023
Grade Level – School Level	Attendance Rate
All (Excluding PreK & K)	92.2
Grade 1	90.7
Grade 2	92.1
Grade 3	92.1
Grade 4	93.2
Grade 5	93.0

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

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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.

Although the overall attendance at Mount Savage Elementary has not had a significant decline when compared to last year's data, data show a trend in an overall decline of student attendance since Covid. Although it may be rationalized that absences continue to exist because of mandatory quarantine for positive test results, other factors still exist with regard to the declining attendance rate. Data shows student attendance with students identified as FARMS students has continued to decrease since returning from 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. Because of a lack of bus drivers, bus runs have been canceled. Students coming from 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.

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. 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 goal of 94% or higher in attendance will receive a quarterly certificate and 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.

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- **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.

- **Homeroom drawings**- Beginning second semester, homeroom drawings will begin to occur. This includes students who are present by the tardy bell.

- **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.

ELEMENTARY ATTENDANCE	GRADE	Date	Total	Unexcused	Tier 1 <small>(secretary)</small>	Notes	Next Tier	Tier 2 <small>(guidance counselor)</small>	Notes	Next Tier	Tier 3 <small>(vice principal)</small>	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.

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Chronically Absent

Chronically absent is defined as missing 10% or more of days enrolled in a school year.
 MD Report Card reports students NOT chronically absent.

Table 5	2019	2022	2023
Not Chronically Absent (percentage)	90.8	65.4	73.18
Not Chronically Absent (student count)			161
Report Card Points Earned	13	7.5	9.5

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.

Table 6	2022	2023
Habitually Truant (percentage)	2.2	1.01
Habitually Truant (student count)	4	2

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

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.

IV. GRADUATION RATE – High Schools Only

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V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS		
Subgroup	All Students	
	2021-2022	2022-2023
Total Referrals	51	81
All Suspensions	0	2
In School	0	0
Out of School	0	2
Sexual Harassment Offenses	0	0
Harassment/Bullying Offenses	7	2

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, implementing a Tiered Response System for behaviors. All students are active participants in the PBIS program and recipients of the incentives. In addition, the school guidance counselor provides weekly lessons on ways to resolve difficult situations and tools for students to learn how to address those situations. Daily announcements and motivational reminders are used as a 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.

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The number of Mount Savage Elementary School referrals from the 2021-2022 school year to the 2022-2023 school year increased by thirty referrals. The number of suspensions from the 21-22 school year to the 22-23 school year increased from zero suspensions to two suspensions. Disrespect and disruptions are the most frequent coded behaviors. Incidents of disrespect increased from 14 to 18 referrals; incidents of disruption increased from 17 to 44 referrals. The more severe offenses, such as fights and attacks on others, occurred on the buses and on the playground. Mount Savage Elementary School will continue 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
- 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

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

Bus

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

Playground

- Partnership with the Mount Savage Middle School “Crew” members to create a more interactive playground
- Increased staff supervision during recess
- Utilizing a shed for storage
- PBIS Golden Whistle Project
- Outdoor flowers for outside artwork
- Kindness Tree

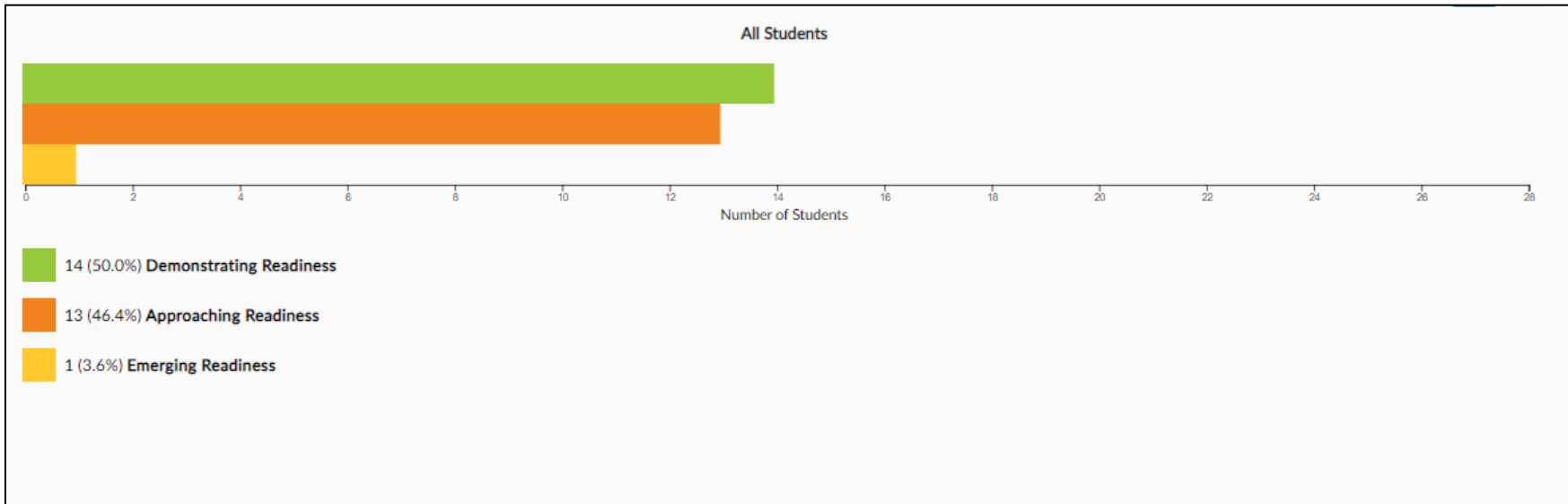
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VI. EARLY LEARNING (Elementary Only)

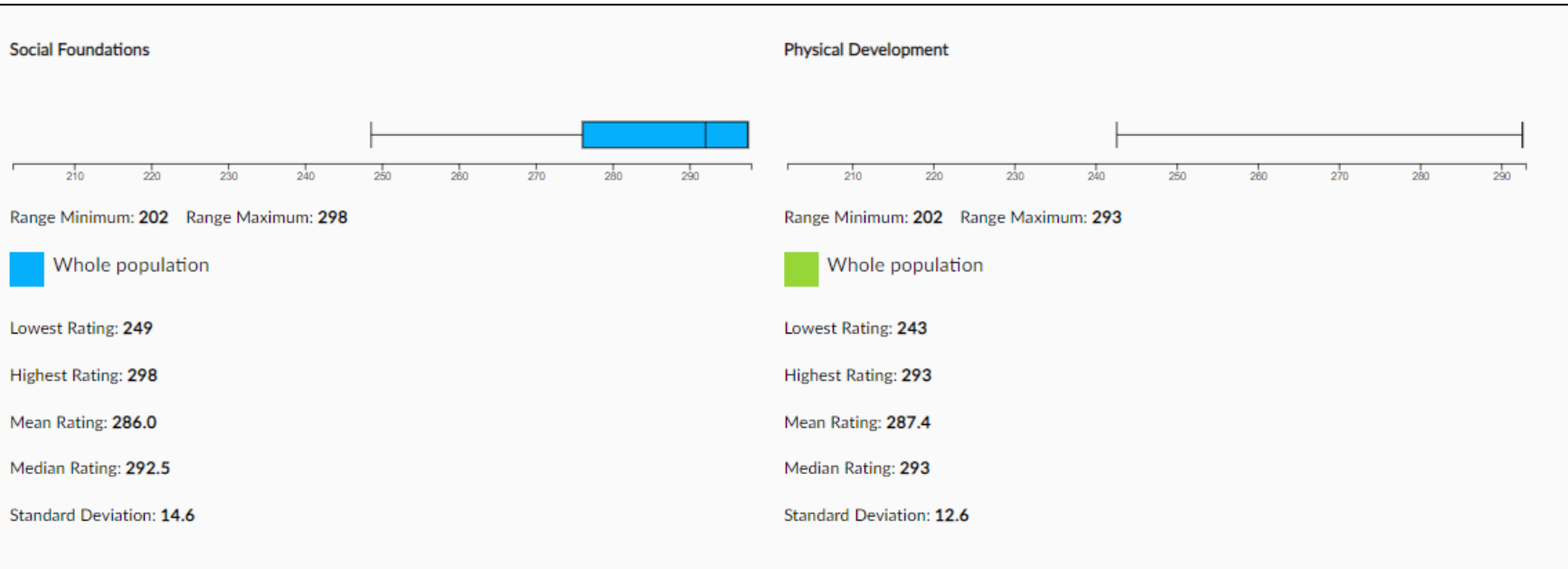
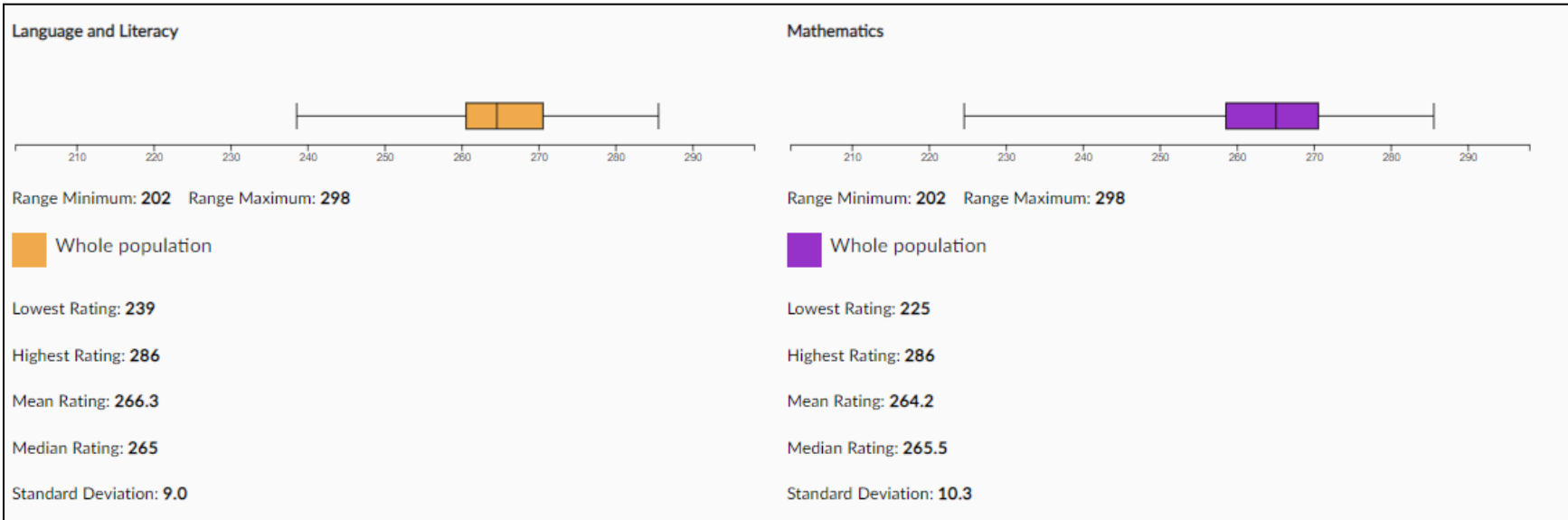
1. Complete the chart for composite scores of the Kindergarten Readiness Assessment.

Table 9		
Kindergarten Readiness Assessment		
	2021-2022	2022-2023
	Percent Demonstrated	Percent Demonstrated
Language & Literature		
Mathematics		
Social Foundations		
Physical Development		

2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)



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- 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. After the Kindergarten Readiness Assessment (KRA) is administered to students, kindergarten teachers implement this data into their classroom instruction by whole and small groups. Also, kindergarten teachers will 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.**

The KRA scores indicate that 50% of students scored Demonstrating Readiness, 46.4% of students scored Approaching Readiness, and 3.6% of students scored Emerging Readiness. However, the lowest score on the KRA assessment was in mathematics (225 score). Language and Literacy was the next lowest on the KRA (239 score). KRA results help determine whole and small group instruction by identifying students’ strengths and weaknesses and students’ school readiness before entering kindergarten.

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. Reading intervention, small group instructional work, extra instructional teaching three times a week, and monitoring ELA assessments (DIBELS, Superkids Reading Program instruction, Superkids Progress Tests, and fine motor skills instruction/activities) will be implemented. In math, continue to implement iReady Classroom instruction as well as iReady 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.

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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 and to close or reduce achievement gaps between subgroups and their counterparts

1. Complete data charts using 2022 and 2023 data results.

* indicates no students or fewer than 10 students in category

TABLE 10a ELA Grade 3	2022				2023			
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4
		%	%	%		%	%	%
Maryland Results	62843	12	43	45	63702	9	43	48
ACPS Results	563	13	46	41	597	5	46	49
All school students	26	4	73	23	34	3	56	41
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	<10	*	*	*
Black or African American	<10	*	*	*	<10	*	*	*
Hispanic/Latino of any race	<10	*	*	*	<10	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	25	4	72	24	33	3	58	39
Two or more races	<10	*	*	*	<10	*	*	*
Special Education	<10	*	*	*	<10	*	*	*
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	17	6	76	18	20	5	65	30
Female	15	0	69	31	10	0	60	40
Male	10	10	80	10	24	4	54	42

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* indicates no students or fewer than 10 students in category

TABLE 10b ELA Grade 4	2022				2023				2022 to 2023
	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 - %
		%	%	%		%	%	<10%	
Maryland Results	63284	13	41	46	63938	11	40	49	+3
ACPS Results	603	9	41	50	567	10	41	49	-1
All school students	30	7	33	60	30	0	50	50	-10
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	<10	*	*	*	0	0	0	0	*
Black or African American	0	0	0	0	<10	*	*	*	*
Hispanic/Latino of any race	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	30	7	33	60	29	0	48	52	-8
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	10	20	80	0	<10	*	*	*	*
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	19	5	47	48	24	0	50	50	+2
Female	19	11	26	63	17	0	41	59	-4
Male	11	0	45	55	13	0	62	38	-17

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* indicates no students or fewer than 10 students in category

TABLE 10c ELA Grade 5	2022				2023				2022 to 2023
	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 - %
		%	%	%		%	%	%	
Maryland Results	64583	15	44	41	64144	14	44	42	+1
ACPS Results	592	10	37	53	611	8	49	43	-10
All school students	32	6	66	28	28	0	43	57	+29
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	<10	0	0	0	0
Black or African American	<10	*	*	*	<10	*	*	*	*
Hispanic/Latino of any race	0	0	0	0	<10	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	32	6	66	28	28	0	43	57	+29
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	<10	*	*	*	<10	*	*	*	*
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	21	10	71	19	13	0	62	38	+19
Female	16	6	63	31	16	0	31	69	+38
Male	16	6	69	25	12	0	58	42	+17

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Table 11a: Cohort Growth (Elementary Cohort 2031)			
ELA Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	23%	50%	+27
Economically Disadvantaged	18%	50%	+32
Special Education	n/a	n/a	n/a
Male	10%	38%	+28
Female	31%	59%	+28
Other subgroup	n/a	n/a	n/a

Table 11b: Cohort Growth (Elementary Cohort 2030)			
ELA Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	60%	57%	-3
Economically Disadvantaged	48%	38%	-10
Special Education	0%	20%	+20
Male	55%	42%	-13
Female	63%	69%	+6
Other subgroup	n/a	n/a	n/a

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2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Written Expression and Conventions
Focus Area Goal	The ELA goal is for students in grades 3-5 to improve the percentage of proficient students from below 50% to above 50%.
Root Cause(s):	<input type="checkbox"/> Texting and other technologies have hindered proper writing mechanics, conventions, and spelling. <input type="checkbox"/> Test does not provide spell check in the way Docs and Word documents does <input type="checkbox"/> Superkids doesn't focus on quality of writing, CKLA doesn't provide obvious times for writing on demand <input type="checkbox"/> Instruction during Covid made writing instruction difficult to teach, monitor, and assess due to a virtual platform. <input type="checkbox"/> Previous textbooks prior to Covid did not have a strong writing component
Focus Content Standard(s):	<p>W5 MCCR Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W10 MCCR Anchor Standard: 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 tasks, purposes, and audiences.</p>
Barriers:	<input type="checkbox"/> Lack of focus on the traits of writing in curriculum <input type="checkbox"/> Time limits for extended writing <input type="checkbox"/> Inability to provide meaningful feedback from teacher and peers because of time <input type="checkbox"/> Student fatigue when writing and/or typing <input type="checkbox"/> Lack of typing skills <input type="checkbox"/> Limited Interdisciplinary writing due to shortened time for science and social studies <input type="checkbox"/> Insufficient time to complete the writing process on a regular basis <input type="checkbox"/> Lack of opportunities for writing on demand
Needed Resources:	<input type="checkbox"/> Materials to support core reading program and differentiation
Strategies and/or evidence-based interventions:	<input type="checkbox"/> 120 minute ELA block <input type="checkbox"/> Literacy Lab each day for 30 minutes <input type="checkbox"/> Instructional pacing guides allowing for more flexibility in completing units, including writing <input type="checkbox"/> Feedback from teachers and peers at varying stages of the writing process <input type="checkbox"/> Opportunities to edit and revise writing <input type="checkbox"/> Discussions with the school-based Literacy Coach on writing and setting goals

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	<input type="checkbox"/> CKLA Assessments online with writing prompts – writing scored using MCAP Rubrics <input type="checkbox"/> Introduction to ACPS Literacy <input type="checkbox"/> ALF (Accessible Literacy Framework) tool to assess needs of school
How will it be funded?	<input type="checkbox"/> Allegheny County Public Schools and school-based funding <input type="checkbox"/> Title I (materials to supplement the core reading programs, materials to support instruction in volunteer workshops, laminating machine to create differentiation materials)
Steps towards full implementation with timeline:	<input type="checkbox"/> Goal shared with staff in grades K-5 prior to the end of the first semester <input type="checkbox"/> Completion of the identified writing assignments <input type="checkbox"/> Progress monitoring throughout the year with literacy coach
Monitoring Procedure:	<input type="checkbox"/> Quarterly meetings with school-based literacy coach based on identified writing within the pacing guide

ELA FOCUS AREA 2:	Third Grade Reading Literature Standards
Focus Area Goal	The ELA goal is to increase student proficiency on questions relating to RL.3.3 and RL.3.4, closing the gap between the school and county / state averages.
Root Cause(s):	<input type="checkbox"/> There is a lack of repeated exposure to fictional text/literature in the third grade’s CKLA curriculum. <input type="checkbox"/> Due to the pace of CKLA, there is not an opportunity to incorporate fictional text in addition to the core curriculum. <input type="checkbox"/> There are minimal opportunities to practice/apply literacy skills.
Focus Content Standard(s):	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.5 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. RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or

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	similar characters (e.g., in books from a series).
Barriers:	<input type="checkbox"/> Lack of fictional text/literature in CKLA <input type="checkbox"/> Lack of flexibility to incorporate additional fiction text and skills <input type="checkbox"/> High percentage of students unable to read at grade level (Trend data of DIBELS screening indicates 55% in 2022-2023 and 47% in 2023-2024.)
Needed Resources:	<input type="checkbox"/> Fictional text/literature with accompanying tasks aligning with MCAP expectations
Strategies and/or evidence-based interventions:	<input type="checkbox"/> 120 minute ELA block <input type="checkbox"/> Literacy Lab each day for 30 minutes– incorporate literature and extension activities <input type="checkbox"/> Implement LETRS strategies to help students access data <input type="checkbox"/> Lesson internalization protocol in order to infuse CKLA appropriately <input type="checkbox"/> Allegheny County has designed a Literacy Team composed of individuals from a variety of roles and grade levels. The team has developed a literacy vision that spans 5 years which works towards a goal of having all scholars competent with the needed literacy skills to be college and career ready.
How will it be funded?	<input type="checkbox"/> Allegheny County Public Schools and school-based funding <input type="checkbox"/> Title I (materials to supplement the core reading programs, materials to support instruction in volunteer workshops, laminating machine to create differentiation materials)
Steps towards full implementation with timeline:	<input type="checkbox"/> Completion of LETRS training by 3rd grade teachers and consultation with Literacy Coach <input type="checkbox"/> Share the goal with grade level teachers in first semester <input type="checkbox"/> Administer the Unit Assessments on EdCite that mimic MCAP assessments
Monitoring Procedure:	<input type="checkbox"/> Regularly meet with Literacy Coach regarding activities and skills completed during Literacy Lab and Literacy Block, working towards lesson internalization

FOCUS AREA 3:	Fifth Grade Informational Standards
Focus Area Goal	Students will be able to use evidence and reasoning to support claims, analyze and interpret text structures and events in technical texts, and demonstrate understanding of finding and analyzing main ideas of multiple informational texts. The number of proficient scores will increase, closing the gap between the school and county / state averages.

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Root Cause(s):	<input type="checkbox"/> In grade 4, students performed below the state and county in the standards below. <input type="checkbox"/> In CKLA there is limited exposure to text features other than timelines, multiple texts on the same topic, and analyzing visual representations of information. <input type="checkbox"/> Students struggle to apply the skills addressed in the standards below because the program does not offer repeated exposure in order to obtain mastery.
Focus Content Standard(s):	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 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. RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 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. RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Barriers:	<input type="checkbox"/> Lack of paired text analysis in grade 5 ELA curriculum <input type="checkbox"/> Lack of flexibility to incorporate additional skills with informational text <input type="checkbox"/> High percentage of students unable to read at grade level (Trend data of DIBELS screening indicates 76% in 2022-2023 and 51% in 2023-2024.)
Needed Resources:	<input type="checkbox"/> Materials to support the core reading program and materials for differentiated activities
Strategies and/or evidence-based interventions:	<input type="checkbox"/> Literacy Lab instruction targeting these informational standards <input type="checkbox"/> Using Scholastic news during the literacy lab to target RI 7 (Ms. Bass) <input type="checkbox"/> Using Scholastic magazine to increase exposure to text features and variety of texts <input type="checkbox"/> Lesson internalization protocol to appropriately infuse CKLA
How will it be funded?	<input type="checkbox"/> Allegany County Public Schools and school-based funding <input type="checkbox"/> Title I (materials to supplement the core reading programs, materials to support instruction in volunteer workshops, laminating machine to create differentiation materials)
Steps towards full implementation with timeline:	<input type="checkbox"/> Share goal with grade level teachers in first semester <input type="checkbox"/> Work towards lesson internalization <input type="checkbox"/> Administering the Unit Assessments on EdCite that mimic MCAP assessments
Monitoring Procedure:	<input type="checkbox"/> Regularly meet with Literacy Coach regarding activities and skills completed during Literacy Lab and Literacy Block, working towards lesson internalization

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Universal Design for Learning for ELA.

Table 12	
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>	<input type="checkbox"/> Teachers will share the content purpose, language purpose, and social purpose orally and through written display in the classroom. <input type="checkbox"/> Teachers will conduct read alouds and modeled thinking about the text. <input type="checkbox"/> Students will have exposure to visual representations of text and audio versions. <input type="checkbox"/> Students will have opportunities to use both printed and technology enhanced text.
<i>Means for Expressions: 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.
	<input type="checkbox"/> Technology is used by students to complete a variety of assignments. <input type="checkbox"/> Students will give presentations to their peers and teacher(s). <input type="checkbox"/> Students will produce a variety of written work and typed work. <input type="checkbox"/> Students will have the opportunity to share their thoughts and ideas.
<i>Means for Engagement: tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<input type="checkbox"/> Students will have the opportunity to share orally, through writing, or within a small group. <input type="checkbox"/> Students will participate in discussions and complete assignments utilizing a variety of complex texts. <input type="checkbox"/> Students will participate in flexible groupings within classrooms. <input type="checkbox"/> Literacy Labs are differentiated and utilize higher interest topics. <input type="checkbox"/> Students will have the opportunity for Interdisciplinary activities.

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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 close or reduce achievement gaps between subgroups and their counterparts.

1. Complete data charts using 2022 and 2023 data results.

* indicates no students or fewer than 10 students in category

TABLE 13a Math Grade 3	2022				2023				2022 to 2023
	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 - %
Maryland Results	63262	28	35	37	64274	26	34	40	+3
ACPS Results	563	26	41	33	596	20	39	41	+8
All school students	26	31	38	31	34	18	32	50	+19
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	<10	*	*	*	*
Black or African American	<10	*	*	*	<10	*	*	*	*
Hispanic/Latino of any race	0	0	0	0	<10	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	25	32	36	32	33	18	33	49	+17
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	<10	*	*	*	<10	*	*	*	*
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	17	41	30	29	20	30	30	40	+11
Female	16	31	44	25	10	30	30	40	+15
Male	10	30	30	40	24	13	33	54	+14

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* indicates no students or fewer than 10 students in category

TABLE 13b Math Grade 4	2022				2023				2022 to 2023
	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 - %
		%	%	%		%	%	%	
Maryland Results	63749	27	45	28	64520	25	43	32	+4
ACPS Results	602	18	47	35	566	17	47	36	+1
All school students	30	23	53	24	30	17	53	30	+6
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	<10	*	*	*	<10	*	*	*	*
Black or African American	0	0	0	0	<10	*	*	*	*
Hispanic/Latino of any race	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	30	23	53	24	29	17	52	31	+7
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	10	70	30	0	<10	*	*	*	*
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	19	37	42	21	24	17	54	29	+8
Female	19	26	53	21	17	30	41	29	+8
Male	11	18	55	27	13	0	69	31	+4

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* indicates no students or fewer than 10 students in category

TABLE 13c Math Grade 5	2022				2023				2022 to 2023
	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 - %
		%	%	%		%	%	%	
Maryland Results	64989	26	49	25	64666	22	51	27	+2
ACPS Results	590	19	49	32	611	14	54	32	0
All school students	32	31	56	13	28	3	61	36	+23
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Black or African American	<10	*	*	*	<10	*	*	*	*
Hispanic/Latino of any race	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	32	31	56	13	28	3	61	36	+23
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	<10	*	*	*	<10	*	*	*	*
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	21	43	48	9	13	8	69	23	+14
Female	16	38	50	12	16	6	63	31	+19
Male	16	25	63	12	12	0	58	42	+30

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Table 14a: Cohort Growth (Elementary Cohort 2027)			
MATH Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	31	30	-1
Economically Disadvantaged	29	29	0
Special Education	0	0	0
Male	40	31	-9
Female	25	29	+4
Other subgroup	0	0	0

Table 14b: Cohort Growth (Elementary Cohort 2030)			
MATH Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	24	36	+12
Economically Disadvantaged	21	23	+2
Special Education	0	10	+10
Male	27	42	+15
Female	21	31	+10
Other subgroup	0	0	0

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2. MATH FOCUS AREAS

MATH FOCUS AREA 1:	<p>There is a gap between the Mount Savage Elementary whole school population and the state and county population in the domain of Numbers and Operations. The approximate MCAP percentages are listed below.</p> <p>Grade 3: County 50%, State 45%, Mount Savage 40%. This indicates a gap of 5-10% between the three entities.</p> <p>Grade 5: County 40%, State 41%, Mount Savage 25%. This indicates a gap of 15-16% between the three entities.</p>
Focus Area Goal	Numbers and Base 10 will be a schoolwide focus with an emphasis in grades 3 -5.
Root Cause(s):	Students struggle with mastery of basic facts of addition, subtraction, multiplication, and division, as well as utilizing mental math strategies with multi-step problems.
Focus Content Standard(s):	<input type="checkbox"/> NBT - Numbers and Base 10 standards K-5
Barriers:	<input type="checkbox"/> Students lack concrete foundational math skills. <input type="checkbox"/> Students lack reading and comprehension skills in processing and analyzing word problems.
Needed Resources:	<input type="checkbox"/> MCAP release items and practice tests <input type="checkbox"/> Math Specialist's grouping of students <input type="checkbox"/> The Fluency Flight component of i-Ready <input type="checkbox"/> ACPS math strategy videos
Strategies and/or evidence-based interventions:	<input type="checkbox"/> Implement the three reads problem-solving strategy. <input type="checkbox"/> Utilize various strategies such as draw a picture, write an equation, create a number line, etc. <input type="checkbox"/> Present real world multi-step math problems <input type="checkbox"/> Incorporate math manipulatives
How will it be funded?	<input type="checkbox"/> Allegany County Public Schools and school-based funding <input type="checkbox"/> Title I (materials to supplement the core math program, materials to support instruction in volunteer workshops, laminating machine to create differentiation materials)
Steps towards full implementation with timeline:	<input type="checkbox"/> Implement the Three Reads Protocol - daily <input type="checkbox"/> Utilize various strategies such as draw a picture, write an equation, create a number line - daily <input type="checkbox"/> Solve real world multi-step math problems - daily
Monitoring Procedure:	<input type="checkbox"/> Teachers will conduct data chats with students utilizing growth charts. <input type="checkbox"/> i-Ready diagnostic will be administered three times during the school year (beginning, middle, and end) to monitor student growth and attainment of growth goals.

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	<input type="checkbox"/> Monthly mini-assessments will be administered. <input type="checkbox"/> Prerequisite reports will be analyzed to identify students for remediation.
MATH FOCUS AREA 2:	Grade 5 Males - Cohort growth from grades 3 - 5
Focus Area Goal	Increase the number of males scoring proficient by 10%
Root Cause(s):	Students struggle with number sense and with reading, comprehending, and solving multi-step problems.
Focus Content Standard(s):	<input type="checkbox"/> Domain focus: Fractions <input type="checkbox"/> 5.NF.B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
Barriers:	<input type="checkbox"/> High student to teacher ratio <input type="checkbox"/> Lack of concrete, foundational math skills <input type="checkbox"/> Lack of necessary reading comprehension skills needed to solve a given problem
Needed Resources:	<input type="checkbox"/> MCAP release items <input type="checkbox"/> Math Specialist's grouping of students <input type="checkbox"/> The Fluency Flight component of i-Ready
Strategies and/or evidence-based interventions:	<input type="checkbox"/> MCAP parent information sessions conducted by the Math Specialists <input type="checkbox"/> Data informed flex grouping <input type="checkbox"/> Online i-Ready pathways <input type="checkbox"/> i-Ready prerequisite resources and reports <input type="checkbox"/> Lesson quizzes, unit assessments, and comprehension checks <input type="checkbox"/> Math manipulatives
How will it be funded?	<input type="checkbox"/> Allegany County Public Schools and school-based funding <input type="checkbox"/> Title I (materials to supplement the core math program, materials to support instruction in volunteer workshops, laminating machine to create differentiation materials)
Steps towards full implementation with timeline:	<input type="checkbox"/> MCAP parent information sessions - ongoing <input type="checkbox"/> Data-informed flex grouping - weekly <input type="checkbox"/> Online i-Ready pathways - 1 hour weekly <input type="checkbox"/> i-Ready pre-requisite resources and reports - ongoing

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	<input type="checkbox"/> Lesson quizzes, unit assessments, and comprehension checks - ongoing
Monitoring Procedure:	<input type="checkbox"/> Teachers will conduct data chats with students utilizing growth charts. <input type="checkbox"/> i-Ready diagnostic will be administered three times during the school year (beginning, middle, and end) to monitor student growth and attainment of growth goals. <input type="checkbox"/> Monthly mini-assessments will be administered. <input type="checkbox"/> Prerequisite reports will be analyzed to identify students for remediation.

MATH FOCUS AREA 3:	FARMS Grades 3 - 5
Focus Area Goal	Increase the number of FARMS students from developing to proficient or above.
Root Cause(s):	Students struggle with foundational skills, number fluency, and solving multi step word problems.
Focus Content Standard(s):	<input type="checkbox"/> All 5 domains will be targeted.
Barriers:	<input type="checkbox"/> Lack of exposure to MCAP tasks and activities
Needed Resources:	<input type="checkbox"/> Monthly tasks and activities simulating MCAP <input type="checkbox"/> MCAP public release items
Strategies and/or evidence-based interventions:	<input type="checkbox"/> Real-world word problems <input type="checkbox"/> County-created tasks <input type="checkbox"/> MCAP practice test <input type="checkbox"/> i-Ready pathway
How will it be funded?	<input type="checkbox"/> Allegany County Public Schools and school-based funding <input type="checkbox"/> Title I (materials to supplement the core math program, materials to support instruction in volunteer workshops, laminating machine to create differentiation materials)
Steps towards full implementation with timeline:	<input type="checkbox"/> Real-world word problems - daily <input type="checkbox"/> County-created tasks - monthly <input type="checkbox"/> MCAP practice test - as needed <input type="checkbox"/> i-Ready pathway - weekly
Monitoring Procedure:	<input type="checkbox"/> Math diagnostics <input type="checkbox"/> Lesson and unit quizzes

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Universal Design for Learning for MATH.

Table 15	
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>	<input type="checkbox"/> Teacher utilizes multiple methods (e.g. demonstration, visuals, manipulatives, and technology). <input type="checkbox"/> Think/Pair/Share and Three Reads Protocol from Ready Common Core are utilized daily. <input type="checkbox"/> 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. <input type="checkbox"/> Verbal discourse is used by the teachers during the lesson. <input type="checkbox"/> Teacher embeds GRR - Gradual Release of Responsibility.
<i>Means for Expressions: 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.
	<input type="checkbox"/> Students are given the opportunity to demonstrate multiple ways to solve problems. <input type="checkbox"/> Students are given the opportunities to elaborate, such as performing new related tasks, solving problems, and seeking further clarification. <input type="checkbox"/> Students use technology. (i-Ready) <input type="checkbox"/> Students add their thinking to the thinking of others. (Math Talks, Think/Pair/Share) <input type="checkbox"/> Teacher embeds GRR - Gradual Release of Responsibility.
<i>Means for Engagement: tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<input type="checkbox"/> i-Ready Interactive Videos are embedded in lessons. <input type="checkbox"/> Students collaborate in flexible groupings. <input type="checkbox"/> A balance of teacher talk and student talk is evident. (Math Talk, Reasoning/Justification, Think/Pair/Share) <input type="checkbox"/> A positive learning environment is available for all learners. <input type="checkbox"/> Teacher embeds GRR - Gradual Release of Responsibility.

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C. SCIENCE

1. Complete data charts using 2022 and 2023 data results.

* indicates no students or fewer than 10 students in category

TABLE 16 MISA (SCIENCE)	2022				2023				2022 to 2023
	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 - %
	Maryland Results	64716	20	50	30	64543	18	48	34
ACPS Results	589	14	55	31	611	13	53	34	+3
All school students	31	22	68	10	28	14	54	32	+22
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Black or African American	*	*	*	*	0	0	0	0	*
Hispanic/Latino of any race	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	31	22	68	10	28	14	54	32	+22
Two or more races	*	*	*	*	0	0	0	0	*
Special Education	*	*	*	*	10	30	60	10	*
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	20	25	75	0	13	23	54	23	+23
Female	16	25	69	6	16	25	50	25	+19
Male	15	20	67	13	12	0	58	42	+29

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2. Focus Areas

FOCUS AREA 1:	In grades 3, 4, and 5 male students outscored female students on the MISA assessment. 42% of the males scored a 4 or above on the MISA, while only 25% of females scored 4 or above. This is a gap of 17%.
Focus Area Goal	Increase the number of females scoring 4 or above on the MISA assessment.
Root Cause(s):	Students struggle with applying scientific reasoning and solving real-world problems due to a lack of exposure to MCAP/MISA tasks; students struggle to write well-developed responses rich in scientific content vocabulary.
Focus Content Standard(s):	3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 5-ESS2-1. Develop a model using an example to describe the ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. 5-ESS2-2. Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
Barriers:	<input type="checkbox"/> Exposure to MCAP/MISA type tasks. <input type="checkbox"/> Grade level content vocabulary is above students' actual ability level. <input type="checkbox"/> Students lack scientific reasoning skills and the ability to apply them to real world situations. <input type="checkbox"/> Students struggle to analyze information presented through text features. (charts, graphs, models, footnotes etc.)
Needed Resources:	<input type="checkbox"/> Time to examine and implement use of MISA public release items <input type="checkbox"/> Time to collaborate with grade level peers to develop best practices for science instruction <input type="checkbox"/> PD on how to examine and apply science related terms
Strategies and/or evidence-based interventions:	<input type="checkbox"/> Departmentalized 5th Grade Science teacher <input type="checkbox"/> Paired texts materials <input type="checkbox"/> Rocky Gap Monarch Butterfly Life Cycle Project <input type="checkbox"/> Ag Club; Chicken life cycle <input type="checkbox"/> Evergreen Agricultural Program <input type="checkbox"/> Informational Science-Based Tests - Read Live <input type="checkbox"/> FOSS-science kits videos and hands-on experiments <input type="checkbox"/> Mystery Science Discovery Ed

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	<input type="checkbox"/> Written explanations based on graphing and analyzing collected data <input type="checkbox"/> MISA test prep on MCAP site <input type="checkbox"/> USA Science test prep materials
How will it be funded?	<input type="checkbox"/> Allegany County Public Schools and school-based funding <input type="checkbox"/> Title I (Supplemental science materials)
Steps towards full implementation with timeline:	<input type="checkbox"/> Interactive journals - ongoing <input type="checkbox"/> Hands-on experiments - ongoing <input type="checkbox"/> Data collection activities - ongoing <input type="checkbox"/> Graphing and analyzing collected data - ongoing <input type="checkbox"/> Drawing conclusions based on graphical data - ongoing <input type="checkbox"/> Written explanations that analyze data to support conclusions - ongoing
Monitoring Procedure:	<input type="checkbox"/> Monitoring weekly hands-on experiments that analyze data <input type="checkbox"/> Collecting and scoring written explanations

FOCUS AREA 2:	In grade 5, 23% of FARMS students scored a 4 or above on MISA, while 32% of the aggregate scored 4 or above. This is a gap of 9%.
Focus Area Goal	Increase the number of FARMS students scoring 4 or above.
Root Cause(s):	Students struggle with applying scientific reasoning and solving real-world problems due to a lack of exposure to MCAP/MISA tasks; students struggle to write well-developed responses rich in scientific content vocabulary.
Focus Content Standard(s):	3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 5-ESS2-1. Develop a model using an example to describe the ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. 5-ESS2-2. Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
Barriers:	<input type="checkbox"/> Exposure to MCAP/MISA type tasks <input type="checkbox"/> Grade level content vocabulary is above students' actual ability level

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	<input type="checkbox"/> A lack of scientific reasoning skills and the ability to apply them to real world situations <input type="checkbox"/> Inability to fully analyze information presented through text features (charts, graphs, models, footnotes etc.)
Needed Resources:	<input type="checkbox"/> Time to examine and implement use of MISA public release items <input type="checkbox"/> Time to collaborate with grade level peers to develop best practices for science instruction <input type="checkbox"/> PD on how to examine and apply science related terms
Strategies and/or evidence-based interventions:	<input type="checkbox"/> Departmentalized 5th Grade Science teacher <input type="checkbox"/> Use paired texts materials <input type="checkbox"/> Rocky Gap Monarch Butterfly Life Cycle Project <input type="checkbox"/> Ag Club; Chicken life cycle <input type="checkbox"/> Evergreen Agricultural Program <input type="checkbox"/> Informational Science-Based Tests - Read Live <input type="checkbox"/> FOSS-science kits videos and hands on experiments <input type="checkbox"/> Written explanations based on graphing and analyzing collected data <input type="checkbox"/> MISA test prep on MCAP site <input type="checkbox"/> USA Science test prep materials
How will it be funded?	<input type="checkbox"/> Allegany County Public Schools and school-based funding <input type="checkbox"/> Title I (Supplemental science materials)
Steps towards full implementation with timeline:	<input type="checkbox"/> Interactive journals - ongoing <input type="checkbox"/> Hands on experiments - ongoing <input type="checkbox"/> Data collection activities - ongoing <input type="checkbox"/> Graphing and analyzing collected data - ongoing <input type="checkbox"/> Drawing conclusions based on graphical data - ongoing <input type="checkbox"/> Written explanations that analyze data to support conclusions - ongoing
Monitoring Procedure:	<input type="checkbox"/> Monitoring weekly hands-on experiments that analyze data <input type="checkbox"/> Collecting and scoring written explanations

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Universal Design for Learning for SCIENCE.

Table 17	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<input type="checkbox"/> Teachers utilize multiple methods (e.g. demonstrations, videos, experiments, FOSS Science, and technology). <input type="checkbox"/> Teachers utilize songs to enhance learning. <input type="checkbox"/> Teachers utilize verbal discourse during the lesson.
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.
	<input type="checkbox"/> Students will reflect on new ideas discovered through experimentation. <input type="checkbox"/> Students are given opportunities to draw conclusions based upon observation and data. <input type="checkbox"/> Using observation and data, students will share their conclusions. <input type="checkbox"/> Through technology like Digital Microscopes, 3-D Printers, and science tools, students will demonstrate their knowledge.
Means for Engagement: <i>tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<input type="checkbox"/> Teachers will communicate content purposes, language purposes, and social purposes both visually and verbally. <input type="checkbox"/> Students can view FOSS videos embedded in lessons. <input type="checkbox"/> Students will collaborate in groups to conduct experiments. <input type="checkbox"/> Students will record findings on FOSS graphic organizers. <input type="checkbox"/> A positive learning environment will be created for all learners.

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VIII. MD School Survey Results and Plan

<p><i>Staff Engagement Action Plan:</i> <i>2023 MD Report Card Score out of 3 = 2.95</i> <i>Projected MD Report Card Score (2024) = 3</i></p>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Instructional Support - Instructional Feedback - 9.16
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.
Strategies: What steps will be taken in order to obtain the desired outcome..	<input type="checkbox"/> Teachers will meet monthly with math and literacy coaches to obtain feedback on instruction and student progress. <input type="checkbox"/> Administrators will increase time spent visiting classrooms. <input type="checkbox"/> A data analysis team will be formed to analyze data, chart trends, and identify areas of need. <input type="checkbox"/> New teachers will be supported by mentor teachers through observations and planning support to ensure quality teaching centered around county curriculum and practices.
Initiative leader and team: Who is responsible and involved in the work?	<input type="checkbox"/> Administrators <input type="checkbox"/> Math and Literacy Coaches <input type="checkbox"/> Mentor Teachers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<input type="checkbox"/> Administrators <input type="checkbox"/> Math and Literacy Coaches <input type="checkbox"/> County-Created Walkthrough Tool to provide feedback on teacher instruction <input type="checkbox"/> Literacy Learning Walk Tool to support ELA instruction following the Maryland Blueprint <input type="checkbox"/> Accessible Literacy Framework

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<input type="checkbox"/> 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 2023-2024 school year.
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Relationships - Student-student Relationships - 9.16
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..	<input type="checkbox"/> Student Voices in grades 3-5: Students will visit classrooms to discuss ways to improve peer to peer relationships. It is a peer mentoring program. <input type="checkbox"/> The Student Voices Committee will meet monthly with school administration to create ways to improve peer relationships at Mount Savage Elementary. <input type="checkbox"/> The school guidance counselor will continue to use Second Step and the Toolbox to provide students with a repertoire of tools to use <input type="checkbox"/> 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?	<input type="checkbox"/> Administration <input type="checkbox"/> Guidance Counselor <input type="checkbox"/> Classroom Teachers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<input type="checkbox"/> Toolbox posters <input type="checkbox"/> Student made toolboxes <input type="checkbox"/> Second Step Program online <input type="checkbox"/> SRSS completed by classroom teachers

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<input type="checkbox"/> Monitor results of the SRSS <input type="checkbox"/> 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 2023-2024 school year.

<i>Student Engagement Action Plan:</i> <i>2023 MD Report Card Score out of 7 = 5.81</i> <i>Projected MD Report Card Score (2024) out of 7= 6</i>	
Primary Area of Need State the Domain, Topic, and Score	Safety - Physical Safety - 5.68
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).	<input type="checkbox"/> Monthly Student Voices committee meetings with administration to discuss elementary safety concerns <input type="checkbox"/> Skits, presentations, and Google Hangouts by Middle School Student Council based on feedback provided by Student Voices <input type="checkbox"/> Bully box in 5th grade to report threats to school or student safety
Initiative leader and team: Who is responsible and involved in the work?	<input type="checkbox"/> Administration and staff overseeing Student Council and Student Voices <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> 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)?	<input type="checkbox"/> Bully Box <input type="checkbox"/> Student Council <input type="checkbox"/> Student Voices <input type="checkbox"/> Google Meet platform
Performance Metrics: What will you measure	<input type="checkbox"/> The student survey will be given again at the end of the 23-24 school year. Data will

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to gauge progress on your action steps and to determine if the identified goal has been met?	then be compared to the previous year.
Timeline: Include dates for implementation of action steps.	<input type="checkbox"/> This will be implemented for the 2023-2024 school year.
Secondary Area of Need State the Domain, Topic, and Score	Safety - Bullying - 5.87
Topic Description:	Bullying describes the students feeling they are teased, 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).	<input type="checkbox"/> Monthly Student Voices committee meetings with administration to discuss elementary safety concerns <input type="checkbox"/> Skits, presentations, and Google Meets by Middle School Student Council based on feedback provided by Student Voices <input type="checkbox"/> Bully box in 5th grade to report threats to school or student safety
Initiative leader and team: Who is responsible and involved in the work?	<input type="checkbox"/> Administration and staff overseeing Student Council and Student Voices <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> 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)?	<input type="checkbox"/> Bully Box <input type="checkbox"/> Student Council <input type="checkbox"/> Student Voices <input type="checkbox"/> 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?	<input type="checkbox"/> The student survey will be given again at the end of the 23-24 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 2023-2024 school year.

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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 2018-2019 as appropriate. The established priority focuses on the implementation of the GRR Framework within classroom instruction. Although SIT plans were not implemented because of the Covid Pandemic, teachers at Mount Savage continued to use GRR as the model for the instruction during synchronous instruction. For example, by using Schoology, teachers provided direct and guided instruction to all students. Teachers also utilized breakout rooms for collaboration and collected independent work from students by having students submit their work electronically.

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	Aug. 2021-June 2023 Ongoing: August 2023-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.
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. 	Administration Teachers PBIS Team PST	Aug. 2021-June 2023 Ongoing: August 2023-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.

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<ul style="list-style-type: none"> Implement a diversity of Tier II and Tier III interventions to target specific student needs. 			<ul style="list-style-type: none"> Engage the behavior specialist, 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	Aug. 2021-June 2023 Ongoing: August 2023-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	Aug. 2021-June 2023 Ongoing: August 2023-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. 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.			

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<p>Better systems and incentives need to be developed to confront the ongoing challenge of chronic absenteeism and overall school attendance.</p>	<p>Administration PST School Counselor</p>	<p>Aug. 2021-June 2023 Ongoing: August 2023-Present</p>	<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. 	<p>Administration PST School Counselor</p>	<p>Aug. 2021-June 2023 Ongoing: August 2023-Present</p>	<ul style="list-style-type: none"> ● Process developed and being utilized. ● Incentives are beginning to be rewarded to students who meet attendance goals.
IMPLEMENTING			
<ul style="list-style-type: none"> ● PST will implement a multi-tier attendance response protocol to monitor and respond to truancy issues. ● 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. ● Bi-weekly classroom organizational checks. 	<p>Administration PST School Counselor</p>	<p>Aug. 2021-June 2023 Ongoing: August 2023-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 will be rewarded in the coming weeks.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> ● The protocol and incentives will continue to be utilized throughout the school year. 	<p>Administration PST School Counselor</p>	<p>Aug. 2021-June 2023 Ongoing: August 2023-Present</p>	<ul style="list-style-type: none"> ● The process will be utilized, evaluated and if necessary, modified at the conclusion of the school year.
Notes-			

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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
- Classroom/hallway banners to display key positive behavior messages. (Funded by Title I)

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

- Parent phone calls
- Referrals to School Counselor

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- 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.)
- 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 2023.
- 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?

- Teachers, principals, and staff participated in a School Improvement Plan writing session.

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TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Stipends for teachers to plan for and present after the regular duty day and fixed charges for the Title I Annual Meeting/Back to School Night	8-24-23
Title I Mid-Year Monitoring Meeting with Parents	January 2024
Title I Spring Meeting with Parents	May 2024
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
Use of the school parent compact	Parent Conference Days and ongoing

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.

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

Service	Provider	Explanation of Services
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.
After School Tutoring	Allegany County	Academic support for K-5 students
Weekend Backpack Program	Local Churches	Provide supplemental foods
Safe and Snug	DSS	Provide coats, hats, gloves
SHOP Food Drive	Community donations	Provides Holiday Meals
Mount Savage Citizens Walk	Community and Family Donations	Provides student necessities (personal items, clothing, food, etc.)
Christmas Tree Families	Community donations	Provides clothing and gifts to families
Barrelville Outdoor Club Santa	Barrelville Outdoor Club	Provides clothing and gifts to families
Raising a Reader	Pre-K, K	Students are provided supplemental

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		reading materials
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		
FSU Career Day	Community Coach Coordinator	

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.

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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
Mount Savage Opening PD-Introduction to MTSS	August 18, 2021	Teachers, IA, and Mount Savage Staff	Prior to the beginning of school, staff who attended a leadership meeting held in early August, members of the school leadership team acknowledged the need for guidance on MTSS and how the structure applies in the classroom.	Mount Savage faculty and staff will gain an understanding of the MTSS responses. Mount Savage staff will gain an understanding of terminology associated with MTSS. Mount Savage staff will gain an understanding of how to plan instruction.	Pre and Post test of faculty Design of lesson plans to meet students’ needs Student academic 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

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Implementation of MTSS	November 30, 2021	Teachers, IA, and Mount Savage Staff	Improved lesson plans and improved classroom instruction.	Teachers will collaborate to determine best practices for classroom instruction. For example, teachers will collaborate best ways to identify students and create lessons that utilize differentiated instruction.	Student growth with classwork, tests, i-Ready assessments, and MCAP. Decrease in office referrals
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
MTSS Follow-UP	April 19, 2022	Teachers, IA, and Mount Savage Staff	Improved lesson plans and improved classroom instruction. Teachers will have a better understanding of the unique and the diverse needs of their students. In addition, teachers will learn strategies to meet the needs of their students through a Tiered Response of instruction.	Teachers will collaborate to determine best practices for classroom instruction. For example, teachers will collaborate best ways to identify students and create lessons that utilize differentiated instruction.	Post test given to teachers Student growth with classwork, tests, i-Ready assessments, and MCAP. Decrease in office referrals
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

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MTSS Walkthroughs	August 17, 2022	Teachers, IA, and Mount Savage Staff	<p>Teachers will become familiar with the walk-through tool.</p> <p>Teachers will adjust instruction based on the information provided by the walkthrough tool.</p> <p>Teachers will become familiar with the language associated with highly effective teaching.</p>	Teachers will be able to examine data, classroom performance and MCAP scores to plan and develop lesson plans that adhere to all students' needs.	Student growth with classwork, tests, i-Ready assessments, and MCAP.
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
LETRS Training	June 2022-Ongoing	Elementary teachers and administrators	Administrators and teachers will gain knowledge on the foundations and strategies of The Science of Reading.		

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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
Opening PD MCAP School Safety	August 16, 2023	Teachers, faculty, and staff	Teachers will have baseline data regarding MCAP test scores. Teachers will use information from test scores to target specific areas of instruction.		
School Safety Emergency Preparedness Training and Certification	August 16, 2023	Mount Savage Staff	As a result of the professional learning, staff will become more aware of and understand the Standard Response Protocol (SRP) in our 2023-24 Mount Savage Critical Incident Plan. Mount Savage will see an increase in the safety rating on the Student and Engagement Survey.	Staff will understand the new SRP Language and be able to execute the 5 SRPs with confidence. Teachers then will be able to teach and enforce these safety protocols to students. Students identified Safety as a concern on the Student Engagement Survey.	Mount Savage Administration and the school's SRO will conduct drills to make sure all staff members understand and follow our Critical Incident Plan. The number of ODRs for bullying and physical altercations and the safety rating on the Student Engagement Survey will be used to assess the implementation.
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

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1. Ruby Payne	September 25, 2023	All faculty and staff	Fewer office referrals	Improvement on Tier 1 classroom management Understanding of students	Number of referrals sent to the main office
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
Review of SIT Plan Review of IEP (including BIP) procedures	October 27, 2023	All faculty and staff	All faculty and staff will review the SIP. Teachers and staff will collaborate in teams in the middle school and with grade appropriate levels in the elementary school. All faculty and staff should be well-versed on the mission and vision statement, students scores, teacher and student surveys, root cause analyses of targeted areas and other language associated with the SIP	Teachers are instructed to use the SIP as a working, fluid document. All teachers and staff should be fluent with the SIP, the implementation of the SIP, and the intended outcomes of the SIP.	Teacher input during team and grade level conversations. Student growth in classroom work, formal and informal assessments, and MCAP testing.

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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
i-Ready Math Tutorial	December 1, 2023 January 30, 2024 April 5, 2024	Math Teachers	Teachers will become more fluent in the i-Ready Math online component and its utilization during labs. In addition, teachers will begin to familiarize themselves with the i-Ready Math Classroom curriculum.	Participants will gain knowledge in navigation of the i-Ready Math online platform and how best to integrate portions of the i-Ready Math Classroom curriculum into math labs.	Teacher competency with managing the i-Ready program. Student growth-All students have been placed in math labs that are specific to their needs. Students should reach individual milestones within the i-Ready program.
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
Articulation Meetings K-5 <i>Title I funded additional articulation meetings for K-5 teachers along with planning</i>	May 2024	K-5 teachers	Teachers will form groupings for evidence based reading intervention groups and class lists for teachers. Planning for instructional adjustments based on	Student groups, class lists, and plans	DIBELS scores, MCAP scores, and classroom performance

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<i>time to prepare for the articulation meetings (stipends, fixed charges, materials)</i>			the needs of students will be done.		
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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
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<p>1. Articulation Meetings K-5 <i>Title I funded additional articulation meetings for K-5 teachers along with planning time to prepare for the articulation meetings (stipends, fixed charges, materials)</i></p>	<p>May 2024</p>	<p>K-5 teachers</p>	<p>Teachers will form groupings for evidence based reading intervention groups and class lists for teachers. Planning for instructional adjustments based on the needs of students will be done.</p>	<p>Student groups, class lists, and plans</p>	<p>Student groups, class lists, and plans</p>
<p>Professional Learning Title</p>	<p>Date(s), Time, and Location</p>	<p>Intended Audience</p>	<p>Changes to occur as a result of Professional Learning</p>	<p>Knowledge and skills the participant will attain</p>	<p>Method to measure implementation of knowledge and skills in the classroom</p>
<p>LETRS Training for all elementary staff and school-based administrators.</p>	<p>June-2022-Ongoing</p>	<p>PreK-5 Grade Teachers.</p>	<p>Teachers will have background knowledge and understanding of the foundations of how students acquire reading skills. Teachers will be able to make informed decisions on instruction based on knowledge gained from training.</p> <p>School-based administrators will have a more defined understanding on how students learn to read and how to assist</p>		<p>Teachers will collaborate on ways to implement strategies obtained during training that are most successful within classroom instruction. Teachers will collaborative with regard to grade level to examine baseline data and compare students growth after implementation of learned strategies.</p>

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			teachers with decision-making instruction.		
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
2. Clarity for Learning Book Study <i>Title I funded after school book study, (stipends, fixed charges, materials)</i>	TBD	12 teachers	Evidence based strategies for teacher clarity will be incorporated into classroom lessons.	Evidence based strategies for teacher clarity	Classroom assessments
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

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3. ALF Tool Assessment	Fall 2022-Ongoing Teachers will work with the reading specialist by using the ALF Tool to rate Mount Savage's strengths and weaknesses.	Reading specialist, teachers, and administration	<p>The ALF tool will be used to provided baseline data to teachers, specialists, and administrators to examine where weaknesses exist within daily instruction, access to learning new strategies, and implementation of where and if best practices are occurring in the building.</p> <p>The ALF tool will be used to gain awareness of the school's self-assessment of where improvements need to be made within the building to improve classroom instruction.</p>	Participants will focus on areas where improvement is needed to make instructional adjustments.	Classroom, test, DIBELS, i-Ready and MCAP Performance
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XIII. Management Plan

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

The plan will be shared with staff during the October 27 staff development day.

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, being made available upon request in hard copy or in electronic form in the school office.

The plan will be shared with parents during the December Parent Advisory meeting.

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

The administrative team will monitor and report walkthrough observations during grade level meetings. The reading and math specialists will be available to facilitate discussions on SIP strategies, review data, examine student work, and provide staff development as needed.

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

Data will be collected by teachers and the school improvement specialists. It will be reviewed at meetings starting in the second quarter, at which time, determinations will be made for instructional adjustments or changes to the SIP.

5. How will the administration monitor the plan?

The administration will chair all meetings and data reviews.

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 courtesy of the Central Office. The Central Office is helpful in providing input when requested 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 will assist with developing the plan and ensuring the inclusion of the four components of Title I. The Title I school support specialist will also assist in the monitoring of the plan by providing at least monthly technical assistance and by assisting classroom teachers as needed to implement the plan.

School Improvement Plan for Title I School - Roster

Name	Signature	Role
Laura Holland		Principal
Amber Rotruck		Assistant principal
		Other School Leader

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		Teacher
		Teacher
		Instructional Assistant
		ACPS/School Reading Coach or Specialist
		ACPS/School Math Coach or Specialist
		Reading Interventionist
		Title I School Support Specialist
		Title I Family Engagement Coordinator
		Parent/Family Member
		Parent/Family Member
		Community Member
		Community Member
		Other School Staff

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