

Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

School: Beall Elementary School

Principal: Shannon Ralston

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I. VISION, MISSION, AND CORE VALUE

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Mission Statement

Beall Elementary strives for all children to learn and have the right to a quality education through a positive, safe school climate with highly qualified teachers and administrators who are paramount to the academic success of our students in preparing them to be college and career ready.

Vision

Beall Elementary will always be committed to providing engaging student learning while nurturing relationships and respecting individual differences. Our school community will meet personal and academic needs of our students so they can reach their fullest potential and become responsible citizens.

Core Values

- Believe in ALL children
- Encourage each other
- Achieve goals together
- Lead with great character and a positive mindset
 - Learn rigorously

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2024-2025 MD Report Card Star Rating (the number represents stars earned)	3	
	No	Yes
Is this school identified as Target Support of Improvement (TSI) ?	X	
If yes, state the identified subgroup(s).		
Is this school identified as Additional Target Support of Improvement (ATSI) ?		X
If yes, state the identified subgroup(s).	Special Education	
Is this school identified as Comprehensive Support and Improvement (CSI) ?	X	
If yes, state the identified area.		
Is this school identified as Low Performing?	X	

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

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II. SCHOOL DEMOGRAPHICS
building? 1.5

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		35	35
Itinerant staff	9		9
Paraprofessionals	4	16	20
Support Staff	1	4	5
Other	3	11	14
Total Staff	17	68	85

Number of years the principal has been in the

B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	0	N/A
Hawaiian/Pacific Islander	1	N/A
African American	9	N/A
White	348	84%
Asian	8	N/A
Two or More Races	43	10%
Special Education	100	24%
LEP	2	N/A
Males	228	55%
Females	186	45%
Gender X	0	N/A
Total Enrollment	414	

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III. ATTENDANCE

Table 4a	2022-2023	2023-2024	2024-2025
Grade Level – School Level	Attendance Rate	Attendance Rate	Attendance Rate
All (Excluding PreK& K)	91.2%	92.8%	92.1%
Grade 1	89.0%	92.4%	91.0%
Grade 2	91.7%	91.0%	91.3%
Grade 3	91.9%	93.5%	90.3%
Grade 4	92.3%	94.0%	94.0%
Grade 5	91.3%	92.6%	93.5%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	90.7%	92.0%	91.4%
Hispanic/Latino of any race	88.6%	90.1%	90.5%
American Indian or Alaska Native	N/A	N/A	N/A
Asian	97.2%	93.9%	92.8%
Black or African American	84.9%	86.2%	85.9%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
White	90.8%	92.0%	91.6%
Two or more races	91.5%	92.6%	91.8%
Male	93.3%	91.9%	91.4%
Female	88.4%	92.1%	91.4%
EL	93.3%	92.9%	90.6%

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Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
Special Education	88.4%	91.6%	91.4%
Free/Reduced Meals (FARMS)	89.2%	90.5%	89.6%

Chronically Absent

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

MD Report Card reports students NOT chronically absent.

Table 5	2023	2024	2025
Not Chronically Absent (percentage)	68.6%	71.9%	69.4%
Report Card Points Earned (out of 15)	4.5	5.5	5.0

ATTENDANCE FOCUS AREA	
Grade Band (s) or Subgroup (s)	Tier I Students
Focus Area Goal	All students in grades 15 will increase by 2% for School year 20252026 to bring schoolwide attendance closer to 94% countywide attendance goal.
Root Cause(s):	- Limited understanding among families of the cumulative impact of absences on student achievement, - Challenges, such as transportation, childcare, or healthrelated issues, contributing to absenteeism.
Barriers:	- Chronic absenteeism patterns among a small but significant group of students. - Limited family engagement due to work schedules, language barriers, or lack of access to transportation. - Health, hygiene, and clothing needs impacting student readiness for school. - Competing priorities within families, including unstable housing or limited community supports.
Needed Resources:	Principal and Assistant Principal, Community School Coordinator, Pupil Personnel Worker (PPW), School Counselors, and Teachers.

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	• Programs & Materials: Student tracking calendars, incentive items (certificates, small prizes, family rewards), hygiene pantry supplies, HERO Club materials. • Technology & Data: PowerSchool reports for attendance tracking, communication systems for daily attendance calls. • School-based funds, and local business/community sponsorships.
Strategies	• Daily attendance calls to students marked absent by 9:30 am by attendance team members. • Monthly attendance program in which each student tracks their attendance daily with a calendar at their desk. Students identified with outstanding attendance monthly receive an incentive. Monthly family incentive lottery for three families with perfect attendance, and three families who have students with an increase of 15% or more from the previous month. • Hygiene pantry program provided to all students to reduce physiological barriers to learning. • ‘HERO CLUB’ Here. Everyday. Ready. On-time Club t students in SEo create a welcoming environment for identified students and families. HERO Club is a tier II strategy for families facing habitual absenteeism. • The Counselors and CSC will meet with the parents of Tier III habitual students in September, January and April to offer resources to help support families with getting their students to school. • From December 1 through March 31, Beall offers bus transportation to students residing just outside the one mile radius. Twenty students are taking advantage of this service to deter walking to school during the cold winter months. • Attendance Works flyers sent home four times a year.
How will it be funded?	• Concentration of Poverty Grant, School Funds, Sponsorship contributions from local organizations and businesses.
Steps towards full implementation with timeline:	• Prior to the beginning of the school year, students were identified as chronically absent from the 2024-25 school year then updated monthly. • Focusing on students on the cusp of being chronically absent to decrease the number of days missed by making daily phone calls • Attendance Works flyers sent home 11/3/25, 1/5/26, 2/17/26 and 3/31/26
Monitoring Procedure:	• Weekly PST to follow up with daily phone calls when students are missing school. Daily phone calls. Collaboration with the PPW to identify students on the cusp of chronic absenteeism and schedule

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	meetings with grown ups to help identify barriers that are causing students to miss school. - Monthly attendance percentage monitored by Community School Coordinator for all grade levels. Students with 100% days attended, students with 0 absences, 0 tardies and 0 dismissals logged, and students with 15% increase in attendance are recorded monthly from Powerschool data to track progress. - For the HERO Club students, individual goals and tracking sheets are provided to students and monitored by the student's HERO CLUB Mentor, which is presented at PST weekly.
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ATTENDANCE FOCUS AREA 2: Grade Band (s) or Subgroup (s)	Special Education and FARMS Students
Focus Area Goal	Reduce chronic absenteeism for the average of the Special Education and FARMS subgroups to increase overall % from 90.5% to 94%
Root Cause(s):	- Limited understanding among families of the cumulative impact of absences on student achievement. - Challenges, such as transportation, childcare, or health-related issues, contributing to absenteeism.
Barriers:	Social and emotional issues, unreliable transportation, a lack of belonging and health problems
Needed Resources:	HERO Club, Incentive Programs
Strategies:	- Daily Attendance Calls for Absent Students by Attendance Team - Implement the HERO Club program for SE and FARMS students who also fall under the Tier II or Tier III category. - Prioritize access to After School Program for special education students and FARMS who are also at risk. - Weekly Lunch Bunch groups with students who have similar concerns with Guidance Counselors
How will it be funded?	Concentration of Poverty Grant, School Funds, Sponsorship contributions from local organizations and businesses.
Steps towards full implementation with timeline:	- Track student progress weekly. Collaborate with SEF, PPW, and PST teams to maintain communication regarding missed days, and offer assistance - Updates to student tracking and incentive plan will be made based on data presented at PST weekly.

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	CSC, Counselors PPW, and School Social Worker will collaborate to implement tier II and tier III plans for specific students.
Monitoring Procedure:	- Community School Coordinator to report weekly attendance update to PST team regarding targeted students attendance both weekly, and to-date for the school year to assess and change strategies as needed. - Students in HERO Club will track attendance individually with their mentor to increase attendance monthly. Goals will be specific to each student, and reported to PST team weekly by student's HERO Club mentor. Adjustments to a student's individual plan will be updated according to student success in the program.

IV. GRADUATION RATE– High Schools Only

v. SCHOOL SAFETY/ SUSPENSIONS

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2022-2023	2023-2024	2024-2025
Total Referrals	69	68	137
All Suspensions	1	1	8
In School	0	0	0
Out of School	1	1	8
Sexual Harassment Offenses	0	0	0
Harassment/Bullying Offenses	1	0	1

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

Administration puts great emphasis on the philosophies of restorative practices, relationship- building, sense of belonging, growth mindset in order to enhance school climate and reduce behaviors. We will use the following strategies to decrease the number of discipline referrals:

- Schoolwide PBIS
- Analyze SRSS data to identify students needing Tier II and Tier III support
- Based on SRSS data, social groups will be established to target the internal and external needs of the students.
- Guidance lessons with a focus on behavior and character traits
- Tier II will review data weekly to provide support for struggling students such as check-in/check-out, mentors, regulation breaks, behavior charts and incentives, counseling with school counselors, mental health counselors, and/or ACHD counselors.
- Tier III will provide specific behavior plans to provide student support through the use of integrated support plans, formal behavior plans, and regular counseling with mental health counselors, and/or ACHD counselors.
- Tool Box lessons and strategies will be taught by school counselors and reinforced by all school staff
- Second Step Lessons
- Title I funded materials will be used to create a sensory hallway and sensory room to support students' behaviors.

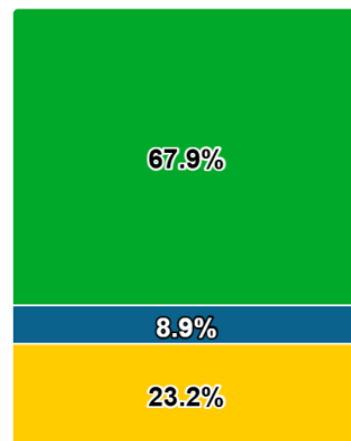
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I. EARLY LEARNING

A. Kindergarten Readiness

Star Early Literacy Proficiency Rate (District Benchmark)

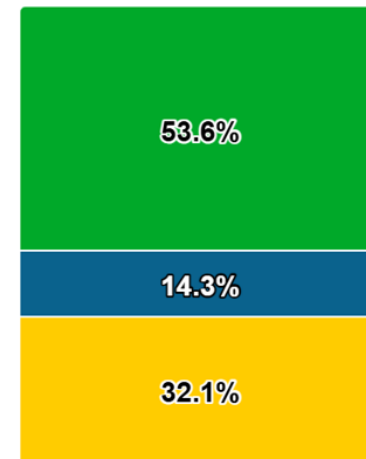
Fall 2025-2026



● Established Skills
● Developing Skills
● Beginning Skills

Star Math Proficiency Rate (District Benchmark)

Fall 2025-2026



● Established Skills
● Developing Skills
● Beginning Skills

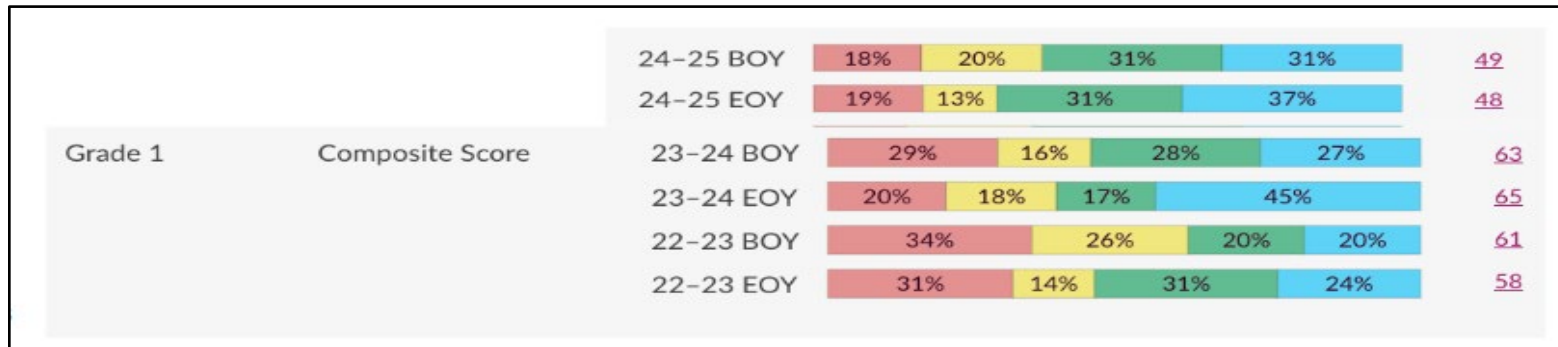
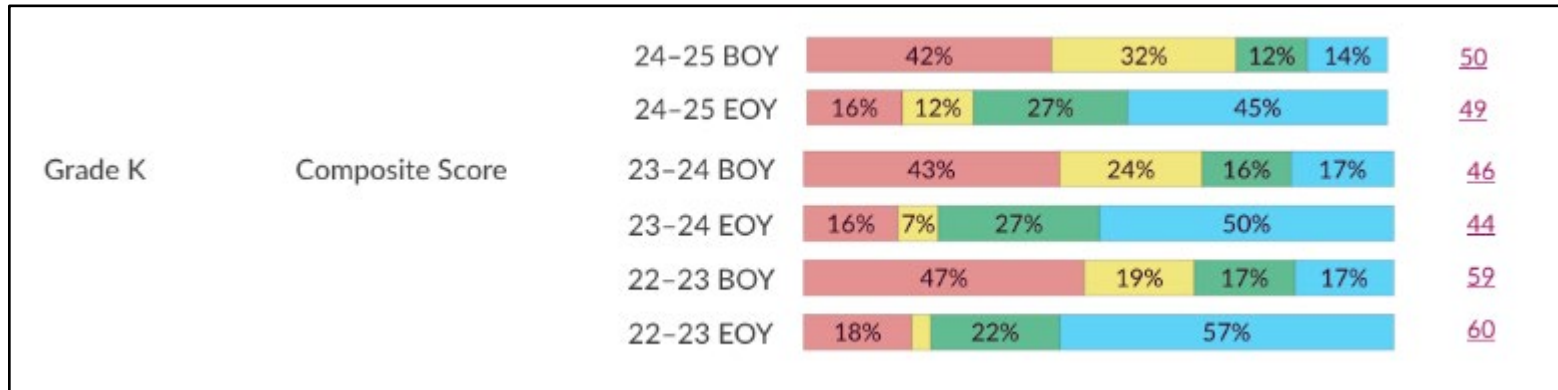
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Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing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

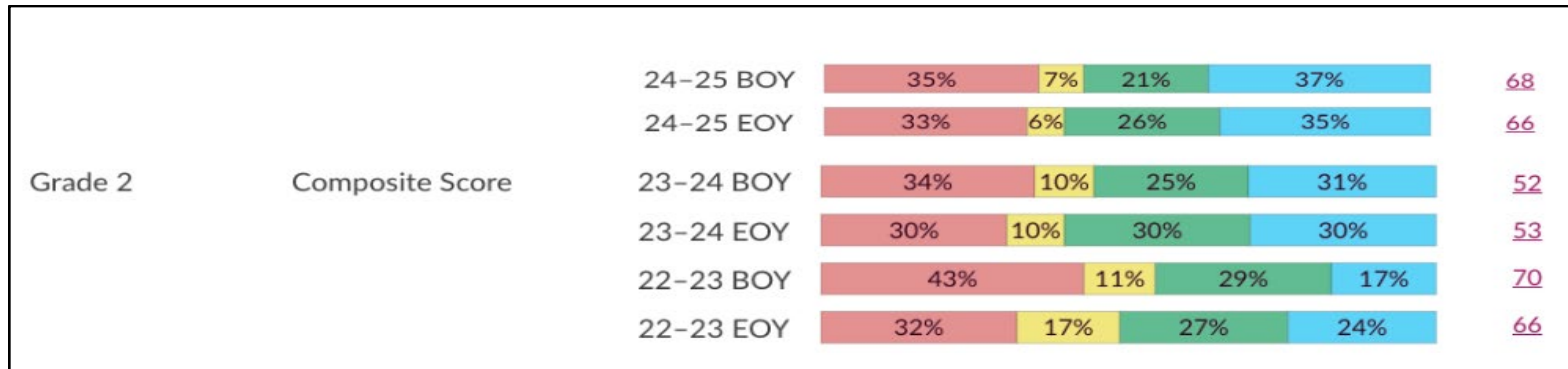
Based on the KRA Data using the new Renaissance STAR Readiness Assessment, the lowest areas of readiness are Mathematics and Early Literacy. The updated version of the I-Ready Math curriculum continues to be implemented during the 2025-26 school year, with a focus on small group instruction. Quarterly I-Ready online math pathway recognition has been established for the 2025-2026 school year to support parents and students with online lessons to further develop math readiness skills. In addition, the Heggerty Phonemic Awareness program continues to be utilized in the pre-k 4 classrooms to focus on phonemic awareness readiness skills, as well as the full implementation of the CKLA Skills and Knowledge ELA Curriculum in kindergarten. Additional resources suggested by the Renaissance Instructional Planning report will be used by kindergarten teachers to develop focused skill remediation during small group instruction in math and ELA. Furthermore, students that have been identified as approaching or emerging readiness will be tracked using multiple ELA and Math assessment methods to include: quarterly basic skills assessments using the teacher created basic skills assessment, DIBELS, DIBELS progress monitoring, CKLA Skills Assessments, I-Ready benchmark, daily anecdotal records of skill performance, and work samples. The listed assessments will show the progress of the targeted students for the domains of Early Literacy and Mathematics. The early childhood staff is implementing those researched-based instructional practices with the existing reading series for the 2025-2026 school year (Frog Street and CKLA Implementation). In addition, pre-k and kindergarten teachers will analyze data that focuses on readiness skills throughout the 2025-2026 school year in order to plan for instruction that will ensure an increased readiness level for students entering kindergarten for the 2026-2027 school year. Data analysis/collaborative planning meetings will occur monthly and quarterly. During these meetings specific targeted students will be discussed and instructional strategies will be developed in order to address the achievement gaps identified in the Early Literacy and Mathematical Domains.

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B. Dibels K2



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K-2 AREA 1:	Literacy
Focus Area Goal	Kindergarten Phoneme Segmentation Fluency will increase from 37% to 67% by the end of the 2025-2026 school year. 53% of Kindergarten students with IEPs scored below/well below on BOY PSF section of Dibels
Root Cause(s):	- Prior care varies from at home, daycares, Headstart, and pre-k 4 classroom(get %) - Lack of exposure to the specific skills - The Frog Street pre-K 4 curriculum focuses on letter name first approach as opposed to Kindergarten CKLA instruction is a sounds first approach - Lack of oral language exposure
Focus Early Literacy Component:	Phonological and Phonemic Awareness
Barriers:	- Limited oral language skills - Inconsistent early learning experiences creating instructional gaps - Open space classrooms - Developmentally appropriate strategies to support a variety of learning styles
Needed Resources:	- Professional learning for support staff, particularly in Kindergarten, to assist students in small groups with segmenting and blending sounds. - Teachers will be completing additional Science of Reading courses before certificate renewal, such as the SUNY reading course. - Supervisor Professional Development occurs 2 times per year for Teachers from ACPS. Directives, extension resources.

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Strategies and/or evidence-based interventions:	• Incorporate LETRS strategies into lessons • Scheduled data meetings - use CKLA unit assessments and DIBELS benchmark and progress monitoring PSF data to identify students needing additional Tier II and Tier III instruction from the intervention teacher and for differentiated instruction. • Identified students will receive small group instruction during Literacy Lab time, as well as Tier I instructional time, using the CKLA additional support materials to provide extra support for students needing practice with phonological and phonemic awareness. • Use of manipulatives from the Lit Kits to support learning styles. • Use collaborative planning time to trace phonological and phonemic awareness skill standards throughout the units.
How will it be funded?	ATSI funds Title I
Steps towards full implementation with timeline:	• Our reading intervention teachers, special education teachers, and literacy coach will assist with progress monitoring of targeted students and will meet with teachers to discuss progress monitoring data, as well as Literacy Lab placements. • The literacy coach will meet with teachers monthly to discuss literacy strategies connected with our Tier 1, 2, and 3 curriculum. • ARG resources from our required CKLA curriculum are shared, employed and utilized. Teachers are gradually using ARG development and tools, beginning in August 2025.
Monitoring Procedure:	• Students will be administered the DIBELS screener in September, January and May for benchmark scores and data meetings will be held to analyze data and form intervention groups based on need. • Students scoring below and well below will be progress monitored 3-5 times in between benchmark dates. • Mid-cycle data meetings will be held in November and March to review progress monitoring data to identify students not making proficient progress and change the intervention approach accordingly. PSF will be the focus of the November and March mid-cycle meetings.

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K-2 AREA 2:	Literacy
Focus Area Goal	First Grade Oral Reading Fluency (ORF) scores will increase from 50% at or above benchmark at the beginning of the year to 67% at or above benchmark by the end of the 2025-2026 school year. Additionally, Second Grade ORF scores will increase from 56% at or above benchmark to 67% at or above benchmark by the end of the 2025 -2026 school year.
Root Cause(s):	• Moving from the previous K-2 reading program to CKLA left gaps in foundational skills. • Limited practice in applying decoding skills with decodable readers • Some students are still working on early literacy skills which will cause difficulties with reading fluency.
Focus Early Literacy Component:	Accurate and Fluent Oral Reading
Barriers:	• Limited oral language skills • Inconsistent early learning experiences creating instructional gaps • Open space classrooms • Developmentally appropriate strategies to support a variety of learning styles
Needed Resources:	• Professional Learning for support staff to assist students in building reading fluency. • Opportunities for fluency practice in small groups.
Strategies and/or evidence -based interventions:	• Provide students the opportunity for additional practice in decodable readers to build fluency • Use classroom unit assessments and DIBELS data to identify students needing additional Tier II fluency instruction from the intervention teacher and for small group instruction. • Use collaborative planning time to internalize skills units and lessons and identify the scope and sequence of phonics skills and areas within Tier 1 instruction where fluency can be practiced.
How will it be funded?	ATSI Funding Title I

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Steps towards full implementation with timeline:	• Our reading intervention teachers, special education teachers, and literacy coach will assist with progress monitoring of targeted students in oral reading fluency and will meet with teachers to discuss progress monitoring data, as well as Literacy Lab placements. • The literacy coach will meet with teachers monthly to discuss fluency strategies connected with our Tier 1 curriculum.
Monitoring Procedure:	• Students will be administered the DIBELS screener in September, January and May for benchmark scores and data meetings will be held to analyze data and form intervention groups based on need. • Students scoring below and well below will be progress monitored 3-5 times in between benchmark dates. • Mid-cycle data meetings will be held in November and March to review progress monitoring data to identify students not making proficient progress in oral reading fluency and change the intervention approach accordingly.

VI. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

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

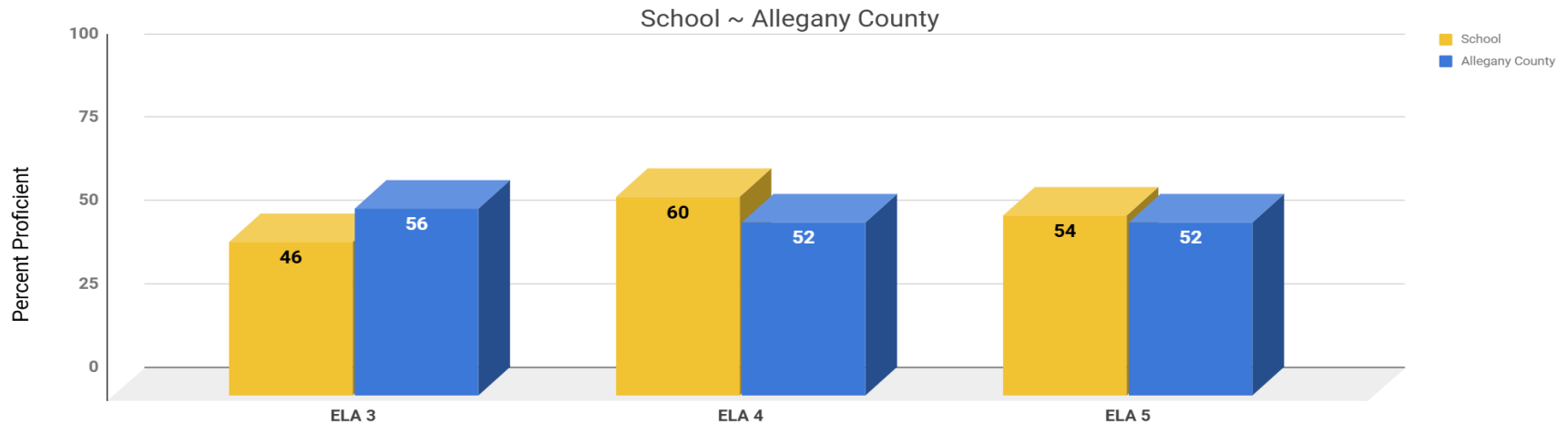
Short Term Goal: to increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

2025 ELA Report Card Results		
	2024	2025
ELA Proficiency out of 5	2.9	2.68
ELA Average levels out of 5	3.3	3.21
ELA Growth out of 12.5	9	5
Total ELA Report Card Points out of 22.5	15.2	10.9

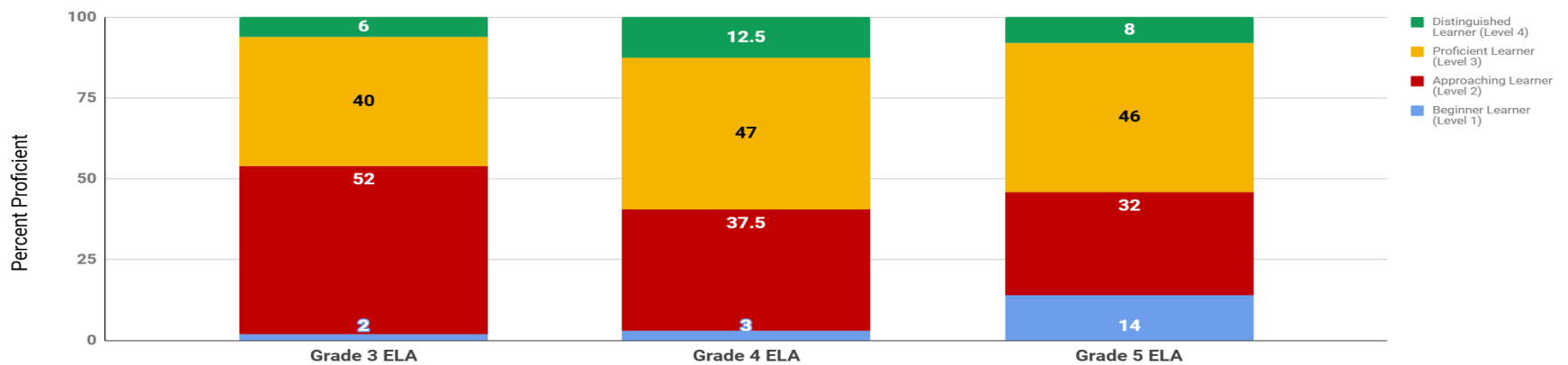
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1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

Beall Elementary 2025 ELA Proficiency Rates



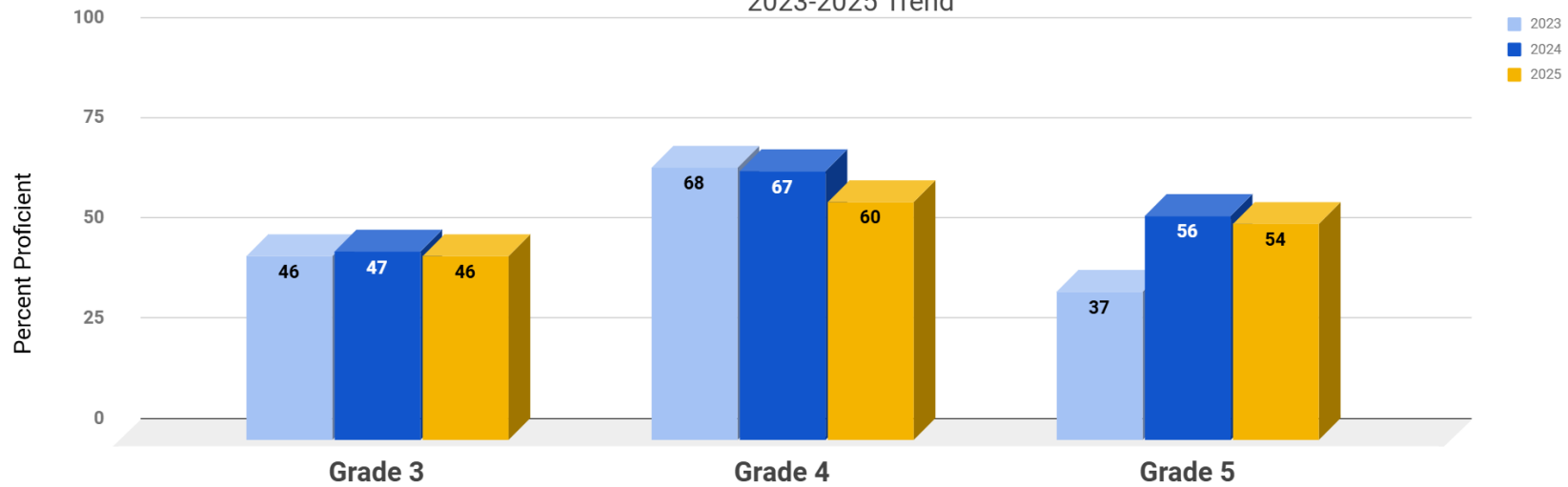
Beall Elementary 2025 MCAP ELA Proficiency Levels



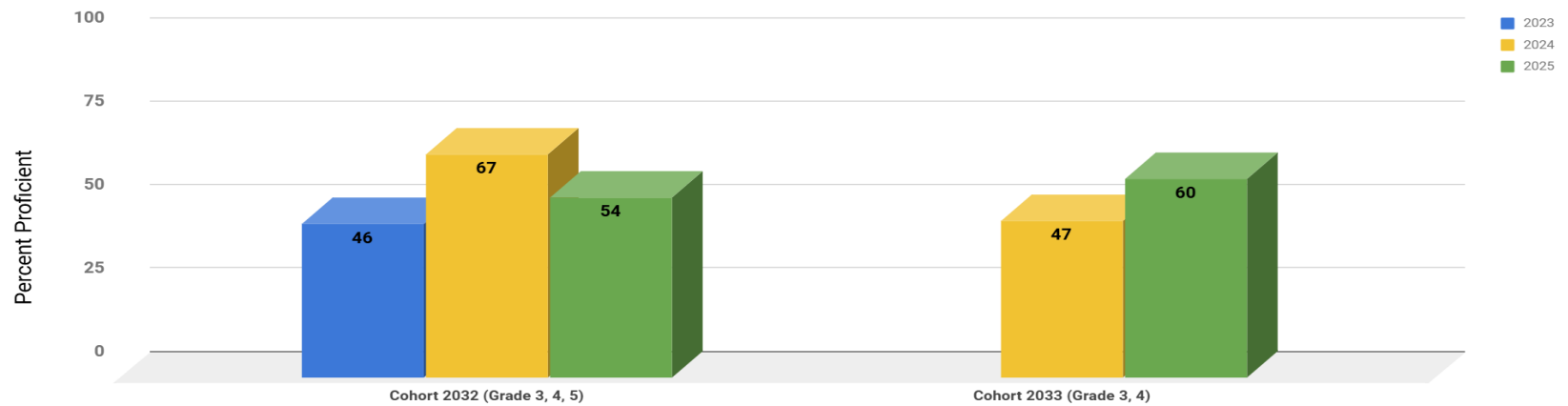
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Beall Elementary ELA Proficiency Rate

2023-2025 Trend



Beall Elementary ELA Cohort Proficiency Growth



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2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Literacy in grades 3, 4, 5
Focus Area Goal	All special education students in grades 3-5 performing below grade level will increase in ELA by 10% by the end of the 2025-2026 school year as measured by state assessments (MCAP). 3rd Grade - baseline TBD 4th Grade will increase from 17% to 27%, 5th Grade will increase from 14% to 24%
Root Cause(s):	- Students do not consistently have access to reading materials tailored to their specific reading levels. - More tailored resources for individual students on an IEP are needed in the CKLA curriculum. - Lack of personal experiences and prior knowledge needed to engage in complex text. - Targeted, precise alignment to grade level standards of individualized education plan goals, determined by the IEP team. - According to the 2025 DIBELS Data, the end-of-the-year data shows 5 students in grades 1-4 with disabilities scored at grade level: - Students struggle with comparing characters, settings, and events across multiple texts with similar themes.
Focus Content Standard(s):	Grades 1-3: RF.1.2 / RF.2.2 Phonological awareness, phonics, and word analysis skills (e.g. recognizing and manipulating sounds, decoding words) Grades 3-5: RL.3-5.3 — Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
Barriers:	- Emotional and Behavioral Regulation Needs. - Students with disabilities specific Learning Gaps
Needed Resources:	- High-Quality, Leveled & Accessible Texts - Evidence-Based Intervention Programs targeted to individual student goals and objectives in the area of phonics. - Behavior intervention plans that include academic engagement strategies.

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Strategies and/or evidence - based interventions:	• During bi-monthly collaborative planning with the Literacy coach, general education and special education teachers are adapting the CKLA units' writing prompts and essential questions to be more aligned with MCAP styles, focusing on unit and lesson protocols, and analyzing student work. • Develop Co-teaching models between the special education and general education teachers planning and delivery. • Continue to adapt the CKLA curriculum for ELA IEP students using differentiated materials of instruction and modified grade level activity book. • Students with disabilities will identify and describe similarities and differences between characters, settings, or events in a story using key details from the text, with support as needed by using the comprehension resources from the ARG reading intervention binder during small group instruction.
How will it be funded?	Title I Community Schools Grant: ATSI: Corwin Professional Development
Steps towards full implementation with timeline:	Year-long: • We will implement the ACPS Comprehensive Literacy Plan, bi-monthly collaborative plannings, and regular teacher peer observation during ELA instruction, aswell as utilizing interns and instructional assistants to plan with coordinating teachers and instruct data driven small group reading interventions derived from the CKLA curriculum. • Students will participate in Assessment and Remediation Guide (ARG) lesonswhere teachers will provide mini- lessons and activities for students with targeted needs in specific skill areas. • Beall has implemented an After-School Program for the 2025-2026 school year. Targeting first, students with disabilities and/or students reading below grade level. Targeted planning and instruction will be delivered in the subject area of ELA four days a week. Quarterly: • Our reading intervention teachers, special education teachers, special education facilitator and literacy coach will assist with progress monitoring of targeted students and will meet with teachers to discuss progress monitoring data, as well as Literacy Lab placements, and the correlation between the

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	targeted IEP goal. • The literacy coach will meet with teachers monthly to discuss literacy strategies connected with our Tier 1, 2, and 3 curriculum. • The Special Education Teacher weekly to collaboratively plan with general education teachers regarding students with disabilities ELA goals and objectives, modifications and accommodations.
Monitoring Procedure:	• The ELA team, administration, general education teachers, and special education team will analyze data and goals of students with disabilities at weekly collaborative meetings. Benchmark information will be shared at team meetings with the progress of students being analyzed. • Progress monitoring through DIBELS will occur with the targeted group and will be analyzed for progress during data meetings with school literacy coaches, reading intervention teachers, general education teachers and special education team members. • Teachers and Literacy Coaches will review EDCITE Assessments after each Unit assessment per grade level in grades 3-5, targeting students with disabilities as directed from the Special Education Teacher. • General Education Teachers and Special Education teachers will continue to meet weekly to co-plan,, differentiate CKLA materials, and modify or review current assessment data.

ELA FOCUS AREA 2:	Literary Standards: Students in Grade 4 (in 2024-25)
Focus Area Goal	By the end of the 2025–2026 school year, the 54% of FARMS students in current year grade 5 scoring below proficiency in the Literary Component of the state ELA assessment will increase proficiency by 10 percentage points (64%) as measured by state assessments.
Root Cause(s):	• Limited vocabulary and oral language development, which impacts their ability to read and comprehend literary grade -level text. • Students have limited background information within the stories to Literary concepts. • Students struggle with reading comprehension skills like identifying, comparing and contrasting, analyzing characters, and making inferences.
Focus Content Standard(s):	<i>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</i> <i>RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</i>

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	<i>RL 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first - and third-person narrations.</i>
Barriers:	- Students may have less exposure to the types of language, experiences, and concepts often found in literary texts and assessments. - Students have not had sufficient opportunities to experience dramatic performances or to engage with dramatic literature.
Needed Resources:	- Curriculum based Graphic organizers, anchor charts, and scaffolding tools to support literary analysis. - Opportunities for novel sets or book studies directly related to fiction text. "Take Home Kits" materials purchased for homework and virtual learning days.
Strategies and/or evidence - based interventions:	- Collaborative planning days for each grade level general education and special education teachers to focus on deeper unit planning and construction of learning intentions and success criteria within the units. - Additional extension activities from Newsela provided from our Literacy Coach targeting literary tools such as theme, personification, plot, etc. - BOOST pathway intervention implementation from ACPS guidelines. Grades K-2 30 minutes per week; Grades 3-5 40-60 minutes per week. - DIBELS data based interventions: Foundations intervention curriculum, ARG from CKLA intervention guide Orton & Gillingham for intensive special education student needs.
How will it be funded?	Title 1: ATSI: Community Schools: Library/ Media Funds:
Steps towards full implementation with timeline:	- Tiger Tales- After School Drama Club beginning in October 2025-Spring 2026 - After School Program- Implementation October 2025, running until May 2026. Targeting ELA students who scored below proficiency in literary standards on both state and county assessments. - Multiple opportunities for students to attend or view dramatic performances within the county, Mountain City Center for the Arts, and through Frostburg State University. November, December, March and April - RACE Teachers will implement the RACE strategy for responding to literary comprehension questions

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	during the entire school year.
Monitoring Procedure:	- Analyze baseline data during beginning of the year DIBELS collaborative planning meetings. Meeting again during middle of the year assessments and keeping progress monitoring data updated on targeted students. - BOOST reading from CKLA: monitor weekly participation graphs, expecting students to be participating at least 45-60 minutes a week, and actively checking students BOOST progress. - The ELA team will meet monthly to review progress of MCAP-like responses using RACE (Restate, Answer, Cite, Explain) strategy implementation. (Newsela, ReadWorks, Edcite) - Develop Co-teaching models between the special education and general education teachers planning and delivery during weekly co-planning times. - Student and teacher conferencing provides meaningful feedback when MCAP-like responses are scored together to improve student's understanding of the rubric.

B. MATHEMATICS

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

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

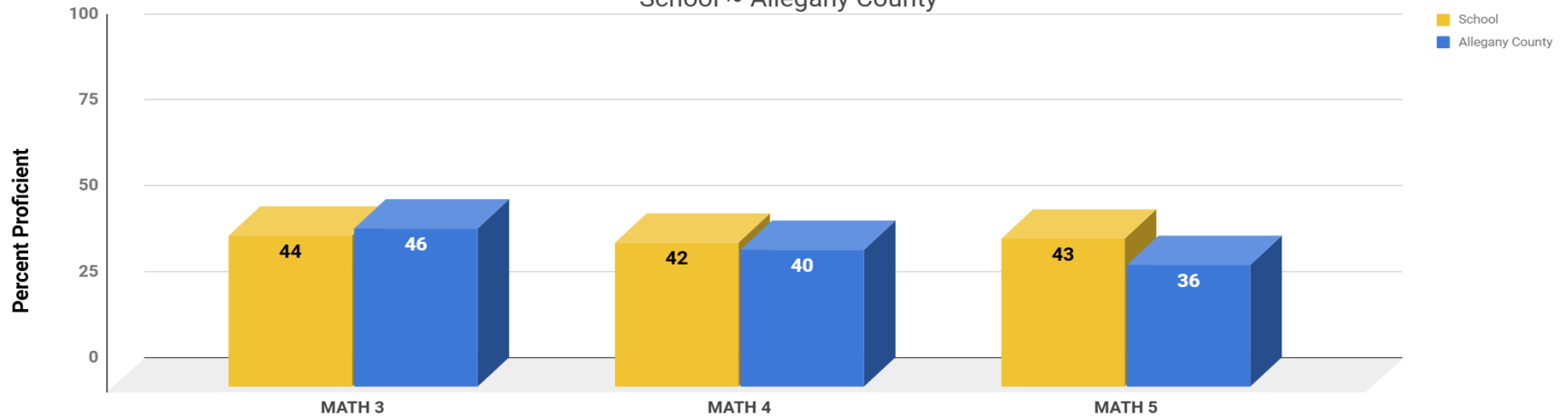
2025 Math Report Card Results		
	2024	2025
Math Proficiency out of 5	2.6	2.18
Math Average levels out of 5	3.1	2.91
Math Growth out of 12.5	10	8
Total Math Report Card Points out of 22.5	15.7	13.1

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

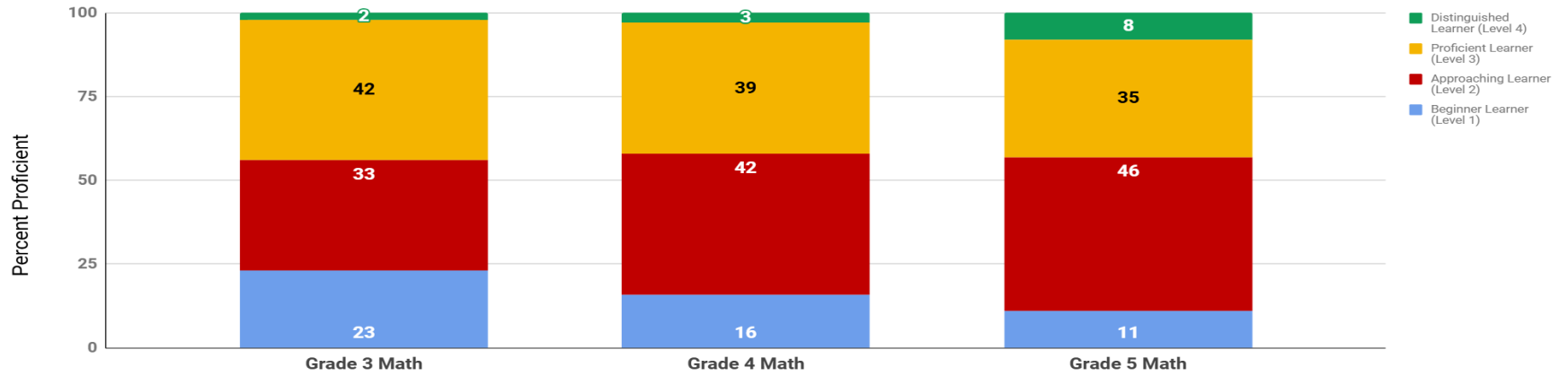
Beall Elementary 2025 Math Proficiency Rates

School ~ Allegany County



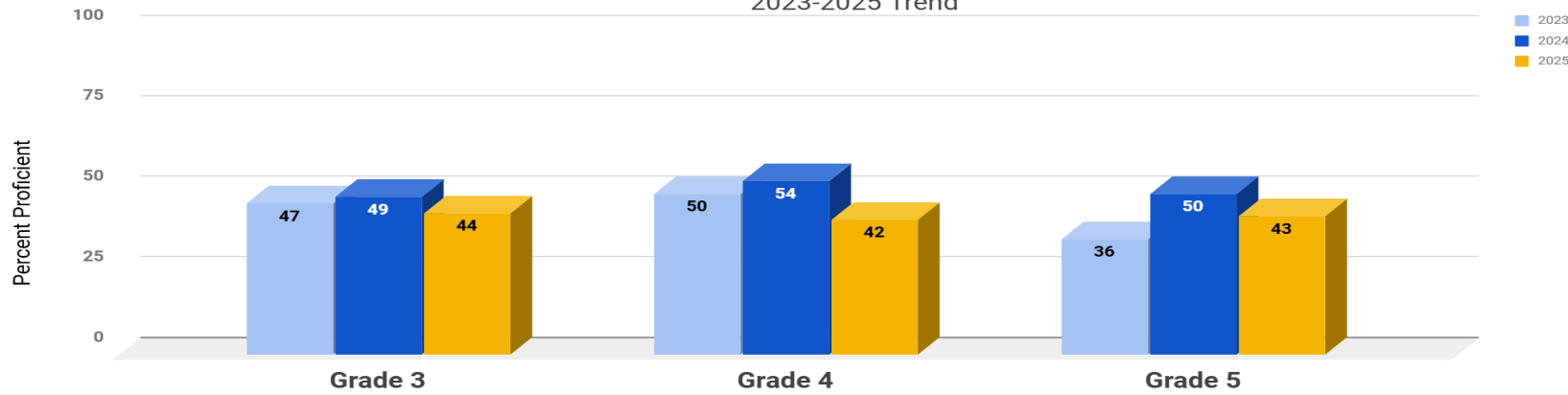
Allegany County Public Schools **2025-2026 School Improvement Plan for Title I Schools**

Beall Elementary 2025 MCAP MATH Proficiency Levels



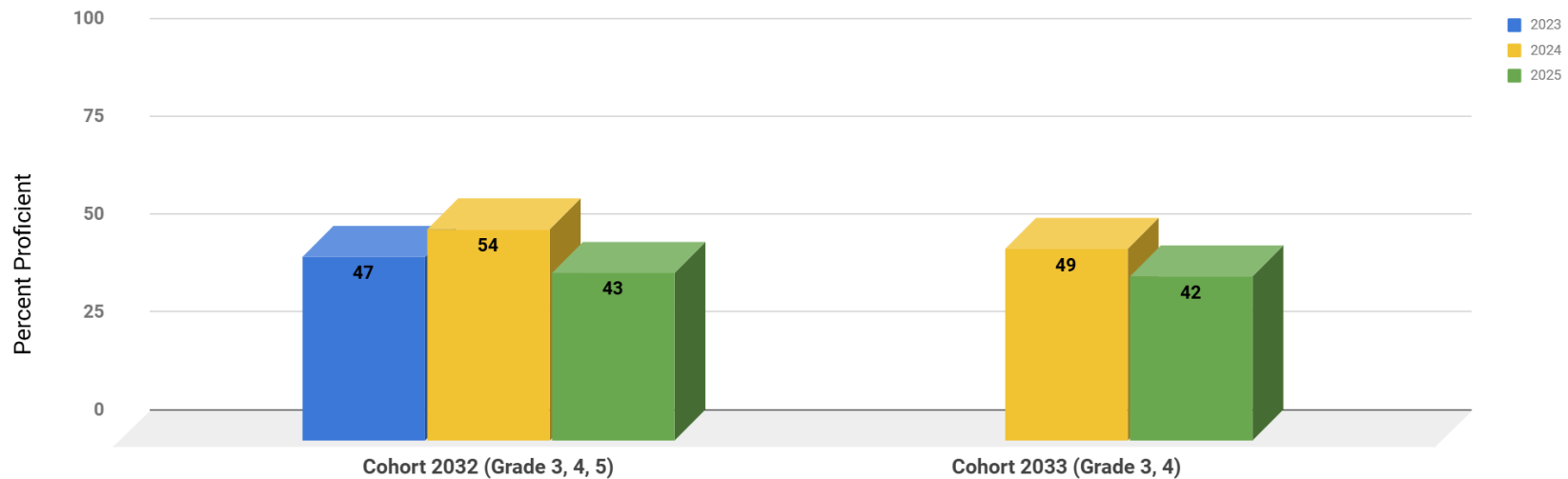
Beall Elementary Math Proficiency Trend

2023-2025 Trend



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Beall Elementary Math Cohort Proficiency Growth



MATH FOCUS AREA 1:	All students in grades 3, 4, and 5 multi-step math problems to “build rigor”
Focus Area Goal	By the end of the 2025–2026 school year, the % of students scoring below proficiency in grades 3–5 will demonstrate proficiency in solving multi-step math problems, with a 10% increase in the number of students scoring proficient or higher in the categories of content, modeling and reasoning as measured by MCAP end-of-year state assessments. 3rd grade students will increase from 44% to 54% in CONTENT, 35% to 45% in MODELING and 40% to 50% in REASONING standards. 4th grade students will increase from 41% to 51% in CONTENT, 42% to 52% in MODELING and 48% to 58% in REASONING standards. 5th grade students will increase from 44% to 54% in CONTENT, 46% to 56% in MODELING and 43% to 53% in REASONING standards.
Root Cause(s):	Students do not have the stamina, confidence, and structured strategies to persist through more

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	complex, multi-part tasks. • Students require more frequent practice with MCAP “task” like questions to prepare for state testing. • Students need more practice with fact fluency to reduce time spent on higher order problem solving word problems. • Some students struggle to understand what they are reading., so therefore do not respond to problems using appropriate strategies to find solutions.
Focus Content Standard(s):	● 3.OA.D.8 Solve problems involving two step word problems using the four operations ● 4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. ● 5.MD.A.1 Convert among different sized standard measurement units within a measurement system and use these conversions in solving multi-step, real world problems
Barriers:	• Students are not used to sustained engagement with multi-step problems and often disengage before completion. • Lack of MCAP Task practice with longer tasks affects perseverance and attention to detail. • Students struggle to choose the correct operations or sequence of steps due to surface-level understanding of math concepts. • Students have not internalized or practiced strategies like “CUBES,” bar models, or organized step-by-step planning.
Needed Resources:	• Planned family MCAP nights with presentations from teachers and Math Coach.. • Take Home Practice MCAP like tasks for students and families.
Strategies and/or evidence-based interventions:	• Teachers will implement Math tasks that require reasoning, modeling, and multi-step solutions (e.g., performance tasks, math journals) • Teachers will teach the CUBES strategy (circle numbers, underline question, block key words, evaluate and eliminate, solve and check) school wide in each grade level. K-2 will implement CUBS. 3 Reads strategy • Teachers will display strategy anchor charts, use graphic organizers and hands on manipulatives. • Utilize extra support staff such as special educators and our math coach to target small group

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	instruction. • Use of learned Scaffolding strategies such as teacher feedback(one to one conferencing or written feedback), peer feedback(use of post-it notes or one to one structured feedback), and self editing using a rubric and highlights to show glows and grows. Purposeful practice with stated goals and feedback which leads to deliberate practice. Front End(before learning), Back End(after learning), and Fading Scaffolding (instruction lessons as students gain responsibility).
How will it be funded?	Title I: ATSI: School funds:
Steps towards full implementation with timeline:	• Data Review & Student Identification: Analyze prior year state and benchmark data to identify trends and students who struggle with multi-step problems based on MCAP data and iReady diagnostic beginning of the year scores. Teachers collaboratively plan and data dive with administration and our Math Coach monthly during the last Wednesday of collaborative planning time. As well as, monthly monitoring at SIT team meetings. • Monthly collaborative planning sessions with our Math Team on the last Wednesday of every month from 3:30-4:00, creating and finding multi-step math tasks and resources. Building lesson banks with increasing complexity. • Begin school wide implementation beginning January 5, 2026, incorporating multi-step word problems into daily math blocks using frameworks (CUBES). • Provide targeted support for students needing help with specific skills based on prerequisite skill reports groupings from iReady data, beginning December 2, 2025 . • The math coach began teaching small groups in October 2025, to students on or close to grade level to increase enrichment and challenge type multistep word problems.
Monitoring Procedure:	• Collaborative monthly meetings with teachers and Math coach interpreting data and scanning student work for misconceptions. • Quarterly data meetings with administration. teachers and math coach to review student diagnostic test results and monitor individual student iReady pathway intervention for progress • Teachers will utilize lesson quizzes, iReady Comprehension Checks, and iReady unit assessments to collect data. • Student self reflection and checklists before and after each iReady unit and after each math task practice • Each grade level has established weekly goals for passing iReady pathway lessons and students are

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	recognized bi-weekly for obtaining the goals. • Walk throughs from math coach and administration with praises or polishing points • Weekly data analysis and monthly MCAP tasks, summative unit assessments, lesson quizzes will be analyzed for progression
MATH FOCUS AREA 2:	Fact Fluency: grades 3, 4, and 5
Focus Area Goal	By the end of the 2025–2026 school year, all students grades 3-5 scoring proficient or higher on the math portion of the state assessment will increase by 10 percentage points, as measured by district and state assessments. The subgroup of students with IEPs will be monitored.
Root Cause(s):	• Students struggle with number sense and applying place value concepts accurately when solving multi-digit problems • Students aren't able to internalize concepts using manipulatives, models, and step-by-step strategies. • Students with disabilities benefit from increased opportunities to practice and reinforce foundational fluency skills through targeted, systematic instruction. This is particularly important for students receiving pull-out services or modified instructional support to ensure consistent skill development across settings.
Focus Content Standard(s):	3.NBT.A.2:Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 4.NBT.B.4:Fluently add and subtract multi-digit whole numbers using the standard algorithm. 5.NBT.B.5:Fluently multiply multi-digit whole numbers using the standard algorithm
Barriers:	• Lack of fluency of basic addition, subtraction, multiplication, division facts. • Lack of deeper understanding of base 10 system/number sense. • Weak conceptual understanding. • Skills are often introduced but not practiced to the point of mastery.
Needed Resources:	• Print and digital fluency tools that move from conceptual to procedural understanding. • Manipulatives: place value blocks, base ten kits, number lines, regrouping mats. • Whiteboards with place value grids and dry-erase templates for algorithm practice. • Spiral review resources for daily fluency practice. • Student Self Goal Sheets and tracking records.

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Strategies and/or evidence - based interventions:	• Classroom teachers will use number talks and small group instruction to increase more focused instruction with facts. • Students will participate in fact fluency programs (Xtra Math, Prodigy, 99 Math, and Fluency Flight) and timed fluency practice with immediate feedback.. Students will be recognized when mastery has occurred. • Classroom teachers will use the concrete/representational/abstract teaching methods to incorporate the GRR model within small groups as needed.
How will it be funded?	Title I: ATSE:
Steps towards full implementation with timeline:	• Number talks will be reviewed, facilitated and led by our Math Coach during the December collaborative planning time from 3:30-4:00, with implementation taking place before this date or immediately afterwards (first year teachers). • Implementation of fact fluency within Xtra Math and iReady fluency flight began in grades levels 2-5 in September 2025, at 8-10 minutes daily. Other fact mastery initiatives, such as timed multiplication tests began in October 2025 to integrity. • Implementation of the CRA, GRR, and small group instruction will begin school wide by December 2, 2025 within the district required Math block of 90 minutes, with 30 minutes being dedicated to small group instruction, daily. • Teachers require students to complete a number of iReady pathway lessons and/or time in iReady based on grade level requirements. Implementation began in September 2025. • Special education teachers meet weekly at designated co-planning times to discuss differentiation of curriculum, co-teaching models, and to give direction to close adult support staff. Co-planning times occur once a week since August 2025 at designated teacher planning times..
Monitoring Procedure:	• Each grade level has established weekly goals for passing fact fluency quizzes and students are recognized by teachers bi-weekly for passing leveled goals. • The Math team, administration, general education teachers, and special education team will monitor the progress of students with disabilities at weekly collaborative meetings. iReady Diagnostic data (beginning of the year, middle of the year, and end of the year) information will be shared at team meetings with the progress of students being discussed. • Progress monitoring through iReady pathway data will occur with the targeted group and will be discussed during data meetings with school Math coaches, general education teachers and special education team members.

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	- Teachers will meet weekly with the special education inclusion teachers to ensure best inclusive practices are being implemented to support our students with IEPs and their math fact fluency goals.. - During collaborative planning times, monthly 3:30-4:00, and team planning grade level teachers will provide feedback and plan for prerequisite skills for the 30 minute small group Math block.
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C. SCIENCE

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

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

2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 5	1.4	1.35	2.00

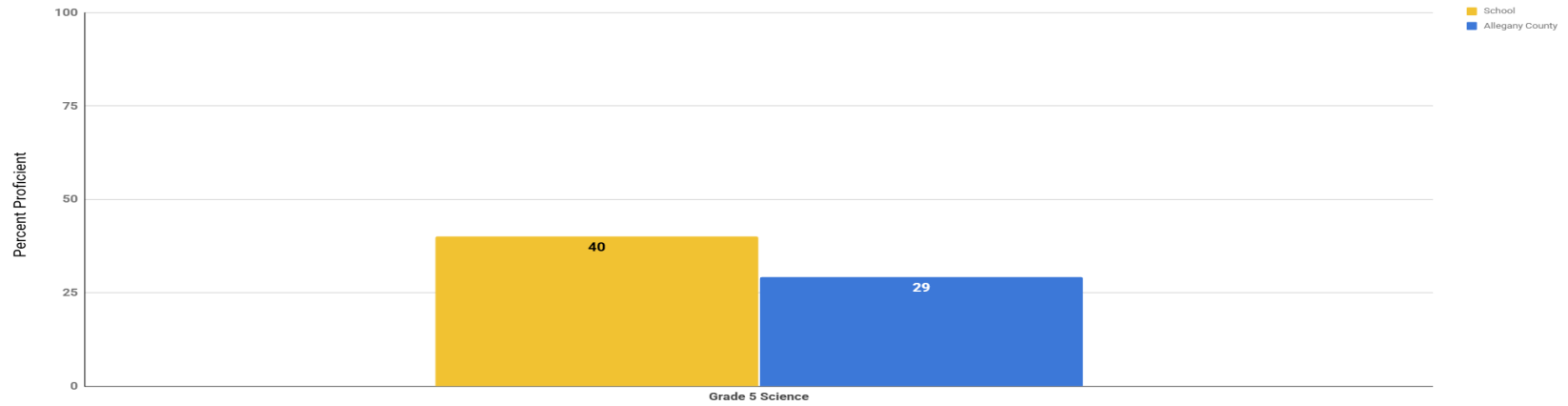
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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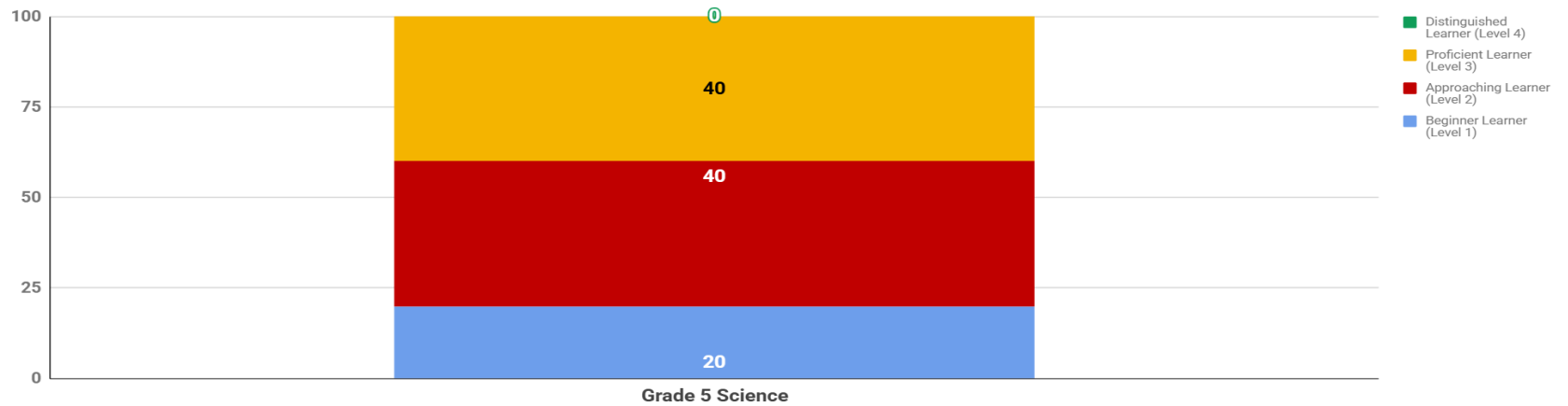
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Beall Elementary 2025 Science Proficiency Rates

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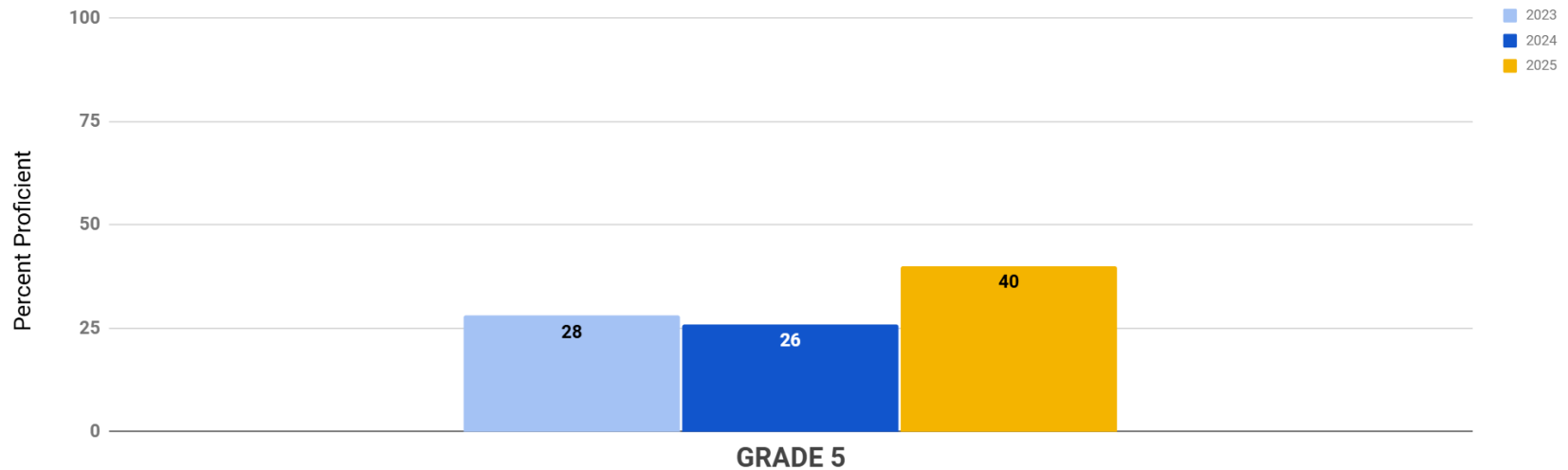
Beall Elementary 2025 MCAP Science Proficiency Levels



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Beall Elementary Science Proficiency Rate

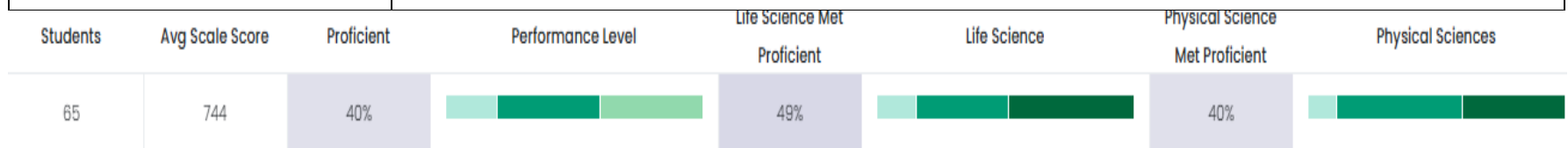
2023-2025 Trend



FOCUS AREA 1:	Physical Science
Focus Area Goal	All grade 5 students' proficiency rate will increase 10%.
Root Cause(s):	• The CKLA grade 5 curriculum, Unit 9 Chemical Matter has never been taught due to time constraints. • Eighty-one science standards are tested on MISA. Twenty-one of the standards are Physical Science. 10 come from fifth grade standards. • Lab experiences have been mostly observation based experiences.
Focus Content Standard(s):	5-PS1-2: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserve 5-PS1-4: Conduct an investigation to determine whether the mixing of two or more substances results in new substances
Barriers:	• Lack of Science curriculum • Time constraints (pacing guide)

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	• Lack of Science related Professional Developments • Lack of hands on experiences to provide investigative understanding of science topics
Needed Resources:	• Science Curriculum
Strategies and/or evidence-based interventions:	• Frostburg State University outreach activities with the Science Department. • Implement Grade 5 CKLA Unit 9-Chemical Matter during grade 5 Science time daily in all three classrooms. Utilizing the stories and read-alouds, pausing point activities. • Utilize our partnership with FSU to implement learning labs with grade 5 students focusing on Physical Science lessons. • Spiraling of standard based science lessons from previous grades. • Cal Ripken STEM Center Program received March 2025 provides enrichment experiences.
How will it be funded?	Community Schools Funds School funds or Title I
Steps towards full implementation with timeline:	• Grade 5 will teach the Chemical Matter CKLA unit during Science in the February and March of 2026. • Grade 5 will begin the Physical Science lessons with FSU December 2025. • Teachers were trained with the Cal Ripken STEM Center Programs and given NGSS standard based resources in March of 2025.
Monitoring Procedure:	• Teachers will ensure the assessed standards are being taught or experienced in hands-on activities. • Teachers and administration will review and discuss data from classroom instruction for the physical science units



FOCUS AREA 2:	FARMS Females
Focus Area Goal	10% of female FARMS students will increase to proficient or distinguished.
Root Cause(s):	• FARMS Girls need opportunities to engage in handson, inquiry-based science investigations that require measurement, data collection, and evidence-based reasoning.

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	• Science instruction in these classrooms often prioritizes reading and math interventions, limiting time for laboratory activities aligned with NGSS practices. • Classrooms with higher populations of FARMS students have fewer science resources (scales, thermometers, beakers, data recording tools) and less structured guidance for inquiry-based learning. • Professional development and school-wide initiatives have historically focused on tested areas (ELA and Math), leaving NGSS science practices under-supported for these groups.
Focus Content Standard(s):	5-PS1-2: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserve 5-PS1-4: Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
Barriers:	• Lack of Science curriculum • Time constraints (pacing guide) • Lack of Science related Professional Developments • Lack of hands on experiences to provide investigative understanding of science topics
Needed Resources:	• Hands-On Materials • Data Recording & Analysis Tools • Instructional resources targeted towards girls. • Strategies for equitable participation • Female scientist profiles or role models • Interactive simulations • Dr. Rankin, FSU professor, is a female and our liaison for the Science lessons with FSU students. • Western Maryland STEM Festival on November 8, 2025. 16 Beall students attended. • STEAM Family Night first week of December 2025.
Strategies and/or evidence-based interventions:	• Teachers given Scholastic STEAM Readers from ACPS will begin implementation when applicable to the content • Use of Mystery Science 2-3 times per week • Grade 5 Teachers will prepare for MISA by practicing tasks and questioning in February 2026. • Grade level teachers will integrate Literacy and Science during their reading blocks as appropriate based on their grade level pacing guide during the required county ELA time block, which varies in minutes by grade level. • Grade level teachers will begin planning at their required monthly collaborative planning in January 2026 from 3:30-4:00 to integrate omitted Science CKLA curriculum into Science subject blocks.

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How will it be funded?	Title 1 Community Schools
Steps towards full implementation with timeline:	- Grade levels 2-5 in the new edition of iReady math curriculum have STEM-focused graphic stories which includes information on women in science and math related careers, beginning in September 2025. - Schoolwide teachers will begin to implement digital simulations during Science lessons with the county provided resource Mystery Science with a goal of 1-2 lessons a week in Grades 3-5 beginning January 5, 2025. - Grade 5 Teachers will prepare for MISA by practicing tasks and questioning in February 2025. - Grade 3 has begun coordinating with FSU liaison, Dr. Weatherholt to plan STEM focused activities and field trips, in October 2025. - Grade 5 will begin teaching parts of CKLA Unit 9: Chemical Matter during Science in February 2026 before state Science testing,
Monitoring Procedure:	- Teachers will ensure the assessed standards are being taught or experienced through hands-on activities, assignments, tests & quizzes, using our electronic gradebook system Powerschool. - Administration will monitor collaborative plans based on agendas and meeting notes for the required monthly 30 minute planning periods, then follow up with classroom walkthroughs or observations.

Test Window	Gender	Students	Avg Scale Score	Proficient	Performance Level
Spring 25	female	21	743	33%	
	male	44	744	43%	

Physical Science Met Proficient	Physical Sciences
29%	
45%	

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VII. MD School Survey Results and Plan

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

Community

1. Participation and Engagement
2. Respect for Diversity

Environment

3. Behavior and Academic Supports
4. Physical Environment

Relationships

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

Safety

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

2025 Educator Survey Results		
	2024	2025
School's Educator Score	8.1	8.7
ACPS All EducatorScore	7.20	8.20

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<i>Staff Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	DOMAIN; Instructional Support TOPIC: Instructional Feedback : 6.69/ 10
Topic Description:	Instructional Feedback -focuses on gathering feedback from school leadership regarding the quality and usefulness of their instructional practices, allowing them to assess how effective their delivery and student learning outcomes are.
Strategies: What steps will be taken in order to obtain the desired outcome..	• Provide timely, specific, and actionable instructional feedback to teachers. • Provide consistent, focused, and growth-oriented conversations that support teacher reflection, instructional improvement, and professional confidence. • Administrators will document walk -throughs on the TPE app.
Initiative leader and team: Who is responsible and involved in the work?	Principal, Assistant Principal, Mentor Teachers, Literacy and Math Coaches, BOE Supervisors
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Scheduled walkthroughs and post-observation meetings, professional learning sessions, embedded in staff meetings or PD days, • Reflective tools and opportunities for teachers • Investment in professional development resources or consultants • Peer observations
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Improved quality and consistency of instructional feedback., • Increased teacher satisfaction and confidence in feedback processes. • Observable growth in instructional practices aligned with school improvement goals.
Timeline: Include dates for implementation of action steps.	September, 2025 - June, 2026
Secondary Area of Need State the Domain, Topic, and Average	DOMAIN: Environment; TOPIC: Physical Environment 7.40/ 10

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score out of a possible 10	
Topic Description:	Physical Environment: The physical environment plays a key role in supporting effective teaching, learning, and staff morale. Current data indicates generally positive perceptions but highlights opportunities to improve classroom organization, aesthetics, safety, and functionality of shared learning spaces. A well-maintained, welcoming, and resource-rich environment enhances staff engagement and student achievement.
Strategies: What steps will be taken in order to obtain the desired outcome..	• Utilize instructional space more effectively. • Create a hallway in 3rd grade in order to eliminate traffic through classrooms to get to the boy's bathroom. • Declutter and remove furniture that is no longer needed • Create barriers with furniture to help with safety of open space classrooms. • Staff in hallways during arrival and dismissal times
Initiative leader and team: Who is responsible and involved in the work?	Principal, Assistant Principal, Mentor Teachers, Literacy and Math Coaches, BOE Supervisors
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Partitions to alleviate the noise between classrooms and help with safety of students in classrooms.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Open discussion with staff about the physical environment and a mid-year short staff survey.
Timeline: Include dates for implementation of action steps.	September, 2025-June, 2026

2025 Student Survey Results		
	2024	2025

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School's Student Score	5.26	4.55
ACPS Elementary Student Score	7.06	7.09
ACPS All Student Score	5.70	5.95

<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score out of 10	Safety = 2.91
Topic Description:	Physical Safety
Strategies: What steps will be taken in order to obtain an improved outcome(s).	• Repetition of Peacebuilding Student Rules • Have students create a list of ways that they should act in order to ensure the safety of others. • Close monitoring of unstructured settings by adults • Class meetings to discuss recent physical safety issues and develop ways to fix the issue.
Initiative leader and team: Who is responsible and involved in the work?	• School staff, resource officer, classroom teachers, students

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Increase in adult presence in hallways and other unstructured areas of the building where physical safety can be threatened. • Increased adult directed games during recess
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Decrease in office referrals where physical safety was threatened. • Informal discussions during class meetings.
Timeline: Include dates for implementation of action steps.	October, 2025 - June, 2026
Secondary Area of Need State the Domain, Topic, and Score	Relationships = 3.96
Topic Description:	Student-Student Relationships
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	• Second Step lessons in guidance • Positive praises for partners who are working well together. • Modeling (adult and peer) of what it should look like for peers to work positively together.
Initiative leader and team: Who is responsible and involved in the work?	• Guidance counselors, classroom teachers, students
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Second Step program • Guidance lessons during resource focusing on Character Traits and Toolbox Tools • Classroom time as it fits

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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?	• Informal observations of classroom small-group and partner time. • Guidance lesson informal observation.
Timeline: Include dates for implementation of action steps.	October, 2025-June, 2026

VIII. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I: Peer praise, increase proximity to an adult, brief student-teacher conference, corrective ‘re-do’ (1-2 repetitions), use of recovery areas, logical consequences, temporary loss of privileges, positive reinforcement with Dojo Points and classroom goal setting, PBIS monthly Booster events, Principal awards for learning behaviors,

PBIS Tier II: Use tier I consequences adjusted for more significant behaviors, phone call home, parent-teacher-student conference, contract/self-monitoring sheet, adjustments to BIP, loss of privileges, time out within classroom

PBIS Tier III: office referral with appropriate documentation, possible LAP placement (by administrator), parent-teacher-administrator conference, adjustments to BIP, referral to Pupil Service Team (PST)

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

Class Dojo, continuity of grade levels implementing class dojo for positive behaviors only, brag tags, whole class incentives with goal setting, quarterly incentives, assignments, CICO, social groups, Community Schools programs,

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Morning Meeting restorative circle, Toolkit visuals and strategies, calm down area in classrooms, Quarterly principal awards for learning behaviors

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

Beall will utilize data from the SRSS, KRA SAEBRS, and discipline referrals to place students in Tier II behavior support interventions. Tier II interventions are Check In/ Check Out or social groups based on student need. Social groups will focus on student needs and reinforcing Toolbox strategies. The Second Step curriculum is also taught by the school counselors and reinforced by staff. In addition, Restorative Circles are also practiced in classrooms during the week to build trust and relationships. Individualized incentives, support programs centered around restorative practices (appropriate consequences, conflict resolutions with counselors, goal setting visual charts). Also, Title I funds will be used to purchase sensory materials to support students' behaviors.

IX. 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?

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A Title I Spring meeting was held in May, 2025 during which parents and community members participated in providing input towards the development of the next year's plan. In addition, a Title I Parent Interest Survey was given, and 105 parents completed and returned the survey providing feedback and input. Also, on Tuesday, August 26, 2025, during the school's Back to School Bash, parents were provided the opportunity to review and make comments on the School-Parent Compact, the school-level parent and family engagement plan, and the spending of the 1% reservation for parent and family engagement. 105 adults completed meeting evaluations which included making comments/suggestions for the plan.

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

Teachers, principals, SIT and PBIS members, Title I support specialist, and Literacy/Math Coaches work collaboratively to develop the School Improvement Plan. ACPS Math, Literacy and Title I specialists work with the administration to compile data and teachers and administrators on the School Improvement Team analyze the data to determine strategies and activities to be included in the plan to best meet the needs of the students. This also helps with the administration to create the Title I budget. The principal and assistant principal oversee the creation and implementation of the plan by scheduling and facilitating decision-making meetings and by collaboration with district-level staff such as ACPS Literacy and Math coaches, Title I school support specialist, grade level teams, Community School Coordinator, and the Title I Family Engagement Coordinator.

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Title I Annual Meeting/Back to School Night	August 26, 2025
Title I Mid-Year Monitoring Meeting with Parents	January 2026
Title I Spring Meeting with Parents	May 2026

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Title I will fund capacity building events for parents (MCAP, ELA, and STEAM events. Stipends and fixed charges for teachers to plan and present will be paid, and materials such as books, math games, and STEAM kits and refreshments will be purchased for parents.	TBD
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families.	Monthly
Title I Family Engagement Coordinator works with classroom teachers to translate key Title I documents and invitations to parent events for parents who speak English as a second language.	Ongoing
Parent Communication Take Home Folders are provided to all students.	Weekly
Materials are provided to all parents who attend the literacy, STEAM and/or math events.	At scheduled events
Books and math manipulatives are provided to students and parents who attend the MCAP night.	At scheduled events
Title I Family Engagement Coordinator collaborates with the Community School Coordinator to improve parent and family engagement activities.	Weekly
The Title I Family Engagement Coordinator partners with the Community School Coordinator to host Parent and Family Engagement Activities.	Monthly throughout the school year
Supplies such as laminating film, and poster maker supplies are purchased for Weekly Volunteer Workshops with the Title I Family Coordinator to create practice materials for parents to use at home with students.	Weekly (Wednesday, Thursdays & Fridays)
Raising a Reader Reading at Home program is offered to all pre-k and kindergarten students and their families.	Weekly Home Reading Program for Early Childhood Students, A kick-off, Mid-year and End of the year events
The Title I family engagement coordinator and weekly volunteers create prek and kindergarten readiness packets. The packets are provided to parents during orientation meetings.	Spring 2026

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

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

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

Service	Provider	Explanation of Services
Raising a Reader	PreK3, PreK 4 and Kindergarten teachers, Dr. Cheri Helmstetter, Early Elementary Program Specialist	The Raising a Reader Program is a reading at home program that provides students and families with bags of books that are rotated each week to promote a love of literacy.
Community Schools	Concentration of Poverty Grant, Shelby McGregor, Community Schools Coordinator	Community Schools promote positive, equitable outcomes by providing students and families with physical and mental health, academic, and extracurricular support needed to thrive.
Friday Friends Weekend Backpack Program	Western Maryland Food Bank	The food bank, Frostburg Methodist Church, and Concentration of Poverty Grant provides food and fresh fruit each Friday for students in need.

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ACPS After School Program	Title I and Concentration of Poverty Grant	Provides a meal, homework, exercise and enrichment to approximately 50 students Monday- Thursdays
ACPS Summer School Program	ACPS teachers and administrators	2 week half day summer learning programs for regular education and special education students occurred in June 2025. In addition, students qualifying for extended school year services can attend 4 more weeks of summer learning.
Outdoor School	Windy Price, Assistant Principal, grade 5 teachers and parent volunteers	5th grade students participate in 4 full days and 4 nights of environmental education and experiential learning opportunities at the Western Maryland 4-H Center.
Lego Robotics	ACPS along with advisors/teachers Lydia Mulcaster and Katie Everly	Students are taught coding and teamwork to compete in the local qualifier competition.
Tiger Tales JumpStart Theatre Program	Mountain City Center for the Arts, Shelby McGregor, Community School Coordinator	A group of 80+ 3rd, 4th, and 5th graders who meet each Monday to learn thea trics and will perform ‘Frozen’ in the spring of 2026.
ATSI Grant	Title I Supervisor and support specialist, Pupil Support Team, all Beall staff	Attendance incentives, daily phone calls, postcards, attendance conferences with parents
Frostburg State University	Partnership with Education Department, STEAM Education, and Children’s Literature	Student intern placements, STEAM lessons and family nights, Author visits

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	Center	
Mountain City Church Community Partnership	Marty Jellison, Associate Pastor	Associate Pastor volunteers weekly, the church is our primary evacuation site, a group from the church is hosting a family Christmas event at Beall in December.

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.

X. 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.)

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Professional Learning 1:	Teacher Clarity
Professional Learning Title	Visible Learning with Student Engagement, Learning Intentions and Success Criteria by Kim West, Corwin Consultant
Date(s), Time, and Location	August 18, 2025 8:00:00 Beall Elementary Media Center
Intended Audience	Classroom and Special Education Teachers, Reading Interventionists, Instructional Assistants, Administrators
Method of Funding	ATSI and Title I
Changes to occur as a result of Professional Learning	Students driving their own instruction, Teacher and student clarity of content
Knowledge and skills the participant will attain	Understanding the student level of engagement continuum, practice creating learning intentions and success criteria for an upcoming CKLA or Math unit
Method to measure implementation of knowledge and skills in the classroom	Reviewing learning intentions and success criteria with students at the beginning of lessons and throughout lessons. Present student levels of engagement with students and have them gauge themselves for learning each morning and throughout the day.

Professional Learning 2:	Student Levels of Engagement continued
Professional Learning Title	Student Levels of Engagement
Date(s), Time, and Location	October 31, 2025 Principal's PD and continue during weekly team plannings January-March 2026

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Intended Audience	Classroom and Special Education Teachers, Reading Interventionists, Instructional Assistants, Administrators
Method of Funding	Title I Professional Development Materials to purchase <u>Teaching Students To Drive Their Learning: A Playbook On Engagement and Self-Regulation</u>
Changes to occur as a result of Professional Learning	Posting levels of engagement in classrooms, Students acknowledging their level throughout the day/subjects, morning meeting discussions or other times of the instructional day about student choice of engagement,
Knowledge and skills the participant will attain	Understanding the student level of engagement continuum
Method to measure implementation of knowledge and skills in the classroom	Walkthroughs, observing the practice in action

Professional Learning 3:	Scaffolding Instruction and Co-Teaching Practices
Professional Learning Title	Scaffolding Instruction and Co-Teaching Practices by Kim West, Corwin Consultant
Date(s), Time, and Location	January 6, 2026
Intended Audience	Classroom Teachers in grades 3,4,5 and ALL Special Education Teachers, Administrators
Method of Funding	ATSI
Changes to occur as a result of Professional Learning	Teachers will learn to adapt instruction to better meet the needs of learners
Knowledge and skills the participant will attain	Classroom teachers and Special Education Teachers will have strategies for scaffolding student's instruction to increase learning of grade level content.

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Method to measure implementation of knowledge and skills in the classroom	Walkthroughs, observing the practice in action during plannings, increase of students obtaining success criteria,
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Professional Learning 4:	Additional Articulation Meetings
Professional Learning Title	Additional Articulation Meetings
Date(s), Time, and Location	May 2026
Intended Audience	Classroom Teachers of Grades 1-5
Method of Funding	Title I
Changes to occur as a result of Professional Learning	Preliminary groupings and class lists will be created.
Knowledge and skills the participant will attain	Participants will gain information and data on individual students and groups. Instructional objectives will also be attained.
Method to measure implementation of knowledge and skills in the classroom	Class lists and literacy lab rosters

XI. Management Plan

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

The plan will be shared with faculty and staff at SIT meetings during the creation and implementation of the plan. In addition, the plan components will be shared at leadership meetings(monthly), PBIS meetings(monthly), Faculty and Collaborative Grade Level meetings (weekly) during the monitoring of the plan.

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

The plan will be shared with parents and the community members by being posted on the school's web page, on the Title I bulletin board in the school lobby, and a paper copy of the plan in its entirety will be available in the school office. The plan will be reviewed at our mid-year Title I meeting in January.

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

Student progress will be collected by ELA and Math specialists at the beginning, middle and end of the year. Data will also be reported during the Collaborative Team meetings. Adjustments to groupings and/or instruction will be made as needed. The SIP will be evaluated based on the end of the year data.

5. How will the administration monitor the plan?

The principal and assistant principal will monitor the plan during SIT, PBIS and Collaborative Grade Level Team meetings. Grade level team meetings with Literacy and Math Coaches will be held monthly.

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School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Shannon Ralston	Shannon Ralston	Principal
Windy Price	Windy Price	Assistant principal
Dennis Loar	Dennis Loar	NBCT and School Leader
Dr. Carley McGann	Carley McGann	NBCT and School Leader
Michelle Saville	Michelle Saville	Teacher and School Leader
Melissa Miller	Melissa Miller	Instructional Assistant
Donna Beeman	Donna Beeman	ACPS/School Reading Coach or Specialist
Mandy Schall	Mandy Schall	ACPS/School Math Coach or Specialist
Serena McCormick	Serena McCormick	Reading Interventionist
Betsy Green	Betsy Green	Title I School Support Specialist
Laura Biser	Laura Biser	Title I Family Engagement Coordinator
	Jaylene Preston	Parent/Family Member
	Daphne Hauser	Parent/Family Member
Coty Forno	Coty Forno	Community Member
	Sarah Kim	Community Member
Shelby McGregor	Shelby McGregor	Community School Coordinator