

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

School: Bel Air Elementary

Principal: Josh Cook

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I. VISION, MISSION, AND CORE VALUE

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Mission Statement

Bel Air Elementary School is committed to providing a safe and nurturing environment where all students are empowered to achieve their fullest potential. Our dedicated staff foster academic excellence, social responsibility, and emotional well-being, preparing students to become confident, compassionate, and capable members of the community.

Vision

Building on our commitment to a safe and nurturing environment, Bel Air Elementary School aspires to be a place where every student reaches their fullest potential through academic excellence, social responsibility, and emotional wellbeing to prepare them for an ever changing world.

Core Values

- Safe and Nurturing Environment: We provide a welcoming and secure space where all students feel valued, supported, and respected.
- Academic Excellence: We pursue high standards of teaching and learning to ensure every student reaches their fullest academipotential.
- Social Responsibility: We cultivate integrity, empathy, and respect, empowering students to contribute positively to their school and community.
- Emotional WellBeing: We support the emotional growth and resilience of all learners, helping them develop confidence, compassion, and self awareness.
- Equity and Inclusion: We celebrate diversity and ensure that every student has equitable access to opportunities for success.
- Collaboration and Community: We believe in the power of partnerships among students, staff, families, and the community to foster shared success.
- Lifelong Learning: We inspire curiosity, creativity, and a love of learning that extends beyond the classroom.

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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) ?	No	
If yes, state the identified subgroup(s).		
Is this school identified as Additional Target Support of Improvement (ATSI) ?	No	
If yes, state the identified subgroup(s).		
Is this school identified as Comprehensive Support and Improvement (CSI) ?	No	
If yes, state the identified area.		
Is this school identified as Low Performing?	No	

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

Two

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	1	1
Teachers	5	16	21
Itinerant staff	5	0	5
Paraprofessionals	2	6	8
Support Staff	0	3	3
Other	6	6	12
Total Staff	18	32	50

Number of years the principal has been in the building?

B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	1	0.44%
Hawaiian/Pacific Islander	0	0%
African American	2	0.88%
White	203	89.43%
Asian	4	1.76%
Two or More Races	11	4.84%
Hispanic/ Latino	1	0.44%
Special Education	41	18.06%
LEP	2	0.88%
Males	117	51.54%
Females	110	48.46%
Gender X	0	0%
Total Enrollment	227	
FARMS Rate (2024-2025)	169	77.52%

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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)	93%	93.9%	93.8%
Grade 1	92%	93.2%	93.4%
Grade 2	93%	93.7%	94.2%
Grade 3	96%	93.7%	94.6%
Grade 4	94%	94.8%	94%
Grade 5	92%	94.2%	92.8%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	93%	93.6%	94%
Hispanic/Latino of any race	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
White	93%	94%	94.3%
Two or more races	N/A	N/A	N/A
Male	93%	92.8%	93.6%
Female	93%	94.5%	94.4%
EL	N/A	N/A	N/A

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Special Education	93%	95%	93.5%
Free/Reduced Meals (FARMS)	91%	92.3%	92.2%

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)	77%	77%	83.7%
Report Card Points Earned (out of 15)	7.5	7.5	10

ATTENDANCE FOCUS AREA Grade Band (s) or Subgroup (s)	
Focus Area Goal	Bel Air Elementary School will increase the percentage of students not chronically absent. Our schoolwide goal is to increase the overall not chronically absent students' percentage by 3% for the 20252026 school year. 83.7% of students were not chronically absent in 2024-2025 Goal: 86.7% of students will not be indicated as chronically absent in 20252026
Root Cause(s):	- Some students are struggling academically and socially, and do not enjoy school. - Some families have transportation issues. If a student misses the bus, they are unable to get a ride to school.
Barriers:	- The school has a hard time contacting parents/ guardians. - Many home visits are unsuccessful because school personnel and parents are unable to make contact. - Some staff members forget to welcome students who miss school frequently. - Some scheduled Attendance Meetings are not attended by parents/ guardians . - Some District Attendance Contracts are not followed through after they are signed. .

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Needed Resources:	Budgeting for Attendance incentives.
Strategies	• Staff will make parent phone calls. If parents do not answer, staff will leave a detailed voicemail. • School attendance letters will be sent home with the student and also mailed. • Pupil Personnel Worker (PPW) and Principal will attempt a home visit. If parents are not at home, a yellow placard will be posted about the visit. • The Pupil Service Team (PST) will monitor attendance at their weekly meetings. • Staff will reach out to parents to offer school counseling interventions. • The PPW and Principal will reach out to parents to arrange attendance meetings. • Parents, students, the PPW, and the Principal will review and sign attendance contracts. • Possible referral to the Mental Health Specialist or community agency. • Goal setting conferences with students and Principal. • Short term goals are made with the student, Guidance Counselor and Principal. A monthly calendar is provided to mark and monitor goals. • As a last resort, the parents or guardians responsible for the student's care may be charged for truancy according to state law.
How will it be funded?	School-based or District funding.
Steps towards full implementation with timeline:	August 2025 to June 2026
Monitoring Procedure:	PST will review attendance weekly.

ATTENDANCE FOCUS AREA 2: Grade Band (s) or Subgroup (s)	
Focus Area Goal	Bel Air Elementary School will continue to set a school-wide daily attendance goal. The goal this year is 95%
Root Cause(s):	• Some families schedule and take family vacations during the school year. • Some students do not come to school on their birthdays, half days, or when they have appointments. • Some students do not feel a sense of belonging. • Some students do not want to come to school due to academic frustration.

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Barriers:	• Some students have illness or chronic health conditions (asthma, frequent infections, mental health needs). • Some families have transportation issues. If a student misses the bus, they are unable to get a ride to school. • Some students struggle with fatigue due to late bedtimes or inconsistent sleep routines. • Some students have academic struggles that cause anxiety or avoidance.
Needed Resources:	Incentives budget.
Strategies:	• Staff will continue to provide a welcoming arrival to school/class. • Brag Tags are given to students who meet attendance goals for the quarter, month, and ½ day (Holidays) • Plan fun activities on half days: - Turkey Trot - Holiday Sing Along - Winter Games - Valentine's Day Class Parties - Khona Ice • Have monthly incentives for students: - Recognize Perfect Attendance - Recognize SOARING Attendance (95% or higher) • The principal will announce daily attendance figures over the public announcement system. • Update weekly attendance bulletin board showing daily attendance data. • The principal will make meaningful parent phone calls to discuss attendance and offer support, strategies, and suggestions. • Homeroom teachers will make PST Referrals for students who miss school frequently. • PBIS Chairperson will send home monthly attendance newsletters to notify parents and students of upcoming events, school closures, and the incentives for the month. • The principal will arrange parent and student conferences to discuss attendance.. Attendance contracts will be reviewed and signed after the conferences. • Students are recognized for their attendance at the Marking Period Awards. • Brag Tags are also given for quarterly attendance by the PBIS Chairperson.

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How will it be funded?	School-based or District funding.
Steps towards full implementation with timeline:	August 2025 to June 2026.
Monitoring Procedure:	Daily attendance reports and monthly attendance reports. PST will review attendance each week.

IV. GRADUATION RATE– High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2022-2023	2023-2024	2024-2025
Total Referrals	46	71	41
All Suspensions	2	4	1
In School	0	0	0
Out of School	2	4	1
Sexual Harassment Offenses	0	2	4
Harassment/Bullying Offenses	2	1	3

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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.

We are very pleased to report that overall referrals decreased by 42.3% last year, dropping from 71 to 41. This significant improvement reflects our ongoing commitment to strengthening Tier I interventions and fostering a positive school climate.

Bel Air School is now in its eighth year of implementing the school-wide PBIS Soar Program. The PBIS team meets monthly to review behavioral data, identify trends, and make data-driven decisions to address concerns. School-wide expectations are explicitly taught at the beginning of the year, retaught after extended breaks—such as Christmas and spring break—and revisited as needed throughout the year. Expectations are also reinforced daily during morning announcements.

The PBIS Soar Program has strengthened positive relationships between staff and students, provided consistent expectations and disciplinary procedures, and offered ongoing instruction and intervention related to positive behavior.

Alongside PBIS, our Tier I supports include social-emotional learning curricula such as Second Step Bullying Prevention and the Toolbox Project. We are in our third year of implementing Second Step, which helps students develop the skills needed to recognize, report, and refuse bullying. The Toolbox Project continues to be used school-wide to teach twelve key strategies that foster empathy, self-awareness, communication, resilience, and problem-solving.

In addition to Tier I supports, students exhibiting major behaviors receive assistance from instructional assistants, the school counselor, the administrator, and special education staff. Our behavior specialist collaborates with teachers to develop and monitor formal and informal behavior plans, ensuring they are implemented consistently and adjusted as needed. Parent communication remains a priority throughout this process.

We also utilize the Student Risk Screening Scale (SRSS) to identify students in need of Tier II or Tier III interventions.

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- Tier II supports may include small-group counseling, Check-In/Check-Out, mentoring, restorative practices, calm-down corners, and think sheets.
- Tier III supports include developing a Behavior Intervention Plan (BIP) or Tier III support plan, and may involve referrals to the mental health specialist or outside agencies.

Our Pupil Services Team meets weekly to monitor all Tier III students and follows up with students who have multiple discipline referrals, ensuring a consistent plan of action to support their success.

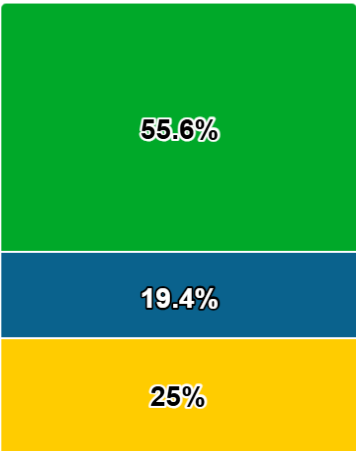
Finally, we are pleased to note that Bel Air School is not on the watch list and is not fully disproportionate.

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VI. EARLY LEARNING

Star Math Proficiency Rate (District Benchmark)

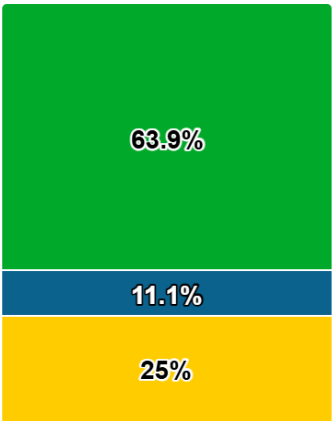
Fall 2025-2026



- Demonstrating Readiness
- Approaching Readiness
- Emerging Readiness

Star Early Literacy Proficiency Rate (District Benchmark)

Fall 2025-2026



- Demonstrating Readiness
- Approaching Readiness
- Emerging Readiness

EMERGING READINESS

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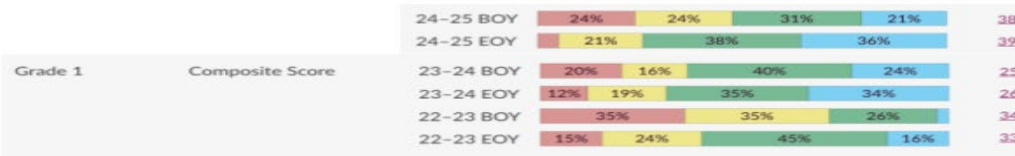
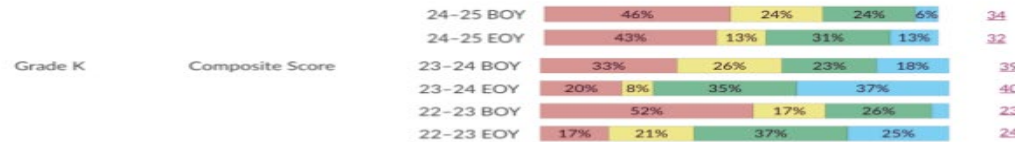
Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing to address the achievement gaps found. Include the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

The interventionist and classroom teachers will work together to target strategic small groups that address deficits in specific domain areas through Tier 2 instruction.

- To address phonemic awareness deficits, Heggerty Phonemic Awareness is used along with CKLA Additional Support Activities.
- To address deficits in letter sounds/ decoding, CKLA Additional Support and ARG activities will be used along with ORTON and LETRS strategies.
- To address deficits in Word Reading, CKLA Additional Support and ARG activities along with Orton and LETRS strategies will be utilized.
- Students that score well below and below benchmark on the beginning of year DIBELS assessment (and subsequent benchmark assessments) will be progress monitored in accordance with the district assessment schedule. Targeted small groups by classroom teachers and the school interventionist will be adjusted as necessary based on progress monitoring and benchmark assessment data. The literacy coach, classroom teachers, interventionist, and school administrator will review this data five times over the course of the 2025-2026 school year.

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D8: Benchmark Performance - Composite Score Bel Air Elementary

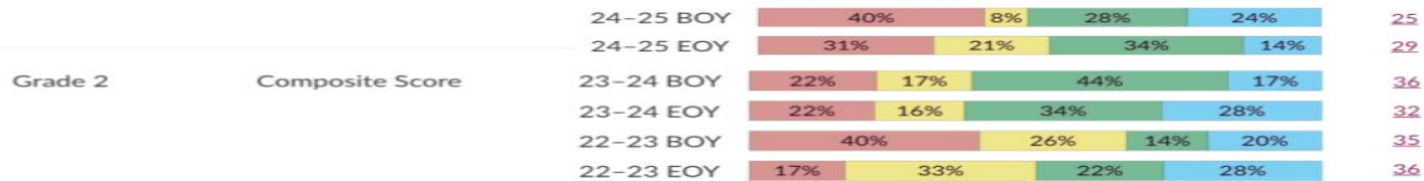


Well below Below At Above

Amplify.

15

D8: Benchmark Performance - Composite Score Bel Air Elementary

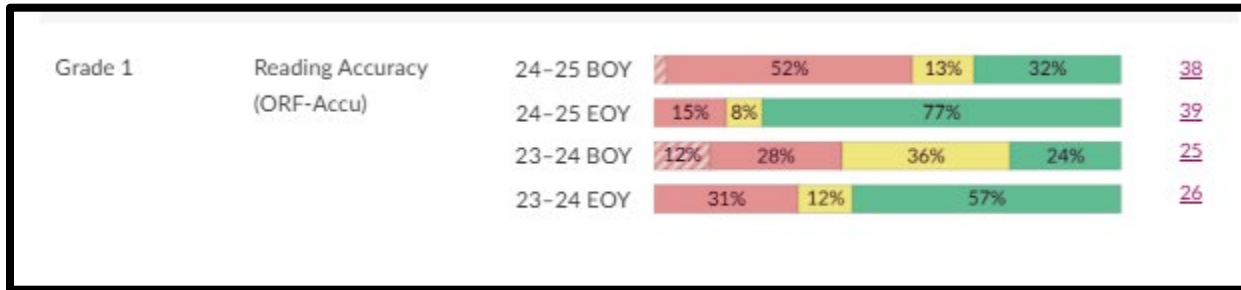


Well below Below At Above

Amplify.

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Dibels K-2

K-2 AREA 1:	Literacy
	For the 2025-2026 school year, the school will improve Oral Reading Fluency (ORF) Accuracy in grade 1. At the beginning of the 2025-2026 year, 67% of first graders scored well below benchmark on ORF Accuracy. By the end of the year, the school will reduce the percentage of students scoring well below benchmark to 34% or less. This goal builds on prior trends: • In 2023-2024, the percentage of first graders scoring well below benchmark decreased from 41% to 31% • In 2024-2025, the percentage of first graders scoring well below benchmark decreased from 55% to 15% • In 2025, grade 1 experienced the highest number of students scoring well below compared to the last 2 years. . This percentage has increased since 2023. ○ 2025 BOY: 67% ○ 2024 BOY: 52% ○ 2023 BOY: 40%
Focus Area Goal	
Root Cause(s):	● Lack of early literacy exposure: Insufficient early exposure to language, books, and reading

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	activities puts children at a disadvantage. ● Digital distractions: Excessive screen time and the pervasive use of technology for learning can distract from deep reading and comprehension. ● Chronic absenteeism: Students who miss school frequently are more likely to have lower reading scores. ● Learning disabilities: Undiagnosed learning disabilities can present significant barriers to reading success. ● Executive function and emotional factors: Difficulties with attention, memory, and anxiety can all play a role in reading struggles.
Focus Early Literacy Component:	This goal will be focusing on Oral Reading Fluency- Accuracy as assessed by DIBELS benchmark assessments, given at the beginning, middle, and end of year, as well as progress monitoring of students who score below or well below on the assessment.
Barriers:	● Phonological awareness: Difficulty detecting and manipulating speech sounds, which affects blending sounds to form words and vice versa. ● Letter-sound confusion: Struggling to remember and connect letters with their corresponding sounds. ● Limited vocabulary: Lack of background knowledge and unfamiliar words can hinder understanding. ● Decoding difficulties: Trouble sounding out new words, a skill necessary for word recognition.. ● Tracking issues Reading words out of order or reversing letters, which can sometimes improve with practice. ● Lack of motivation : If a child doesn't find reading enjoyable or relevant, they are less likely to put in

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	the effort to improve.
Needed Resources:	District provided resources
Strategies and/or evidence-based interventions:	• Heggerty 1 • Orton Gillingham • LETRS Phonics • Foundations decodeables • Wilson • Amplify BOOST • mClass instructional lessons • CKLA Skills Readers (whole group, partner, independent reading) • CKLA additional support lessons • CKLA Assessment and Remediation Guide The effectiveness of these strategies will be monitored through teacher observation, progress monitoring, and DIBELS benchmark assessments. • Classroom teachers will meet with the Literacy Coach and Reading Interventionist 5 times during the year to evaluate overall student progress. These meetings will inform lit lab groupings and instructional practice. • Teachers and staff will utilize CKLA additional support lessons and ARG as a Tier 2 support during their ELA blocks with identified groups of students. • Reading Interventionist will flex schedule to provide tier 2 support to students during their core literacy time to increase decoding and fluency with identified students. • Special Education and Reading Intervention will work together with classroom teachers to determine how to support identified students during lit lab utilizing Heggerty, LETRS phonics, OG, and additional supports from CKLA 5x a week for 30 min a day.
How will it be funded?	Local funding

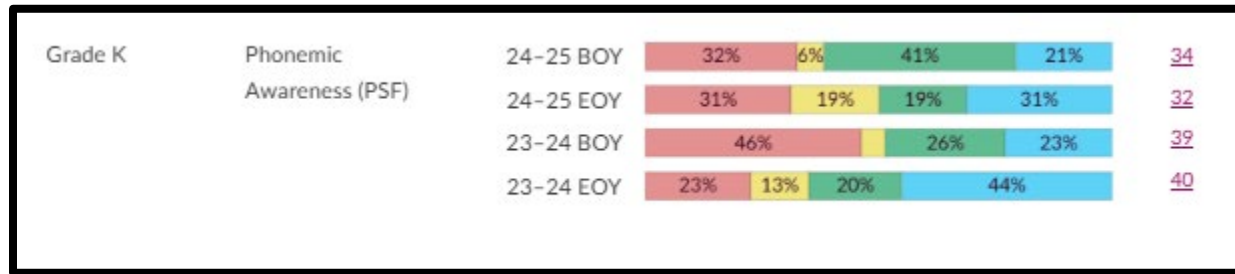
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Steps towards full implementation with time line:	DIBELS Benchmark Windows ● BOY 9/22/25- 10/3/25 ● MOY 11/12/26- 1/23/26 ● EOY 5/4/26- 5/15/26 DIBELS Progress Monitoring: ● Well Below: ○ BOY Weeks of 10/13, 10/27, 11/10, 11/24, ○ MOY Weeks of 2/9, 2/23, 3/9, 3/23, 4/13 ● Below ○ BOY Weeks of 10/20, 11/17, 12/15 ○ MOY Weeks of 2/17, 3/16, 4/7 Data Meetings (to analyze assessment and classroom data) ● BOY October 7, 2025 ● MidCycle November 18 ● MOY January 27, 2026 ● MidCycle March 24, 2026 ● EOY May 19, 2026 CKLA Pacing guide to ensure cohesive instruction which supports ORF- Acc. CKLA Skills Assessments monitoring Oral Reading Fluency ● BOY Skills 1: Week of September 8, 2025 ● MOY Skills 4: Week of February 9, 2026 ● EOY Skills 7: Week of June 1, 2026
Monitoring Procedure:	Data Meetings (to analyze assessment and classroom data) ● BOY October 7, 2025 ● MidCycle November 18 ● MOY January 27, 2026 ● MidCycle March 24, 2026 ● EOY May 19, 2026

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	Grade 1 Assessment Tracker: • BOY Skills 1: Week of September 8, 2025 • MOY Skills 4: Week of February 9, 2026 • EOY Skills 7: Week of June 1, 2026 Additionally, the literacy coach, classroom teacher, school administrator, and interventionist will analyze classroom data and progress monitoring data regularly and collaborate as needed outside of the formal data meeting dates, specifically during ELA collaborative planning.
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K-2 AREA 2:	Literacy
Focus Area Goal	For the 2025-2026 school year, the school will improve Phonemic Awareness (PSF) in kindergarten. At the beginning of the 2025-2026 year, 39% of kindergarteners scored well below benchmark on Phonemic Awareness. By the end of the year, the school will reduce the percentage of students scoring well below benchmark to 19% or less. This goal builds on prior trends: • In 2023-2024, the percentage of kindergarteners scoring well below benchmark decreased from 46% to 23% • In 2024-2025, the percentage of kindergarteners scoring well below benchmark decreased from 32% to 31%

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Root Cause(s):	● General Language Difficulties: Broader language impairments, such as problems with articulation, grammar, or vocabulary, are often associated with poor phonemic awareness. ● Excessive Media Exposure: High levels of TV watching have been negatively associated with phonemic awareness, potentially due to reduced social and verbal interaction time.
Focus Early Literacy Component:	This goal will be focusing on Phonemic Awareness (PSF) as assessed by DIBELS benchmark assessment given at the beginning, middle, and end of year, as well as progress monitoring of students who score below or well below on the assessment.
Barriers:	● Sound manipulation: Difficulty with tasks like blending sounds together to form a word or segmenting a word into individual sounds. ● Rhyming: Trouble identifying or generating words that rhyme. ● Syllable awareness: Difficulty in counting or breaking words into syllables. ● Sound identification: Problems identifying individual sounds (phonemes) at the beginning, middle, or end of a word. ● Language and communication: Delayed language development, unintelligible speech, and challenges with verbal communication (20 students impacted grades K-2).
Needed Resources:	District resources
Strategies and/or evidence-based interventions:	● Small group Tier 2 instruction ● Heggerty Phonemic Awareness ● LETRS Phonics ● Foundations decodeables ● Amplify BOOST ● mClass instructional lessons

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	• CKLA additional support lessons • CKLA Assessment and Remediation Guide The effectiveness of these strategies will be monitored through teacher observation, progress monitoring, and DIBELS benchmark assessments. • Classroom teachers will meet with literacy coach and interventionist 5x a year to monitor student progress and change instructional groupings during lit lab • Reading Interventionist will flex schedule to provide tier 2 support to students during their core literacy time to increase phonemic awareness with identified students. • Special Education and Reading Intervention will work together with classroom teachers to determine how to support identified students during lit lab utilizing Heggerty, LETRS phonics, and additional supports from CKLA 5x a week for 30 min a day. • Teachers will use CKLA supports from manual to target students for Tier 2 supports during core ELA instruction to build phonemic awareness.
How will it be funded?	Local funding
Steps towards full implementation with timeline:	DIBELS Benchmark Windows • BOY 9/22/25- 10/3/25 • MOY 11/2/26- 1/23/26 • EOY 5/4/26- 5/15/26 DIBELS Progress Monitoring: • Well Below: ○ BOY Weeks of 10/13, 10/27, 11/10, 11/24, ○ MOY Weeks of 2/9, 2/23, 3/9, 3/23, 4/13 • Below ○ BOY Weeks of 10/20, 11/17, 12/15 ○ MOY Weeks of 2/17, 3/16, 4/7 Data Meetings (to analyze assessment and classroom data) • BOY October 7, 2025

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	• MidCycle November 18 • MOY January 27, 2026 • MidCycle March 24, 2026 • EOY May 19, 2026 CKLA Pacing guide to ensure cohesive instruction which supports Phonemic Awareness (PSF) CKLA Skills Assessments monitoring Phonemic Awareness • BOY Skills 3: Week of September 29, 2025 • MOY Skills 6: Week of December 8, 2025 • EOY Skills 10: Week of April 20, 2026
Monitoring Procedure:	Data Meetings (to analyze assessment and classroom data) • BOY October 7, 2025 • MidCycle November 18 • MOY January 27, 2026 • MidCycle March 24, 2026 • EOY May 19, 2026 CKLA Skills Assessments monitoring Phonemic Awareness • BOY Skills 3: Week of September 29, 2025 • MOY Skills 6: Week of December 8, 2025 • EOY Skills 10: Week of April 20, 2026 Additionally, the literacy coach, classroom teacher, school administrator, and interventionist will analyze classroom data and progress monitoring data regularly and collaborate as needed outside of the formal data meeting dates, specifically during ELA collaborative planning.

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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 nonpass rate by 50% by the year 2030.

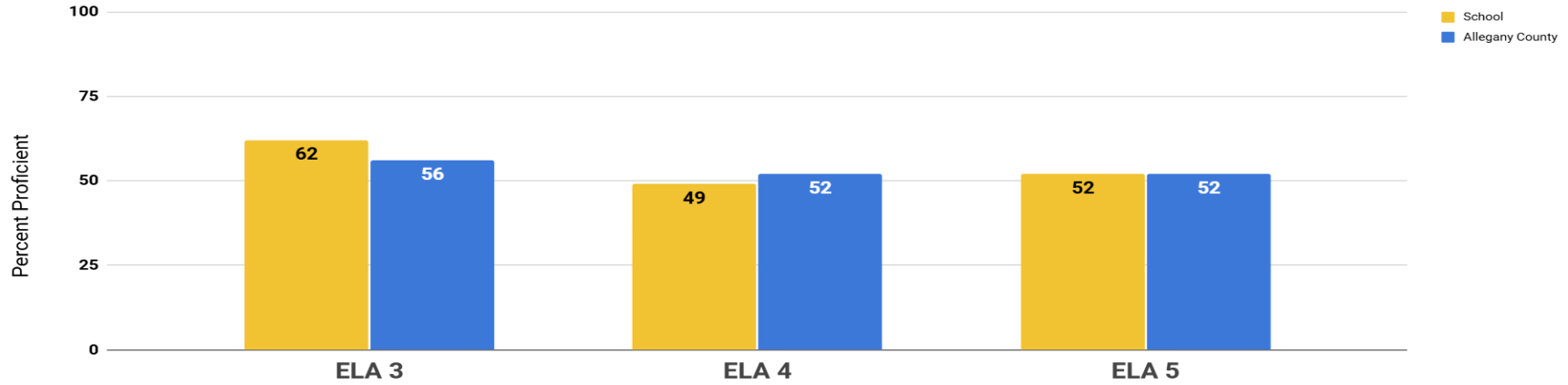
Short Term Goal: to increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

2025 ELA Report Card Results		
	2024	2025
ELA Proficiency out of 5	3.17	2.76
ELA Average levels out of 5	3.27	3.21
ELA Growth out of 12.5	7	4.5
Total ELA Report Card Points out of 22.5	13.44	10.47

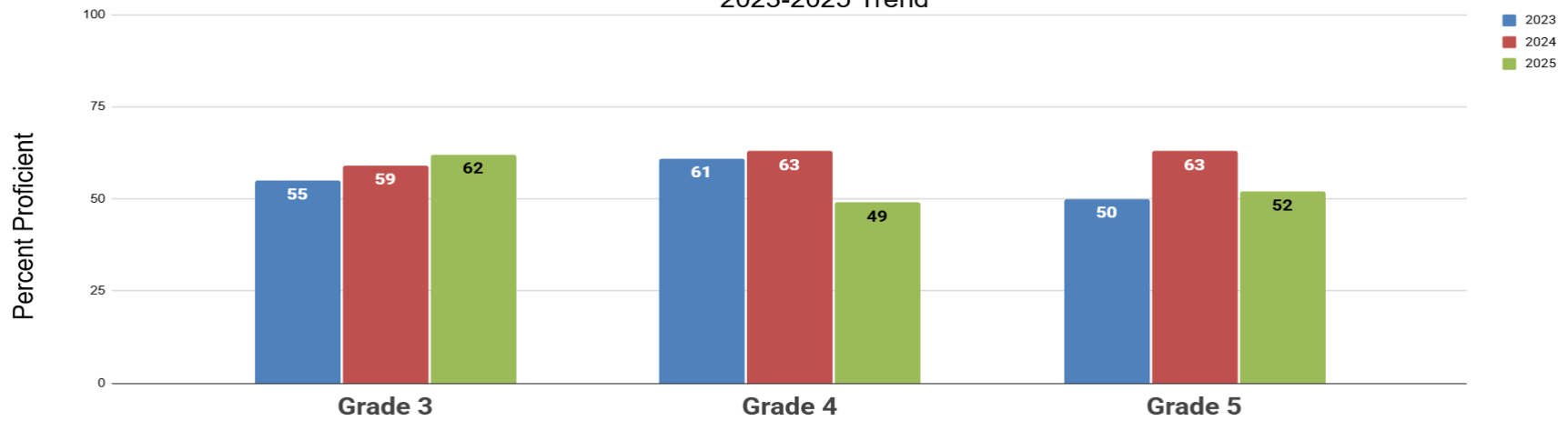
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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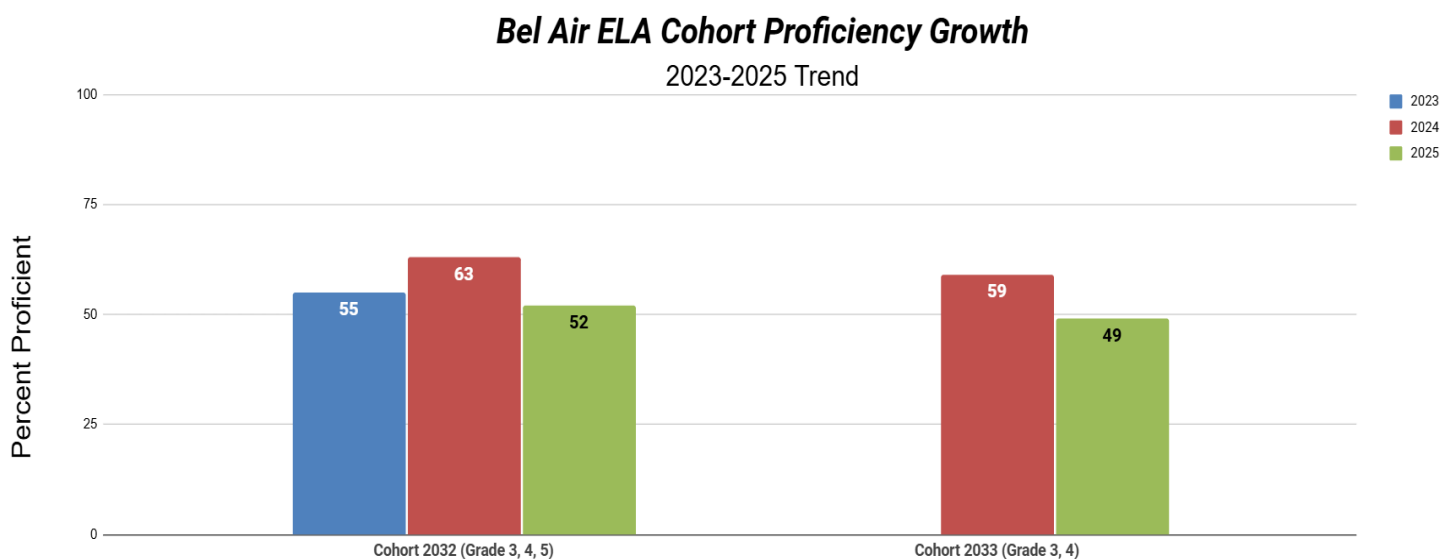
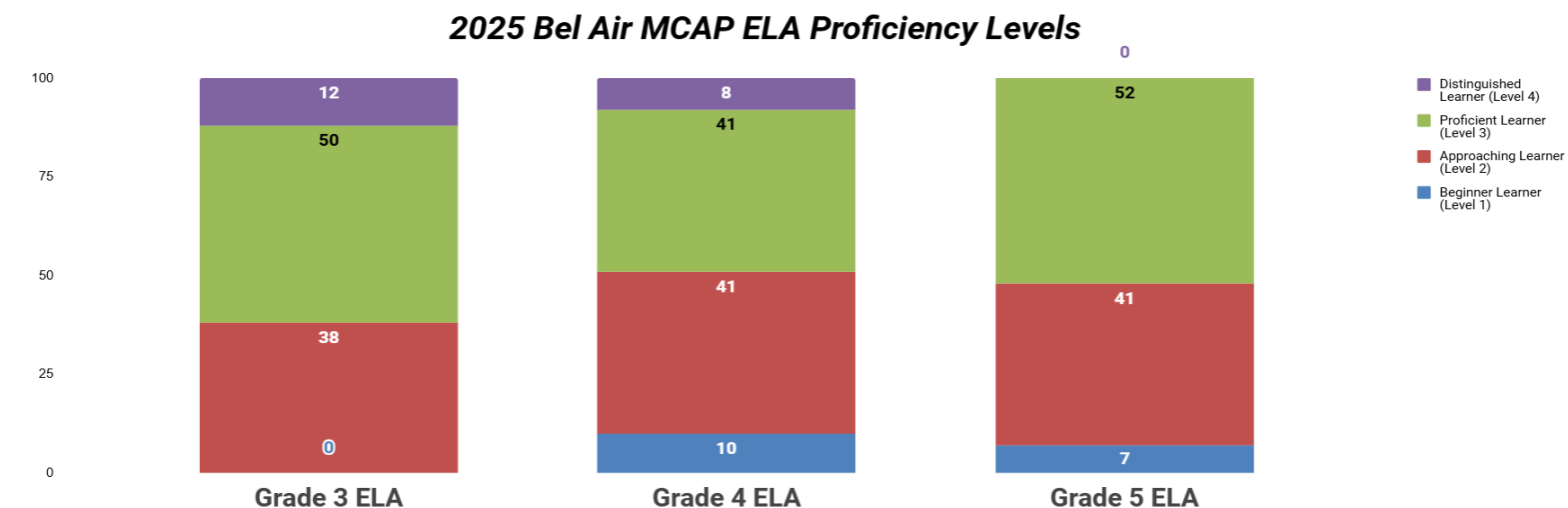
2025 Bel Air Elementary ELA Proficiency Rates



Bel Air ELA Proficiency Rate
2023-2025 Trend



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2. ELA FOCUS AREAS

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ELA FOCUS AREA 1:	Writing
Focus Area Goal	The number of students in grades 3, 4, and 5 scoring proficient will increase by 5% on the 2026 MCAP ELA Assessment by focusing on written expression.
Root Cause(s):	• After analyzing the MCAP Evidence Statements, all three grade levels scored below 20% proficiency in the area of written expression. • Feedback provided by the teacher is not rooted in the MCAP rubric. • Students need practice with typing extended responses. • Students are not provided with enough time to complete writing assignments with independence.
Focus Content Standard(s):	• W.3.2, W.4.2, W. 5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • W.3.1, W.4.1, W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • W.3.3, W.4.3, W.5.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. • W.3.10, W.4.10, W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.
Barriers:	• Teachers are reluctant to have students write independently, or provide too many scaffolds/supports. • Minimal internalization of the writing standards • Lack of understanding the depth of writing required on MCAP
Needed Resources:	• Internalization of the Writing Studio
Strategies and/or evidence - based interventions:	• Building writing stamina using explicit instruction on citing evidence and paraphrasing. • Writing will be scored using a rubric and success criteria provided to the students, with prompt feedback. • Students in grades 3-5 will type responses instead of handwriting. • Professional development focused on Success Criteria and Learning Intentions.
How will it be funded?	• System • School Based

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Steps towards full implementation with timeline:	- Teachers and Literacy Coach will score and discuss/score the edCite assessments (CKLA Unit Tests) anchored in the MCAP rubric - Monthly literacy meetings with coach to continue analysis of work samples, success criteria, and learning intentions.
Monitoring Procedure:	- Reading Learning Walks with feedback focused on Tier-1 instruction - The literacy coach and administration will discuss data after each unit test and DIBEL screener.

FOCUS AREA 2:	Informational Text
Focus Area Goal	Through targeted improvements to Tier 1 instruction in informational text reading and response, grades 3-5 will demonstrate a 5% increase in proficiency on the Spring 2026 ELA MCAP assessment.
Root Cause(s):	- Students in grades k-2 previously used the Superkids reading program, the reading program did not sufficiently develop relevant background knowledge, maintain instructional rigor, or expose students to complex texts. - Limited content related vocabulary needed to understand and engage with complex text.
Focus Content Standard(s):	- RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. - RI.3.5: Use text features and search tools to locate information relevant to a given topic efficiently. - RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. - RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, technical text, including what happened and why, based on specific information in the text. - RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text. - RI.4.5: Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. - RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. - RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. - 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 points.

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Barriers:	• The BOY DIBELS screener indicated that 41% of students in grades 3-5 are reading below grade level proficiency. • Students have had insufficient time engaged in sustained independent reading, impacting their ability to build reading stamina and endurance with complex texts. • Instruction provides limited opportunities for students to engage in rigorous text-based discussions or to connect concepts across texts.
Needed Resources:	• Strengthening instructional structures to ensure consistent opportunities for independent reading, collaborative text discussion, and evidence-based writing to support literacy growth.
Strategies and/or evidence-based interventions:	• The school has shifted to a new curriculum in grades K-2, CKLA, that is designed to strengthen knowledge development, increase text complexity, and better prepare students for grade-level expectations. • Teachers will provide consistent modeling of analytical thinking and evidence-based responses during reading instruction. • Embedding clearly defined learning intentions and measurable success criteria into daily instruction will increase clarity, promote rigorous expectations, and support improved student outcomes.
How will it be funded?	School based
Steps towards full implementation with timeline:	• Consistent implementation of the county pacing guide will ensure all standards are addressed within the identified timeframe and with instructional fidelity. • Afterschool planning sessions will be used to strengthen CKLA implementation and to intentionally design independent reading structures that build stamina and comprehension. • Teachers will engage in monthly collaborative planning with the literacy coach to monitor data and ensure appropriate instructional opportunities are being implemented.
Monitoring Procedure:	• Ongoing analysis of CKLA assessment data within edCite will inform instructional adjustments and monitor student growth in reading and responding to informational texts. • ELA Learning walks by administration to ensure that teachers are providing opportunities for students to work independently.

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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 nonpass rate by 50% by the year 2030.

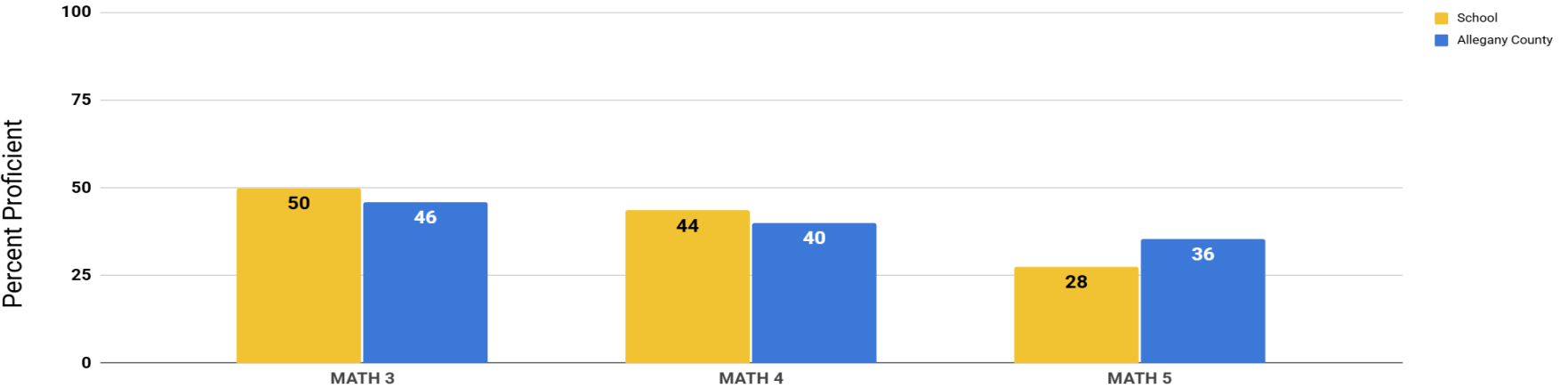
Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts .

2025 Math Report Card Results		
	2024	2025
Math Proficiency out of 5	2.05	2.09
Math Average levels out of 5	3	2.91
Math Growth out of 12.5	6.5	3.5
Total Math Report Card Points out of 22.5	11.55	8.5

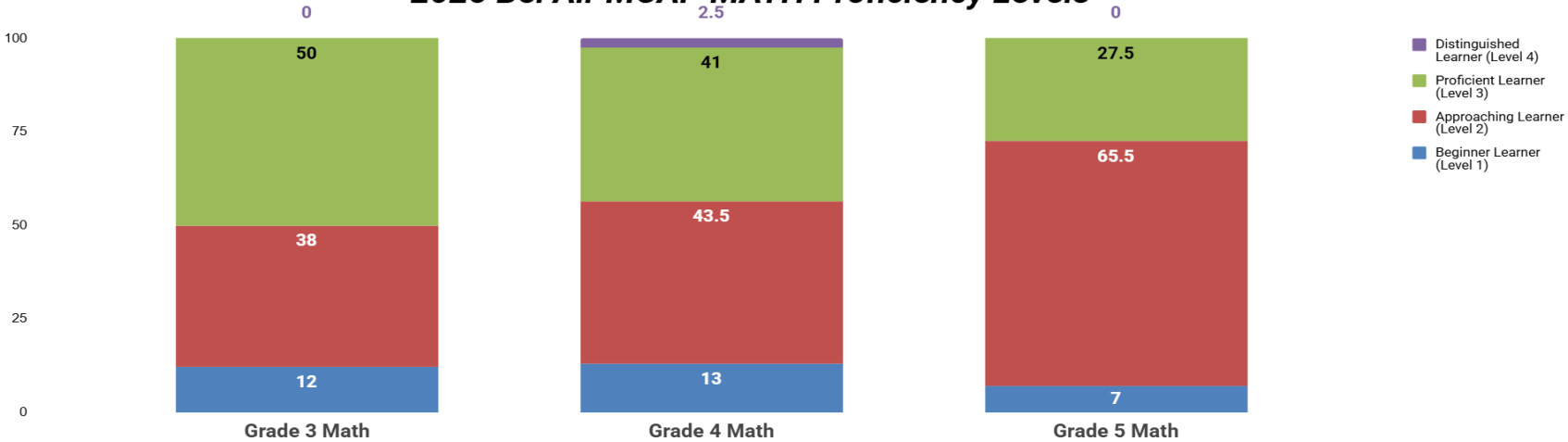
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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2025 Bel Air Elementary Math Proficiency Rates



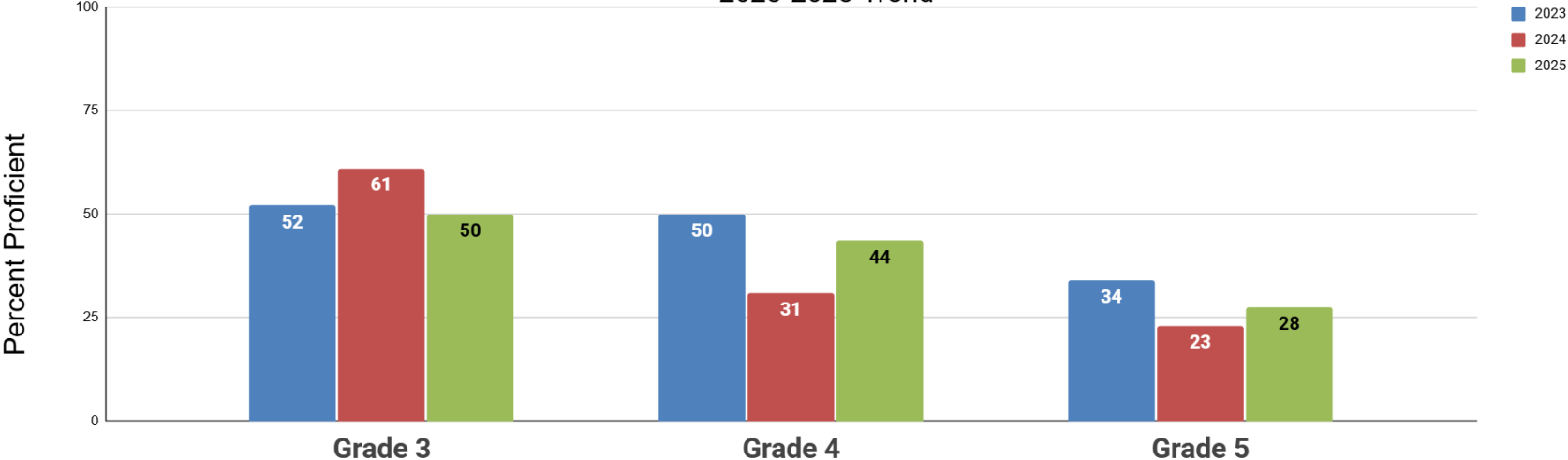
2025 Bel Air MCAP MATH Proficiency Levels



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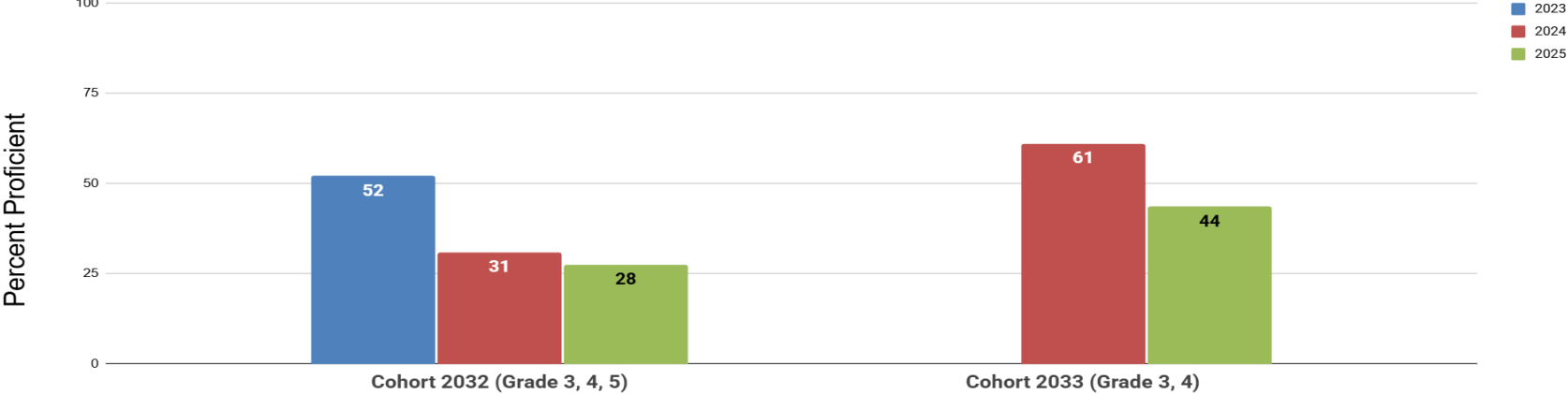
Bel Air Math Proficiency Rate

2023-2025 Trend



Bel Air Math Cohort Proficiency Growth

2023-2025 Trend



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MATH FOCUS AREA 1:	
Focus Area Goal	The number of students in grades 3, 4, and 5 scoring proficient will increase by 5% on the 2026 MCAP Math Assessment by focusing on Modeling and Reasoning.
Root Cause(s):	• After reviewing the School Evidence Statement Analysis, we found that grades 3-5 were below the state and county in the areas of Modeling and Reasoning. • Without context, students may see math as abstract. • Students struggle with both the cognitive load and organization required for multiple -step problems. • Teachers provide too much guidance. • Students may know how to solve a problem, but can not clearly explain their reasoning.
Focus Content Standard(s):	• M.1 Determine the problem that needs to be solved in a real-world situation. • M.3 Identify the mathematics that is needed to create a solution path for a real -world situation. • M.4 Create a solution path that represents the mathematics needed to solve a real -world solution. • M.5 Evaluate a partial or complete solution to a real-life situation. • R.1 Base reasoning or explanations on a given pictorial representation and explain how the pictorial model represents a mathematical concept, or how it can be used to justify or refute a statement (with or without flaws), or how it can be used to make a generalization. • R.2 Identify flawed thinking or reasoning and explain how to correct the thinking or work. • R.3 Prove or disprove a statement, conjecture, or generalization, using correct and precise mathematical examples (visual representations, words, symbols, equations, or expressions). • R.4 Reason mathematically to create or analyze a correct and precise solution to a real-world problem and be able to explain why the answer is mathematically correct.
Barriers:	• Students are not making connections to real-world connections on the content they are learning. • Students may know how to perform calculations but may not understand the underlying reasoning well enough to explain it. • Students may be able to write essays but aren't trained to write in the structured, logical style mathematics demands.
Needed Resources:	• Keyboarding program to improve typing skills. • More exposure and practice on materials and tasks that are similar to MCAP. • Material that focuses and makes real-world connections.

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Strategies and/or evidence - based interventions:	• The teacher will incorporate MCAP Release questions and similar material so students become comfortable with the format. • The teacher will model multi-step questions. • The teacher will incorporate Math Journals in daily instruction. • Teachers provide scaffolding to support learners and gradually release as they begin to master concepts. • Teachers will utilize "turn and talks" and "we-dos" as part of the daily math program. • Peer Review- Allow students to share their written reasoning with peers, which allows students to see different ways to articulate ideas. • Teach students to represent problems using graphs, tables, diagrams, and equations. • Break complex problems into smaller steps: understand → plan → solve → check → reflect.
How will it be funded?	• School based
Steps towards full implementation with timeline:	• Wednesday collaborative planning across grade level bands • Regular data meetings with Math Coach and Administration to discuss student needs and success.
Monitoring Procedure:	• Student progress will be monitored through Math Journals and work samples • Monthly walk-throughs with administration with feedback protocols • Monthly collaborative planning with math coach, with emphasis on MCAP style questions/ tasks. • Track students' performance on practice MCAP questions over time. • Observe student confidence and comfort during question discussions. • Use exit tickets with sample items to quickly gauge understanding. • Collect journals periodically and look for reasoning, reflection, and correct representations. • Use rubrics to assess clarity of explanations, strategy use, and completeness.
MATH FOCUS AREA 2:	
Focus Area Goal	The number of students in grades 3, 4, and 5 scoring proficient will increase by 5% on the 2026 MCAP Math Assessment by focusing on fact fluency.
Root Cause(s):	• Lack of number sense. • Weak grasp of part- whole relationships. • Practice is inconsistent.

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	i-Ready curriculum places limited emphasis on basic fact fluency.
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. 3.OA.C.7-2 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm 5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Barriers:	- Gaps in foundational place value and number relationships - Difficulty understanding quantity and number relationships - Inconsistent accuracy and speed with the four operations - Difficulty recalling basic computation facts
Needed Resources:	- Math journals - Diagnostic screener to identify specific sets that are weak. - Progress monitoring tool to show growth and reinforce effort. - Professional Development on strategy-based fluency.
Strategies and/or evidence-based interventions:	- Daily short fluency routines/drills (5–10 minutes). - Teachers will use Number Talks weekly. - Teaching efficient strategies before rote memorization (counting on, making ten, doubles and near-doubles). - Teachers will use manipulatives to help build number sense. - Teachers will teach/ review patterns and reasoning strategies.
How will it be funded?	School based

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Steps towards full implementation with timeline:	• Regular meetings with Math Coach anchored in data, content, and planning • I-ready fluency flight. • Interactive practice on a basic fact program • Basic fact formative assessment.
Monitoring Procedure:	• Student data will be monitored for growth in content mastery ○ Diagnostics ○ Pathway reports ○ Comprehension checks • Coach and administrator walkthroughs with feedback • Quarterly Fact Assessments (Grade level made, Pre/ Post) • Student response in Math Journals (How did they solve a fact)

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.

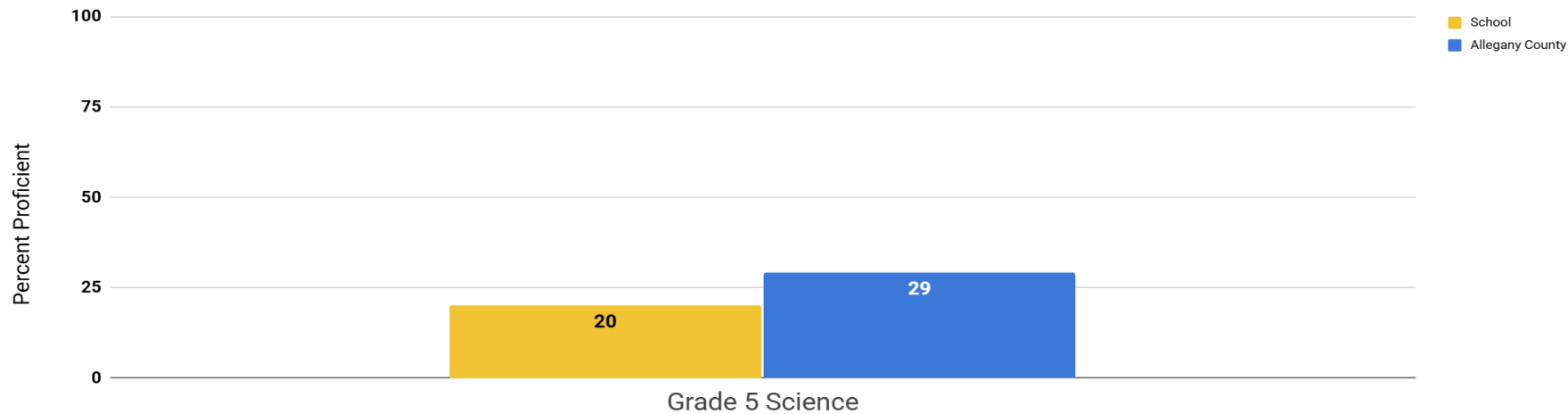
Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 5	2.3	2.2	1.03

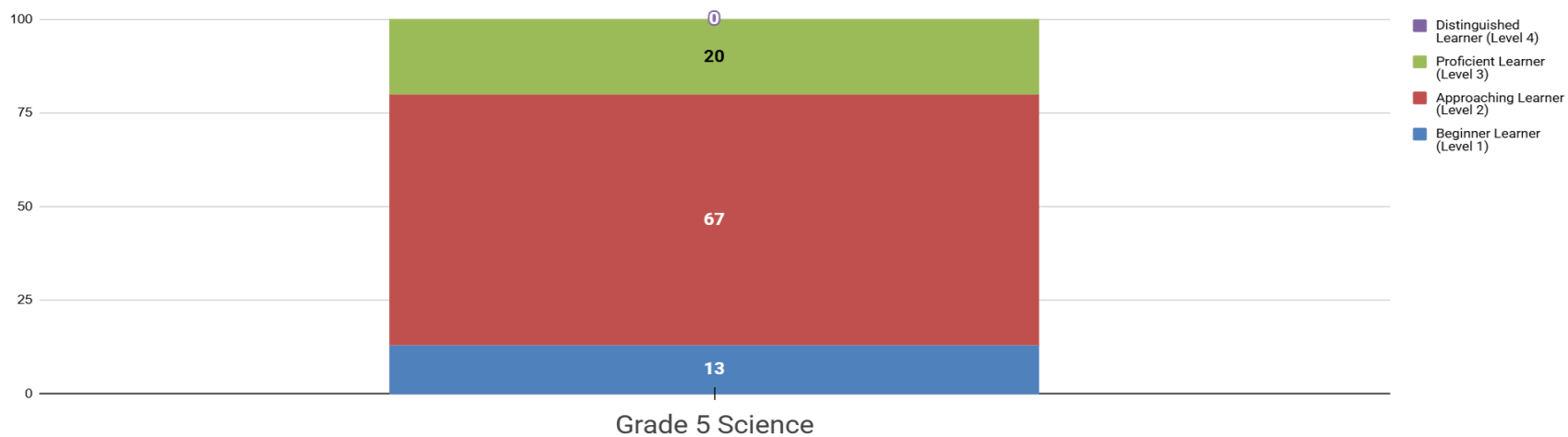
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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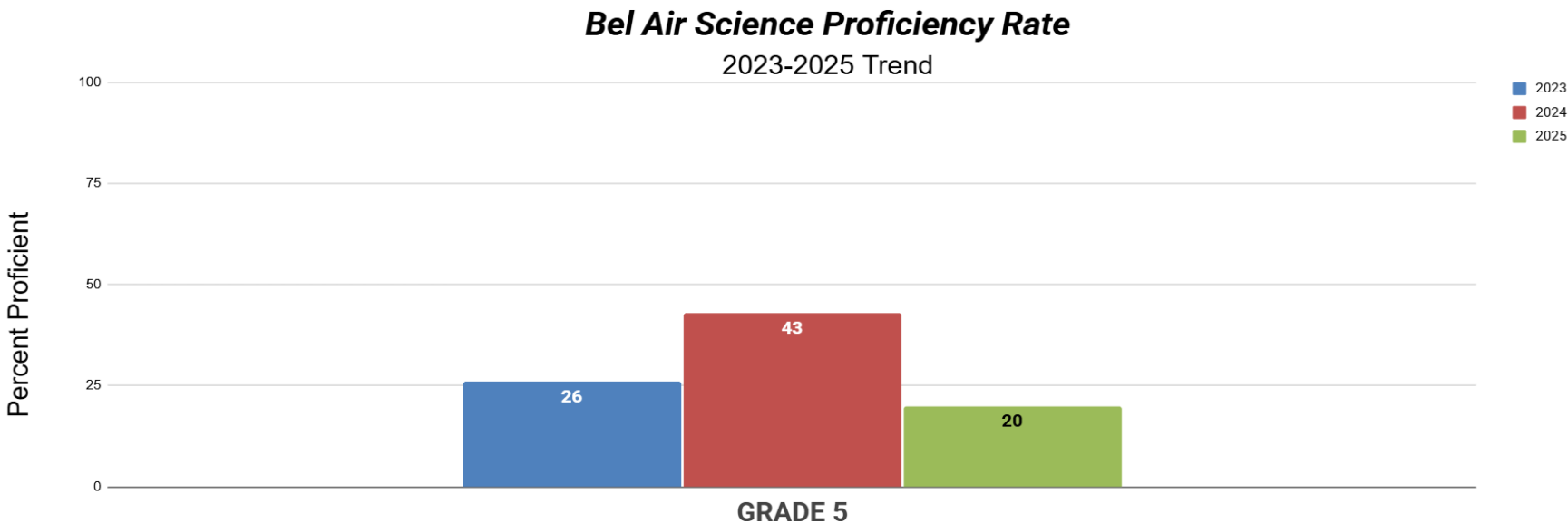
2025 Bel Air Elementary Science Proficiency Rates



2025 Bel Air MCAP Science Proficiency Levels



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FOCUS AREA 1:	
Focus Area Goal	The number of students achieving proficiency will increase 15% on the 2026 MISA Assessment.
Root Cause(s):	● Inconsistent Depth of Inquiry-Based Learning ● Gaps in Scientific Vocabulary and Reading Comprehension ● Inconsistent Cross Curricular Connections ● Limited Access to Materials and Lab-Based Instruction ● Minimal exposure to science experiments/scientific process ● 20-30 science lessons for part of the schoolyear across grade levels ● Limited review of previously learned material from prior grade levels
Focus Content Standard(s):	5-PS11-4 Matter and Its Interactions 5-PS2 1 Motion and Stability: Forces and Interactions 5-PS3 1 Energy 5-LS11 From Molecules to Organisms: Structures and Processes

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	5-LS2-1 Ecosystems: Interactions, Energy, and Dynamics 5-ESS1-1 Earth's Place in the Universe 5-ESS2-1-2 Earth's Systems 5-ESS3-1 Earth and Human Activity
Barriers:	• Limited access to student and teacher facing materials • Scheduling constraints across grade levels impacting a set time for Science. • No formal formative assessments to monitor growth or guide instruction • Lack of Science Curriculum and materials.
Needed Resources:	• Updated pacing guide • Science series with Hands-On lessons and experiments.
Strategies and/or evidence-based interventions:	• Use an online resources to practice • Hands-On experiments and labs that follow the scientific process • Students reading text that is on grade level with the content being taught (NewsELA, ReadWorks, etc) • Collaborative planning to plan cross-curricular lessons and review concepts with other grade levels • Student led experiments and activities • Inquiry based learning
How will it be funded?	School-based
Steps towards full implementation with timeline:	• Science being discussed at meetings for a unified approach to MISA • Walkthroughs with feedback in all grade levels at Science time • Students will take practice MISA tests accessing the MSDE Site
Monitoring Procedure:	• Classroom Observations • Lesson Plan Reviews • Walkthroughs • Agendas for Collaborative Planning • Student scores from practice MISA tests.

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VIII. MD School Survey Results and Plan

The MD School Survey is given to students in grades 5 - 11. The survey is 10 points of the school's MD Report Card; 3 points from educators' survey and 7 points from the students' survey. It includes questions in 10 areas of the following domains/topics. The school will identify the 2 least favorably scored topics and 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	9.1	9.7
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 Average Score: 8.65 (improvement from 2024-2025)
Topic Description:	The 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..	• Feedback provided after formal walk -throughs • Feedback provided after informal walk -throughs • Time for instructional staff and administrators to meet and discuss instructional strategies
Initiative leader and team: Who is responsible and involved in the work?	Principal
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time is needed to be able to observe classroom instruction and then to discuss afterward.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	2025-2026 Staff Survey results
Timeline: Include dates for implementation of action steps.	September 2025 - May 2026

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Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Community Topic: Participation and Engagement Average Score: 9.19
Topic Description:	The participation and engagement topic describes the degree to which instructional staff feel students have chances to participate in school leadership, decision-making, and extracurricular activities, and whether administrators involve staff in decision making.
Strategies:: What steps will be taken in order to obtain the desired outcome..	• Offer more opportunities for parents and guardians to participate in school activities (Scholastic Book Fair, Mobile Science Lab, Field Trips, etc.) • Send home Parent Survey asking for feedback in regards to what parents would like the school to offer.
Initiative leader and team: Who is responsible and involved in the work?	PBIS Chairperson and the PBIS Committee
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• The school needs to invite parents/ guardians into their classrooms for special activities. This allows parents/ guardians opportunities to participate in their child's learning. • Offer phone conferences for those parents that cannot make it to Parent Conference Day. • Work with the PTO during membership drives to increase parent signups.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	2025-2026 Staff Survey results
Timeline: Include dates for implementation of action steps.	September 2025 - May 2026

2025 Student Survey Results

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	2024	2025
School's Student Score	4.66	5.25
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	Domain: Community Topic: Participation and Engagement Average Score: 3.77
Topic Description:	The participation and engagement topic describes the degree to which students feel there are chances to participate in class discussions and activities, school-sponsored events, extracurricular activities, and school rulemaking.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	• Teachers will review the PBIS Rules throughout the year. During this time the students will help the teacher develop classroom rules. • Teachers will use the “Turn and talk” strategy throughout the daily lessons. Turn and talks give students opportunities to participate in class discussions. • Bel Air will continue to offer extra curricular activities throughout the year (Fall and Spring Music Programs, Spring Band/ Orchestra Concerts, etc) • Grandparents Day Activity • Pancakes with Santa
Initiative leader and team: Who is responsible and involved in the work?	Laura Alkire, the PBIS Team, PTO, and teachers

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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)?	
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Feedback from the students, staff, and community. • Student participation
Timeline: Include dates for implementation of action steps.	2025-2026 Student Survey results
Secondary Area of Need State the Domain, Topic, and Score	Domain: Relationships Topic: Student-Student Relationships Average Score: 5.59 (Improvement from 24-25)
Topic Description:	The student to student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with and respect one another.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	• Classroom community building techniques including circles, cooperative groups • Lunch bunch/social groups led by guidance counselor • Monthly Character Education focuses • School-wide engagement activities that all students and staff participate in • Cooperative groups during Tier I SEL instruction • Conflict resolution and bullying prevention units during Tier I SEL instruction • School counseling intervention/mediation as requested by students/staff/parents

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	• Random Acts of Kindness Week
Initiative leader and team: Who is responsible and involved in the work?	Classroom teachers, PBIS Team, Guidance Counselor
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Classroom teachers revisiting and implementing circle strategies to build classroom community • Planning and delivery of weekly Tier I lessons via SOAR Time • Planning and delivery of monthly character education focuses through morning announcements • School counselor availability to provide intervention/mediation in a timely manner • Planning and implementation of school-wide engagement activities • Mentoring program between grade levels
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• 5th Grade Student Survey • Attendance data during school-wide engagement activities • Student request data for school counseling intervention/mediation
Timeline: Include dates for implementation of action steps.	• All initiatives will take place recurrently September 2025- June 2026 • Conflict Resolution (September 2025) • Bullying Prevention (October 2025) • Random Acts of Kindness (February 2026)

IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS
PBIS Tier I

All students are taught our school-wide expectations as described above. Other examples of tier I supports and interventions include:

- Second Step Bullying Prevention curriculum taught to K-5 students during SOAR Time
- Toolbox Project curriculum taught to K-5 students during SOAR Time (Guidance lessons)

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- We Do Listen curriculum taught to Pre-K students during SOAR Time
- SRSS data collection completed by classroom teachers for K-5 students
- Focus on positive interactions with staff for all students
- Quarterly school-wide activities for all students
- Restorative circles taught during SOAR Time
- Classroom managed behaviors vs. office managed behaviors differentiated by all staff

PBIS Tier II

- Restorative practices utilized as appropriate through the principal or school counselor
- Mediation services as appropriate through the school counselor
- Toolbox Project Think Sheets utilized by school counselor or LAP staff
- LAP intervention as determined by the principal
- Monitoring of SRSS data to assist in determining appropriate interventions or support referrals
- Request of assistance forms completed by classroom teachers as needed
- Check-In, Check-Out intervention monitored by school counselor, classroom teacher and/or special educator
- Small group intervention led by school counselor or mental health specialist
- Classroom observation and strategies provided to classroom teacher by behavior specialist
- Principal, LAP staff and special educator trained in Crisis Prevention Intervention
- Visual schedules developed by special educator and/or behavior specialist
- Referral to school based counseling or community agencies

PBIS Tier III

- Development and implementation of Functional Behavior Assessment and Behavior Intervention Plan
- Development and implementation of Tier III support plan
- Collaboration with student's physician or mental health provider
- Mentoring
- Referral to school based counseling or community agency

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

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As we enter year 8 implementing PBIS schoolwide, teachers will review and model expected behaviors. Teachers should develop short lessons, demonstrations, and discussions on a weekly/ daily basis. We continue to use weekly SOAR Time to teach SOAR expectations at the start of the school year, after extended breaks and as needed based on PBIS Team feedback. We have begun implementing a reward keychain program. Each student received a keychain at the end of the 1st quarter and tokens are earned by students for attendance, citizenship and academics at the end of each quarter. To help address attendance rates on traditionally low attending days (like ½ days prior to holiday breaks), school-wide events are held during the school day and students can earn special edition brag tags for attending. We have also begun utilizing a character education program via morning announcements. Each morning students are reminded of the character trait of the month through a daily message.

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

After finding success in the 2024-2025 school year, we will continue having students identified as needing Tier II support participate in the Check-In/Check-Out (CICO) intervention.

CICO provides students with daily structure, feedback, and positive adult connections to support their behavioral and academic success. The intervention can be customized to target specific behaviors that require additional focus. Throughout the day, teachers will provide feedback to students on these identified behaviors, helping to reinforce expectations and promote self-monitoring and growth.

Reasons to use CICO in your PBIS implementation:

- Provides structure in a student's day
- Creates accountability
- Provides teacher feedback to student and parents
- Creates internal motivation
- Improves student behavior
- Increases academic success

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- Creates a stronger home-school connection

X. Family and Community Engagement

Parent/Community Involvement Needs

Describe in a narrative your school's family and community engagement. Support with data (i.e. volunteer hours, percent of family/community participation from sign in sheets, type and number of parent activities, etc.).

Bel Air School continues to thrive in regards to parent involvement. The parent volunteer hours for the 2024-25 school year were more than 1,600 hours. PTO membership has more than 60% of the population. Bel Air is proud of the parent/volunteer participation and we will strive to maintain or increase the number of volunteer hours in the 2025-2026 school year. Parents contribute in the following ways: assisting with science lessons, assisting with Robotics after school, assisting in the cafeteria, participating in fundraisers, tutoring, reading aloud, providing healthy snacks for special occasions, providing teacher luncheons, and organizing and attending the Back-to-School Splash at the Bel Air Community Pool. In addition, the Bel Air Teacher and Children Helpers (B.A.T.C.H.) assist with laminating and copying educational materials, copying and collating PBIS tickets, and providing any additional service requested by staff members throughout the year. PTO parents can also be found attending Meet-Your-Teacher Night and Parent Conference Days, coordinating the school yearbook, sitting on school teams and committees, participating in PreK-K Orientation, and creating various school-wide bulletin boards. Grade 5 parents serve as speakers for Career Day. . Parents, staff, and students participate in celebrating a drug-free lifestyle through school-wide activities during Red Ribbon Week. The parents also plan and implement all holiday recognition events, including Fall Festival, Pancakes with Santa, Valentine's treats, Easter Egg Hunt, Field Day, and the Grade 5 Pool Party. In terms of community involvement, the parents assist with a number of events, including, but not limited to, "Santa's Workshop", "Read Across America Day", and an animal shelter collection. Parents participate in grade 5 Outdoor School. The staff communicates with parents using the assignment notebooks, notes and phone calls to parents, Back-To-School letter, email communication, Parent/Student Handbook, Communicator Folders, and the Bel Air School website.

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Parent Involvement Plan

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent/family engagement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet their targeted goals.

Identify two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities and processes. Please include a timeline for implementation.

- Meet Your Teacher Night - Parents and faculty meet to discuss classroom/grade level expectations and possible volunteer opportunities. - August 2025
- PTO Meetings- Administrator reviews the SIP and allows for parent input - December 2025/ January 2026
- Raising a Reader Program for PreK and Kindergarten Helps parents build practice and grow reading routines with their children. Parents are invited 2 times a year to participate in a kick off event and an end of the year event in which parents do activities in order to enhance literacy strategies. They also complete a survey to gain their input about the program. - October 2025, May 2026
- MCAP Practice Test- Parents are invited to “Take the Test” with their students. They participate in samples of MCAP tasks with their children. - March 2026
- Each month students from each classroom get special recognition for demonstrating one or more of the PBIS goals. The students receive a certificate and are recognized by a community leader, the principal, the counselor, or any other staff member. In addition, the principal gives S.O.A.R certificates to students who receive the Principal's Award every nine weeks and calls each student's parent to inform the parent that their child was recognized and why the student received the S.O.A.R. ticket.- September 2025 through May 2026

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XI. Professional Community for Teachers and Staff - Standard 7

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

Professional Learning 1:	
Professional Learning Title	Science Of Reading
Date(s), Time, and Location	July 2025- January 2026- Teachers will take Science Of Reading course online through SUNY
Intended Audience	Teachers
Method of Funding	Free through SUNY
Changes to occur as a result of Professional Learning	When teachers understand the science of reading, classroom shift towards more explicit, structured, and systematic literacy instruction. This includes explicit teaching of phonics, phonemic awareness and vocabulary, leading to more effective small -group instruction tailored to students' needs. Teachers use assessments to identify specific skill gaps and adjust their teaching intensity accordingly, moving away from less effective methods like cueing.
Knowledge and skills the participant will attain	Understanding the science of reading enables teachers to deliver explicit, evidence-based instruction in foundational skills such as phonemic awareness, phonics, and vocabulary. Research shows this approach is more effective for most students than implicit or discovery -based methods. With this knowledge, teachers can more accurately identify students' needs, adapt instruction to different learning styles, and implement reading programs with greater precision and success.

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Method to measure implementation of knowledge and skills in the classroom	● Observation and teacher self-reflection: ○ Observe lessons to see if they follow Structured Literacy principles, which are the classroom application of the Science of Reading. ○ Use checklists to note the presence of key components like phonemic awareness, phonics, fluency, vocabulary, and comprehension activities. ○ Observe student engagement and participation in activities like shared reading or word work. ● Student work samples: ○ Spelling tests: Assess a student's ability to apply phonics and word recognition skills to spell words. ○ Reading responses: Review student writing or oral responses to text to gauge comprehension, vocabulary use, and ability to connect to background knowledge. ○ Decoding assessments: Look at how students decode words during reading and how accurately they apply phonics skills. ● Formal and informal assessments: ○ Running records: Use informal running records to assess a student's reading fluency, accuracy, and self-correction strategies. ○ Comprehension quizzes: Measure how well students understand the content of a text after reading it. ○ Vocabulary assessments: Evaluate students' understanding of new vocabulary words introduced in lessons and texts. ○ Screeners and diagnostics: Use formal universal screeners and diagnostic assessments to
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	identify specific areas of strength and weakness in a student's reading development.
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Professional Learning 2:	
Professional Learning Title	.Articulation Meetings
Date(s), Time, and Location	May 2026
Intended Audience	PreK- 5th Grade Teachers
Method of Funding	District Funding
Changes to occur as a result of Professional Learning	Student information forms will be completed. Needs of students will be reviewed, and class lists and groupings will be created.
Knowledge and skills the participant will attain	Gather both academic and non -academic data: • Academic performance: assessment results, reading levels, prior knowledge, skill mastery. • Learning styles and preferences: visual, auditory, kinesthetic, or mixed • Interests and motivations: topics or activities students engage with most. • Behavioral and social data: collaboration skills, leadership tendencies, and peer relationships. • Language and cultural background: for supporting multilingual learners.
Method to measure implementation of knowledge and skills in the classroom	By the end of the articulation meetings, the 2026-2027 classrooms will be formed. Student Information Forms, class lists, and groupings, sign in sheet, agenda/notes, and meeting evaluation.

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XII. Management Plan

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

During September and October 2025, all staff members collaborated to analyze data, identify areas of focus, conduct root cause analyses, and establish goals for the Academic Progress sections of the School Improvement Plan (SIP). The draft plan is reviewed with staff during a faculty meeting in late November, prior to the submission deadline. Staff are encouraged to provide input and feedback to ensure shared ownership of the plan.

Following the SIP evaluation by Central Office staff, the final document is reviewed again with the faculty to address any revisions or recommendations. Implementation progress is monitored and discussed monthly during regularly scheduled grade-level team meetings. Additionally, the Leadership Team meets once a month to review SIP implementation and outcomes. Leadership Team members are responsible for facilitating grade-level discussions related to SIP focus areas and ensuring alignment of instructional practices with school goals.

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

During the November PTO meeting, the principal shares the goals and key activities outlined in each section of the School Improvement Plan (SIP). Parents are encouraged to ask questions and provide feedback on the plan. Once the SIP is approved and finalized, the completed document is made available to parents and community members on the school's website and at the information center located in the main lobby.

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

At the end of each quarter, the Leadership Team collects, analyzes, and disaggregates reading, math, and science data to monitor the progress of the identified target groups. Both formative and summative assessments, along with other relevant information provided by teachers, are utilized in this review process. The administration discusses and reviews this data with teachers during grade-level team meetings. The Reading Specialist and ELA & Math Coaches also analyze the data, provide staff with detailed documentation, and offer ongoing support to teachers throughout the school year.

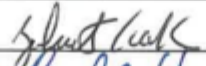
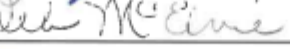
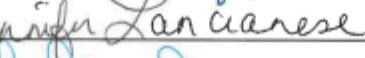
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5. How will the administration monitor the plan?

The administrator meets monthly with the Leadership Team to review the components of the School Improvement Plan (SIP), ensuring that activities remain on track and gathering input from team members on the ongoing implementation process. Administration also meets biweekly with teachers during grade-level team meetings to gather feedback on instruction, professional development, and support programs needed to meet the goals of both targeted groups and all students. In addition, administration participates in the three annual data meetings (beginning, middle, and end of the year) and meets individually with specialists to develop and implement schoolwide focus goals. Revisions or enhancements to the SIP are made as necessary based on these discussions and data reviews.

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School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Joshua A. Cook		Principal
Rachel Hager		SIT Chair
Jacquelyne Shields		Teacher
Erin McKenzie		Teacher
Crystal Miller		Teacher
Daphne Snyder		Teacher
Bethanie Dicken		Teacher
Linda Smith		Instructional Assistant
Rachel Winebrenner		ACPS/School Reading Coach or Specialist
Michael Whitehead		ACPS/School Math Coach or Specialist
Laurie Ferguson		Reading Interventionist
Megan Oliver		Parent/Family Member
Debbie McElvie		Community Member
Rachel Meckley		Community Member
Jennifer Lancianese		Special Education Teacher
Laura Alkire		School Counselor