

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

School: Cresaptown Elementary School

Principal: Heather Peters

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I. VISION, MISSION, AND CORE VALUE

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Mission Statement

Cresaptown Elementary is committed to providing students with optimal learning opportunities enabling them to reach their full academic and social potential. We will work collaboratively with the community to:

- Utilize a team approach to differentiate instruction based upon individual needs.
- Ensure each student experiences success, feels cared for, and feels positive about their involvement at Cresaptown Elementary
- Challenge students to utilize critical thinking skills and problem solving strategies by focusing on rigorous and high quality instruction.
- Enhance instruction by providing teachers with professional growth.

Vision

Cresaptown Elementary is a child-oriented learning community dedicated to helping students reach their full academic and social potential.

Core Values

The administration and staff of Cresaptown Elementary are committed to a set of core values that guide our work/involvement with the students and community of Cresaptown. These beliefs support our goals, planning, and strong focus on curriculum, instruction, and assessment to ensure our students reach their maximum potential as lifelong learners. Specifically, these values include:

Instruction

We believe having high expectations for all learners will instill a desire for students to achieve goals based on a rigorous curriculum. We will continually enhance instruction to accommodate all students' needs with the use of adapted materials, well-designed lessons, and professional growth opportunities for staff. Instructional strategies will utilize research-based best practices.

School Climate

We believe a safe, positive, and nurturing school climate promotes the social, emotional, and academic growth of all students. The staff at Cresaptown Elementary will be open-minded, approachable, and empathetic to students' needs by establishing and maintaining mutual trust.

Positive Partnerships

Effective partnerships are built upon trust, respect, and reliability. We value parents and community members as essential partners and resources in meeting the needs of our school. Open communication and family involvement is imperative to student success. We welcome our families and surrounding community members to provide input and participate in school events/programs. We strive to maintain collaborative and positive relationships with all stakeholders.

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High Expectations

At Cresaptown Elementary School, we believe all students should receive rigorous and high-quality instruction. Through differentiating instruction, planning for small groups, analyzing assessment data, and individual goal setting, students will show growth and feel successful. Students and staff at this school will be held to a standard of high academic and behavioral expectations. Staff will seek continuous professional development opportunities to benefit students and create an optimal learning environment.

2024-2025 MD Report Card Star Rating (the number represents stars earned)	1	2	3	4	5
	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) ?			Yes		
If yes, state the identified subgroup(s).	Special Education				
Is this school identified as Comprehensive Support and Improvement (CSI) ?	No				
If yes, state the identified area.					
Is this school identified as Low Performing?					

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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.

II. SCHOOL DEMOGRAPHICS

A. Staff Demographic

B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	0	
Hawaiian/Pacific Islander	≤10	
Black/ African American	13	0.05%
White	229	84.5%
Asian	≤10	
Two or More Races	≤10	
Hispanic/ Latino	≤10	
Special Education	67	25%
LEP	≤10	
Males	143	53%
Females	126	46%

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	5	24	29
Itinerant staff	11		11
Paraprofessionals	8	5	13
Support Staff		4	4
Other	10	7	17
Total Staff	34	42	76

Gender X	≤10	n/a
Total Enrollment	271	
FARMS Rate (2024-2025)		92.57%

III. ATTENDANCE

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Table 4a	2022-2023	2023-2024	2024-2025
Grade Level – School Level	Attendance Rate	Attendance Rate	Attendance Rate
All (Excluding PreK & K)	92.0%	92.7%	92.8%
Grade 1	92.2%	91.1%	92.6%
Grade 2	92.7%	92.2%	91.4%
Grade 3	91.3%	93.5%	93.2%
Grade 4	92.3%	92.2%	93.1%
Grade 5	91.6%	94.2%	93.5%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	91.5%	92.1%	92.6%
Hispanic/Latino of any race	94.3%	89.8%	92.6%
American Indian or Alaska Native	58.7%	n/a	n/a
Asian	n/a	n/a	91.1%
Black or African American	91.4%	89.8%	92.2%
Native Hawaiian or Other Pacific Islander	93.1%	93.9%	94.7%
White	91.7%	92.3%	92.8%
Two or more races	88.5%	91.0%	90.8%
Male	91.1%	91.6%	92.4%
Female	92%	92.5%	92.9%
EL	88.3%	82.3%	92.4%
Special Education	90.6%	91.9%	91.0%
Free/Reduced Meals (FARMS)	90.2%	90.4%	91.7%

Chronically Absent

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

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MD Report Card reports students NOT chronically absent.

Table 5	2023	2024	2025
Not Chronically Absent (percentage)	71%	78%	79%
Report Card Points Earned (out of 15)	5.5	8	8.5

ATTENDANCE FOCUS AREA 1: Grade Band (s) or Subgroup (s)	All Students
Focus Area Goal	By the end of the 2025–2026 school year, the percentage of students who are not chronically absent will increase from 79% to 82% as measured by official attendance records and monitored weekly.
Root Cause(s):	Lack of engagement or connection — Students may feel isolated, unmotivated, or disconnected from school culture or peers Negative school experiences — Bullying, lack of accommodations, or frequent disciplinary actions can discourage attendance
Barriers:	Low family engagement — Parents/guardians may not feel connected to the school or may struggle to monitor attendance
Needed Resources:	Rewards, Certificates, Brag Tags, Extra Reward Days
Strategies	• Educate Families - Informational Postcards/Flyers sent home from the Attendance Works resources. • The newsletter and Website will report attendance data to families/staff. • Attendance mentors - Staff will check in with chronically absent students. • A phone call is made when a student is absent for 2 days in a row. • Letters are sent home to parents from the administration/teachers. • Positive phone calls are made to praise regular attendance.

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	● Homerrooms- Spell out “ATTENDANCE” for each day there is (one student or less absent) 100%attendance. Once the classroom spells it out, they receive an “attendance paw” to be hung on the board. Once three paws have been earned, the school will buy ice cream for all students in the homeroom. - o After the 1st Paw has been earned, the class will receive 10 extra minutes of recess. - o After the 2nd Paw has been earned, the class will receive 10 extra minutes of recess. - o After the 3rd Paw has been earned, the class will receive free ice cream from the cafeteria. ● Monthly Random Attendance Activity - One day a month, random students from each class who are present, will participate in a positive activity sponsored by our COP grant or our PTO to recognize their attendance. ● Monthly 95% Student Attendance - At the end of each month, students who missed one day or less will receive a reward - extra recess, popcorn party, hot chocolate party, homework pass, game day, pajama day, popsicle party, and ice cream party. ● Quarterly Regular Attendance Recognition – Students who have maintained regular attendance (95%attendance rate) during the 9 weeks will be recognized at the quarterly awards assembly. This would be for students who missed four days or fewer.
How will it be funded?	Concentration of Poverty: Community School Grant and PTO
Steps towards full implementation with timeline:	Use attendance reports to identify students who meet the requirements to receive the attendance incentives.
Monitoring Procedure:	Monthly

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ATTENDANCE FOCUS AREA 2	
Grade Band (s) or Subgroup (s)	Chronically Absent Students with Special Education subgroup focus
Focus Area Goal	By the end of the 2025–2026 school year, the percentage of students with disabilities who are chronically absent will decrease from 25.9 % to 23%, as measured by official attendance records and monitored weekly.
Root Cause(s):	Health and Medical Needs Transportation Challenges Gaps in foundational skills/accessing grade-level curriculum that may lead to frustration Unclear expectations — Families may not fully understand attendance policies or the impact of missing instructional time
Barriers:	Poverty Academic frustrations Transportation challenges
Needed Resources:	PST Team: administrator, school counselor, special education representative, community school coordinator, social worker, pupil service worker, mental health provider
Strategies:	• Attendance Monitoring Weekly by PST • Building positive relationships with students and families to build trust (positive phone calls, monthly attendance incentives) • Use phone calls, texts, and home visits to share resources about transportation, health, and attendance expectations • The Bottom 10% Special plans (CICO/Individual growth recognition) will be developed and coordinated by the Community School Coordinator for targeted students.
How will it be funded?	Concentration of Poverty (COP) Grant, School Funds
Steps towards full implementation with timeline:	Use attendance reports to identify students who have missed 6% or more of school days (chronic absence threshold).

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	Separate data by subgroups (Special Education, English Learners, LowIncome, etc.) to target interventions equitably. Revisit attendance data weekly to monitor/adjust goals
Monitoring Procedure:	Timeline: Immediately after identifying students: Action Monthly: Review attendance patterns (e.g., certain days of the week, health-related absences, transportation issues) Meet with teachers and service providers to gather insight into student needs or barriers.

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	72	38	47
All Suspensions	4	0	0
In School	0	0	0
Out of School	4	0	0
Sexual Harassment Offenses	0	0	0
Harassment/Bullying Offenses	1	0	0

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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.

Our total number of referrals increased by 9 from the previous year but still remained below the 2022-2023 data that resulted in 72 total referrals and 4 suspensions. To reduce the number of referrals, Cresaptown has implemented the "Leader in Me" curriculum that teaches students and staff the "7 Habits of Highly Effective People." The goal is to create a nurturing environment that fosters accountability, self-reliance, communication, and collaboration to help students thrive academically and personally. Our goal is to build leaders within our student population to serve as role models of positive behavior. In addition, we will ensure our staff continues to build positive relationships and connections with our students as we greet and dismiss our students each day. The guidance counselor and LAP instructional assistants will implement the "Toolbox Project" that is a research-based social-emotional learning program that teaches self-awareness, empathy, and resilience.

Our pupil service team will monitor our school-wide data that includes discipline behavior referral data, teacher classroom reports, parent concerns, PST discussions/referrals, and counselor concerns to strategically analyze and discuss specific student needs. This data also allows us to plan, and if needed, to collect additional data to determine if Tier II and Tier III supports are needed. We also plan to continue utilizing our PBIS strategies to provide students and teachers with incentives to encourage positive behaviors. Each month, our PBIS team reviews our student conduct data to determine a focus area for student improvement. This focus area is then discussed both in the classroom and on the announcements daily to ensure students understand the target area for improvement.

Cresaptown Elementary utilizes a behavior matrix for students and staff to identify school rules and expectations in all areas of the school ground. Staff members introduced and will periodically review these expectations for students to ensure they follow the rules and expectations. Exemplary behaviors are listed in each area of the school and playground based on our school rules of being respectful, responsible, safe and ready to learn. Booster weeks are planned to promote positive behavior based on conduct data showing problem areas, grade levels, and times of the school day.

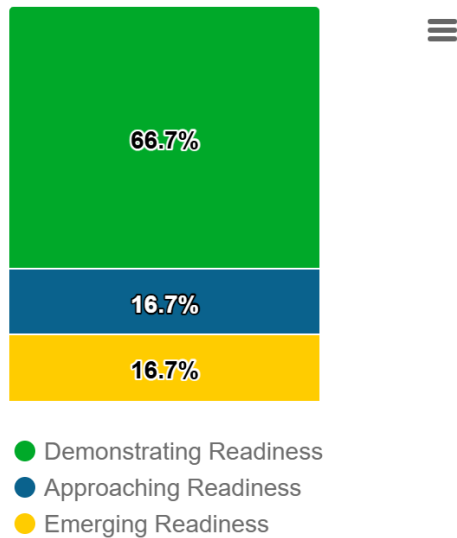
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VI. EARLY LEARNING

A. Kindergarten Readiness

Star Early Literacy Proficiency Rate (District Benchmark)

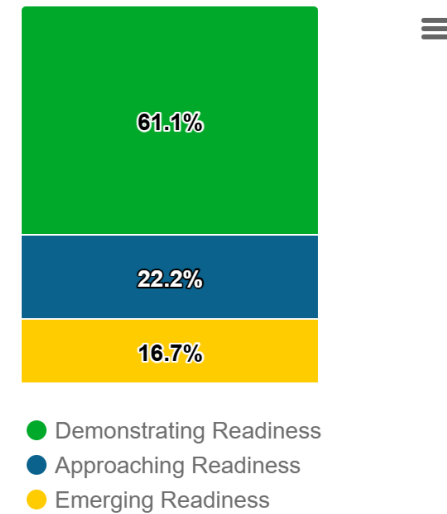
Fall 2025-2026



EXPLORE

Star Math Proficiency Rate (District Benchmark)

Fall 2025-2026



EXPLORE

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

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school is implementing to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

Our team of classroom teachers, special education staff, literacy coach, and interventionist will utilize collaborative planning time to analyze our early STAR and DIBELS data to identify and target deficits found prior and at the beginning of kindergarten. According to our STAR Literacy Data, 11/35 students were identified as having developing or beginning skills. Our DIBELS data revealed that 19/37 or 51% of students scored below or well-below indicating a large gap in literacy foundational skills. To identify ways to best support our students, our team will continuously analyze and monitor our data to target and remedy areas of need, as well as adjust our instructional practices to ensure students are reaching their potential growth. Teachers will use both Tier 1 and small group time to focus on blending, implementing the mClass instructional lessons, incorporating Heggerty, and implementing the sidebar support during Tier 1 instruction. The *CKLA Assessment and Remediation Guide* will be used to support both the skills and core strands based on student needs. Classroom teachers and special education teachers will partner with the literacy coach during professional development and collaborative planning time to deeply internalize CKLA units and strengthen Tier II and Tier III instructional supports.

Our Prekindergarten Grade 3 and Prekindergarten Grade 4 teachers collaborate monthly with our Early Learning Program Specialist, Dr. Cheri Helmstetter, to support high quality instructional practices. During these collaborative meetings, teachers analyze PELI data, benchmark assessments, and progress monitoring results to identify student strengths and areas for growth. This data-driven process informs instructional planning, with a current focus on small group instruction and purposeful differentiation to meet the diverse needs of learners. Ongoing progress monitoring promotes teacher reflection and ensures instructional decisions are responsive to student needs. In addition, our PreK teachers, along with our early childhood special educator, meet with our speech-language pathologist, occupational therapist, and physical therapist weekly to discuss student progress and work on strategies for the needs of their students.

Our math coach is monitoring math data to identify student strengths and deficits. This will drive collaborative planning sessions with teachers and create interactive events to support families in strengthening their ability to support their children at home.

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Both early learning classrooms also partner with a Program Specialist from the Allegany County Library to enhance students' early literacy development through engaging experiences such as reading, singing, rhyming, movement, and creative activities. Families will be invited to accompany their child to visit the library, where they will learn about available programs, services, and resources. Families will also have the opportunity to register for a library card during the visit.

In addition, students and families participate in the *Raising a Reader* program, which provides families with a take-home book bag containing four developmentally appropriate texts. This initiative strengthens the home –school connection and promotes meaningful early literacy experiences within families.

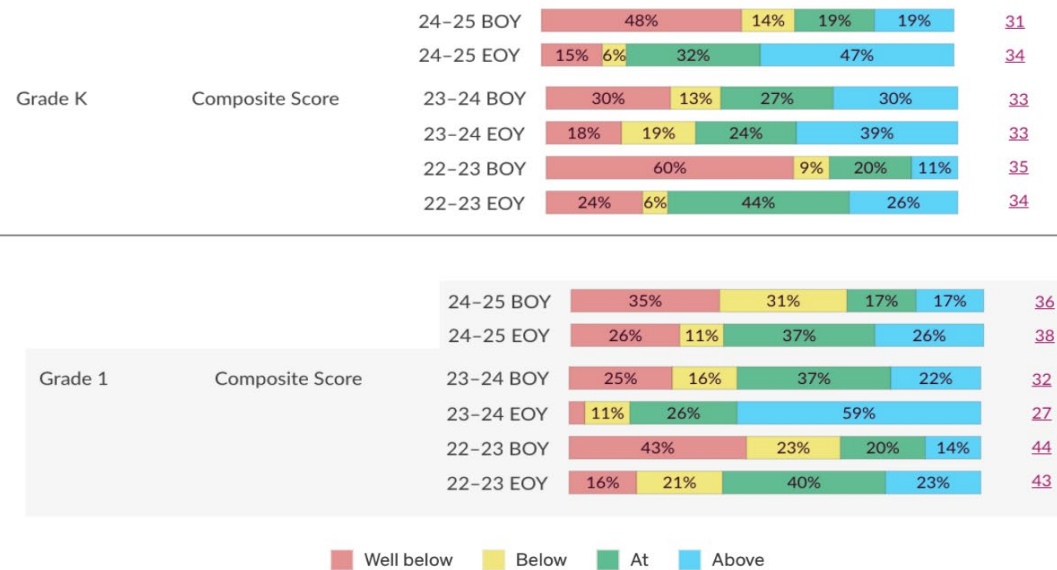
Mr. Ferguson, our school guidance counselor, collaborates weekly with classroom teachers to support students' social-emotional development by providing intentional opportunities for young learners to learn and practice essential social-emotional skills.

The PreK classes also participate in the "Leader in Me" program where they teach lessons 3 days a week to foster student empowerment and boost academic achievement.

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B. DIBELS K-2

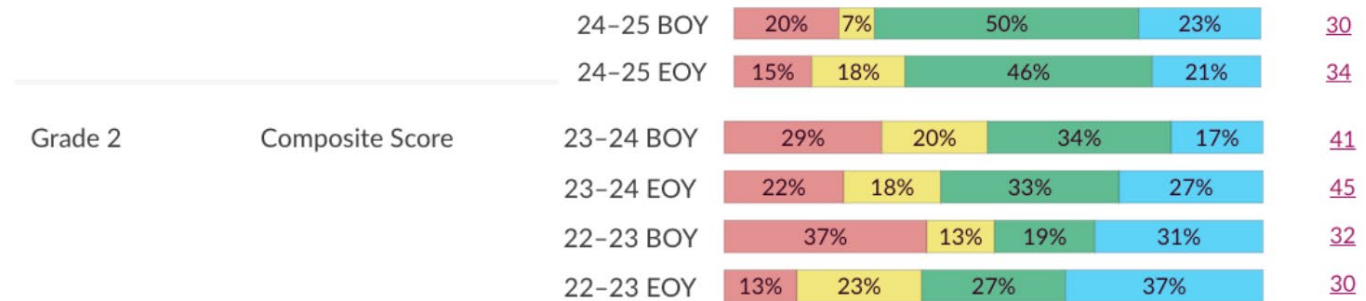
D8: Benchmark Performance - Composite Score Cresaptown Elementary



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D8: Benchmark Performance - Composite Score

Cresaptown Elementary



< 2020 > ⋮

Well below Below At Above

Amplify.

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K-2 AREA 1:	Literacy
Focus Area Goal	By May 2026, the percentage of K-2 students meeting or exceeding grade level expectation on the DIBELS composite score, will increase by at least 8% from BOY to EOY as measured by DIBELS benchmark assessments. BOY DIBELS 2025 Overall K-2: 47% at or above • Kindergarten: 48% at or above • Grade 1: 56% at or or above • Grade 2: 37% at or above Year Over Year - 2023 - 2025 • EOY DIBELS 20245 ○ Kindergarten: 69% at or above ○ Grade 1: 63% at or above ○ Grade 2: 67% at or above • EOY Dibels 202324 ○ Kindergarten: 63% at or above ○ Grade 1: 89% at or above ○ Grade 2: 60% at or above • EOY DIBELS 20223 ○ Kindergarten: 70% at or above ○ Grade 1: 63% at or above ○ Grade 2: 64% at or above
Root Cause(s):	Gaps in Foundational Skills Knowledge
Focus Early Literacy Component:	Overall Components of DIBELS Composite Scores (combination of phonemic awareness, fluency, word reading, letter naming fluency or comprehension where applicable)
Barriers:	Families may not have the strategies to reinforce phonics and reading fluency at home Attendance - chronic absenteeism and/or tardiness interrupts consistent literacy instruction and skill development
Needed Resources:	CKLA: mClass instructional groupings and materials; CKLA additional support lessons

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Strategies and/or evidence -based interventions:	• Targeted small group instruction at least 3 times per week to work on skill gaps during literacy lab. Staff will continuously monitor student Boost pathways, DIBELS progress monitoring (if eligible), teacher observation, and benchmark and unit assessments. • Monthly meetings with our reading intervention teacher, literacy coach, and administration to review reading data to ensure student groupings are meeting the needs of all students • Learning Walks/Classroom visits utilizing the MSDE Walkthrough Tool to collect data and provide timely feedback • PreK and Kindergarten teachers will plan BOY, MOY, and EOY activities and invite parents to the classrooms to practice modeling reading and learn comprehension, questioning, and reading strategies to help their child at home (Raising a Reader). • Utilize the DIBELS and benchmark trends across all grade levels to plan family engagement events to help parents support student achievement • Monthly collaborative planning sessions with literacy coach to internalize CKLA lessons/resources in preparation to address skill gaps for identified students.
How will it be funded?	Instructional Funds Concentration of Poverty (COP) Grant
Steps towards full implementation with timeline:	*Progress monitoring will occur in accordance with the ACPS K-5 ELA Assessment Schedule *School-wide Literacy Events for families: November 18, 2025, Winter 2025, Spring 2025 *Raising a Reader events - Fall 2025, Winter 2025, Spring 2025 *Quarterly Awards Assemblies - November 2025, January 2026, April 2026, June 2026
Monitoring Procedure:	Literacy Learning Walk Data Collaborative Planning Time DIBELS BOY, MOY, EOY screening Progress Monitoring measures Data meetings held 5 times per year Use of CKLA Assessment Tracker to monitor progress on CKLA skills
K-2 AREA 2:	Literacy

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Focus Area Goal	By the end of 2025-2026 school year, the percentage of K-2 students meeting their expected Word Reading Fluency benchmark, will increase by at least 8% from the BOY as measured by DIBELS assessments. DIBELS Data K-2: 23-24 EOY 28% Well Below, 24% Below K-2: 24-25 EOY 27% Well Below, 19% Below K-2: 25-26 BOY 28% Well Below, 27% Below (9% discontinued)
Root Cause(s):	Gaps in Foundational Skills Knowledge some students enter kindergarten or first grade with minimal exposure to letters, sounds, or print concepts Deficits in phonological awareness, decoding, and sight recognition that leads to automaticity
Focus Early Literacy Component:	Word Reading Fluency
Barriers:	Attendance - chronic absenteeism and/or tardiness interrupts consistent literacy instruction and skill development Families may not have the strategies to reinforce phonics and reading fluency at home
Needed Resources:	CKLA Skills Units mClass instructional groupings and materials Boost and Amplify Hub CKLA additional support lessons
Strategies and/or evidence-based interventions:	● Targeted small group Tier 2 and 3 instruction 3 to 5 times per week, focused on specific WRF deficits ● Literacy intervention that targets WRF in isolation and connected text (Geodes) ● The use of decodable text to align to specific phonics patterns within CKLA units ● The implementation of Literacy Kits to reinforce phonemic awareness and phonics skills

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How will it be funded?	Instructional Money; Concentration of Poverty Grant (COP)
Steps towards full implementation with timeline:	*Progress monitoring will occur in accordance with the ACPS K-5 ELA Assessment Schedule *School-wide Literacy Events for families: November 18, 2025, Winter 2025, Spring 2025
Monitoring Procedure:	Collaborative Planning Time with Literacy Coach DIBELS MOY and EOY screening Progress Monitoring measures Data meetings held 5 times per year Use of CKLA Assessment Tracker to monitor progress on CKLA skills

VII. ACADEMIC PROGRESS

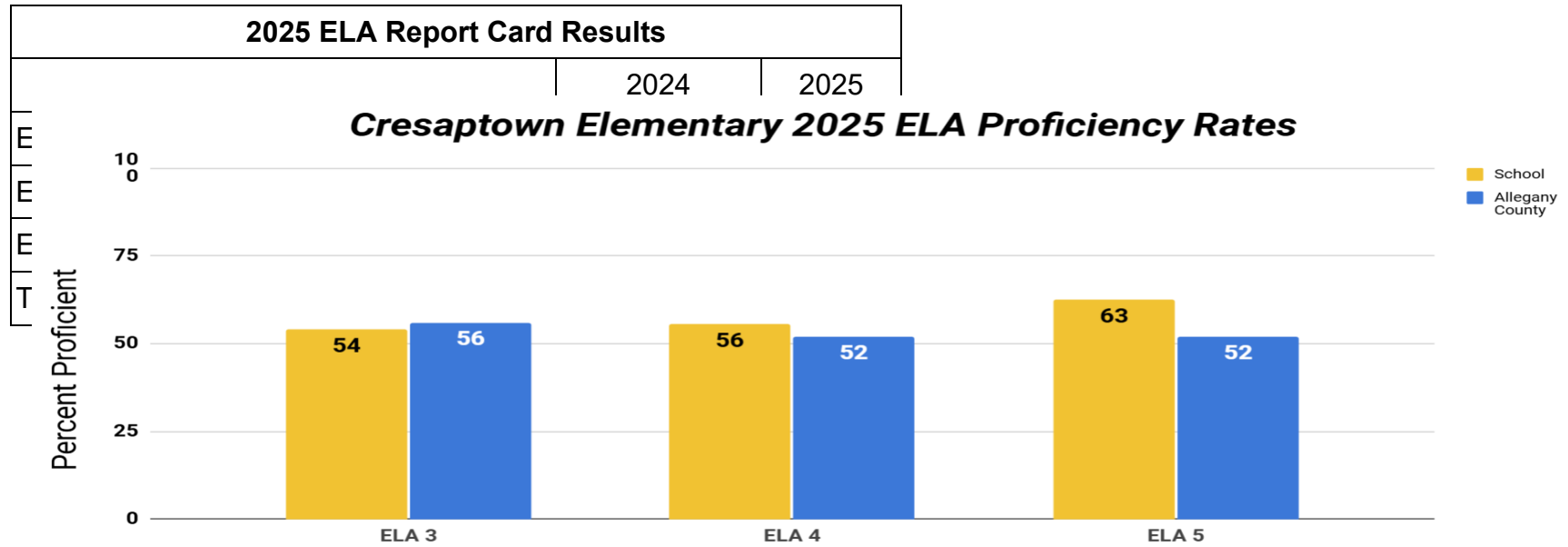
A. ENGLISH LANGUAGE ART

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

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

MD Report Card Data (to be filled in after the release of 2025 Report card in December)

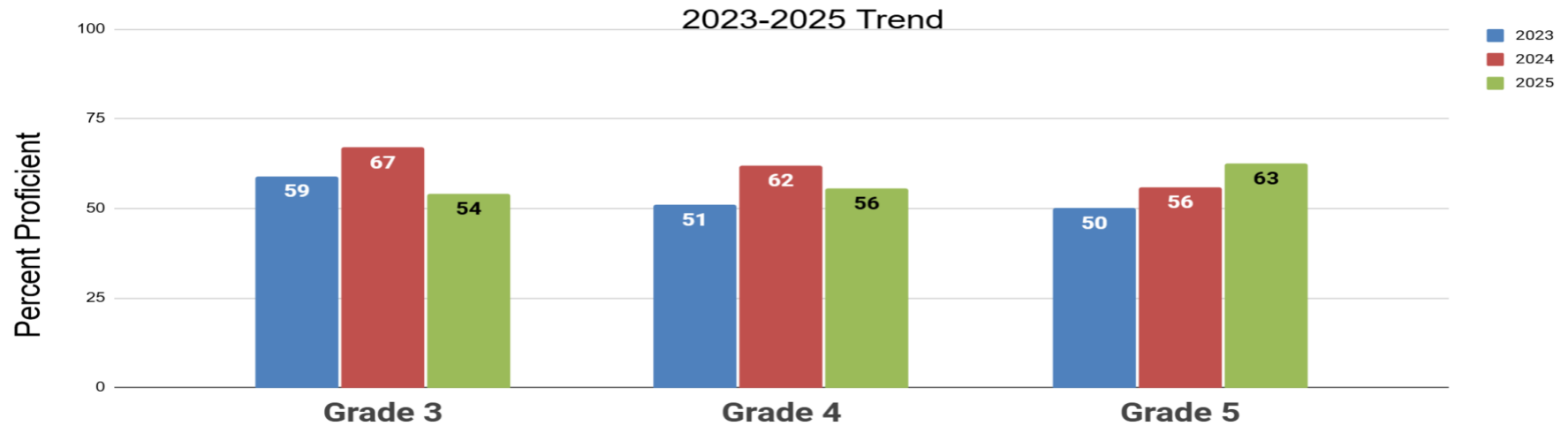
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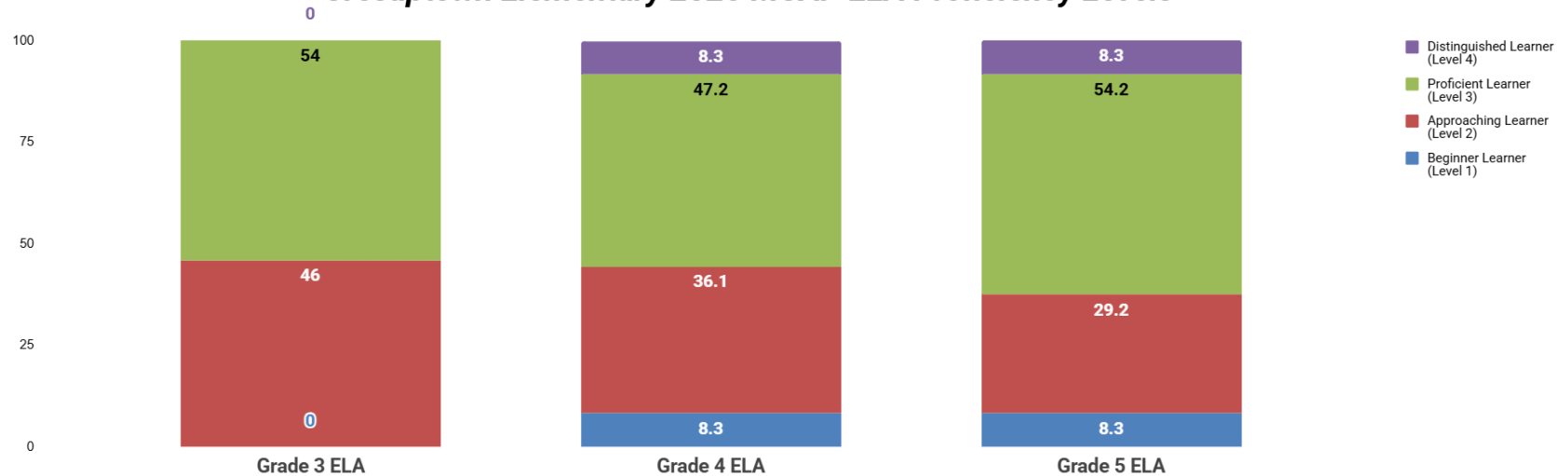
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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Cresaptown Elementary ELA Proficiency Trend

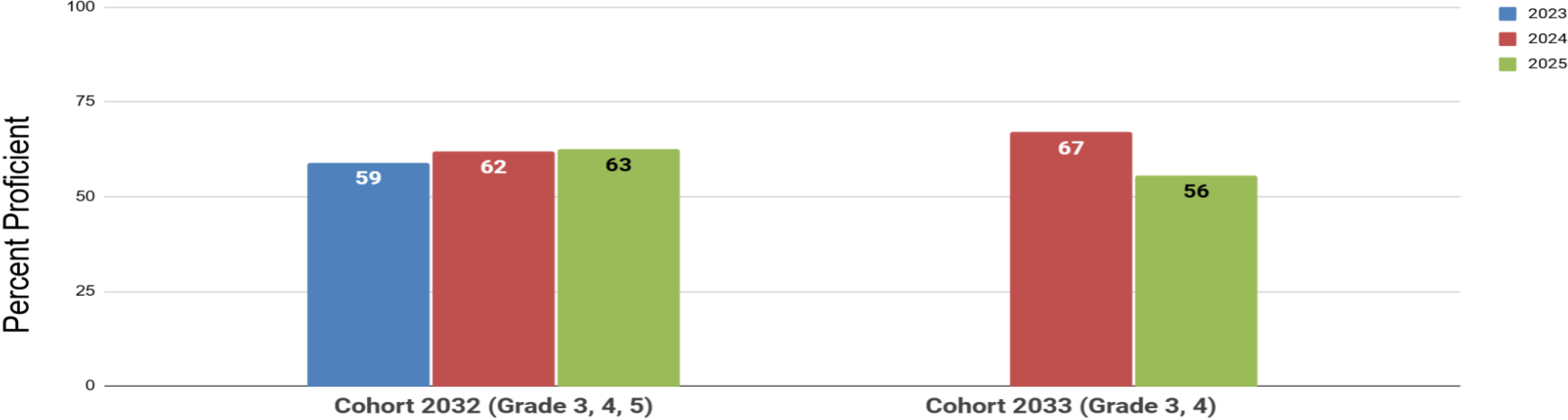


Cresaptown Elementary 2025 MCAP ELA Proficiency Levels



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Cresaptown Elementary ELA Cohort Proficiency Growth



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	Spring 2023- MCAP assessment (41%of Grade 3 students, 49%of Grade 4 students, 50%of Grade students) Scored below proficient on MCAP. Spring 2024- MCAP assessment (33%of Grade 3 students, 38%of Grade 4 students, 44%of Grade students) Scored below proficient on MCAP. Spring 2025 MCAP assessment. (46%of Grade 3 students, 43%of Grade 4 students, 38%of Grade students) Scored below proficient on MCAP. Improve from the 2024 ELA Proficiency in the students with disabilities subgroup by 5%or more.
Root Cause(s):	Teachers need further internalization and clarity of standards, lessons, and goals for Tier-1 instruction Students need more experience with literary and informational text and time to critically analyze text and complete assignments independently
Focus Content Standard(s):	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.4.2 Determine the main idea of a text and explain how key details support it; summarize the text. RI.5.2 Determine two or more main ideas of a text and explain how key details support them; summarize the text. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Barriers:	Gaps in foundational skills and knowledge, including vocabulary and fluency Student understanding of text structure Insufficient differentiation and specially designed instruction within the CKLA curriculum limiting grade level access for students receiving special education services
Needed Resources:	MCAP test practices Anchor charts Graphic Organizers

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Strategies and/or evidence-based interventions:	• Collaborative planning will allow teachers to focus on ways to teach students strategies to internalize text, using anchor charts and graphic organizers, that focus specifically on the main idea and supporting details. The charts will be created and displayed to assist students. for CKLA units during collaborative planning. • Monthly collaborative planning with the literacy coach to work through lesson internalization protocols and student work protocols. • Weekly collaboration between general education and special education teachers to plan specially designed instruction and resources for students • Utilize small group instruction and literacy lab time to focus on Tier II strategies for literature, including the CKLA novel studies and Amplify Boost. • Analyze learning standards to develop success criteria. • Winter and Spring Literacy events tied to school data to support students and families with reading and skill building strategies • Monthly collaborative planning for special education staff to formulate plan and design instruction and materials for special education students
How will it be funded?	Instructional Funds Concentration on Poverty (COP) Grant ATSI Funds
Steps towards full implementation with timeline:	Data Meetings - BOY, MOY, EOY and Midcycle Monthly Grade Level Collaborative Planning Weekly Collaborative planning between general and special education staff School-wide Literacy Events for families: November 18, 2025, Winter 2026, Spring 2026
Monitoring Procedure:	Data Meetings, Collaborative Planning, and Grade Level Team Meetings
FOCUS AREA 2:	Reading Foundations
Focus Area Goal	The goal of focus area 2 is to increase the number of students on or above level by 8% on the DIBELS Composite Score by the End of year benchmark assessment. 113 students out of 230 students or 49% grades K-5 scored well below or below on the BOY composite score.

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	Improve the students with disabilities subgroup by 5% or more.
Root Cause(s):	High concentration of students performing below grade level in reading Limited instructional time focused on foundational skills once students are beyond the primary grade levels
Focus Content Standard(s):	RF.K.2 / RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.4 / RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RL.2.1/ RL.2.1/ RF.3.4 / RL.3.1/ RI.3.1 Ask and answer questions to demonstrate understanding of key details in text.
Barriers:	Deficits in word recognition strand Cohesiveness in CKLA program and literacy lab resources Transition to new core program (Superkids to CKLA) Pre K core curriculum differs from K-5
Needed Resources:	Geodes, DIBELS Progress Monitoring, DIBELS Benchmark,
Strategies and/or evidence-based interventions:	• Utilize learning walk data to strengthen Tier 1 CKLA instruction • Analyze and monitor BOY, MOY, EOY data to skill deficits that will create small group instruction targets • Utilize DIBELS Data, teacher feedback, benchmark/unit assessments to determine best placement for Tier 2 and Tier 3 instruction • Collaborative planning between general and special education teacher to ensure special education students are receiving specially designed instruction to meet the needs on their IEP and the deficits indicated by DIBELS data • Monthly collaborative planning for special education staff to formulate plan and design instruction and materials for special education students • Winter and Spring Literacy events tied to school data to support students and families with reading and skill building strategies
How will it be funded?	County Funded using school resources ATSI Funding Concentration of Poverty Grant

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Steps towards full implementation with timeline:	September 2025-May 2026 Data Meetings: September 2025, January 2026, May 2026 Grade Level Team Meetings with Literacy coach (Monthly) Weekly General Education and Special Education Collaborative Planning Monitor Benchmarks and Unit Assessments (Monthly)
Monitoring Procedure:	Data Meetings (BOY, MOY, EOY, Progress Monitoring) Monthly Grade Level Team Meetings with Literacy coach Teacher/Reading Interventionist Feedback

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.

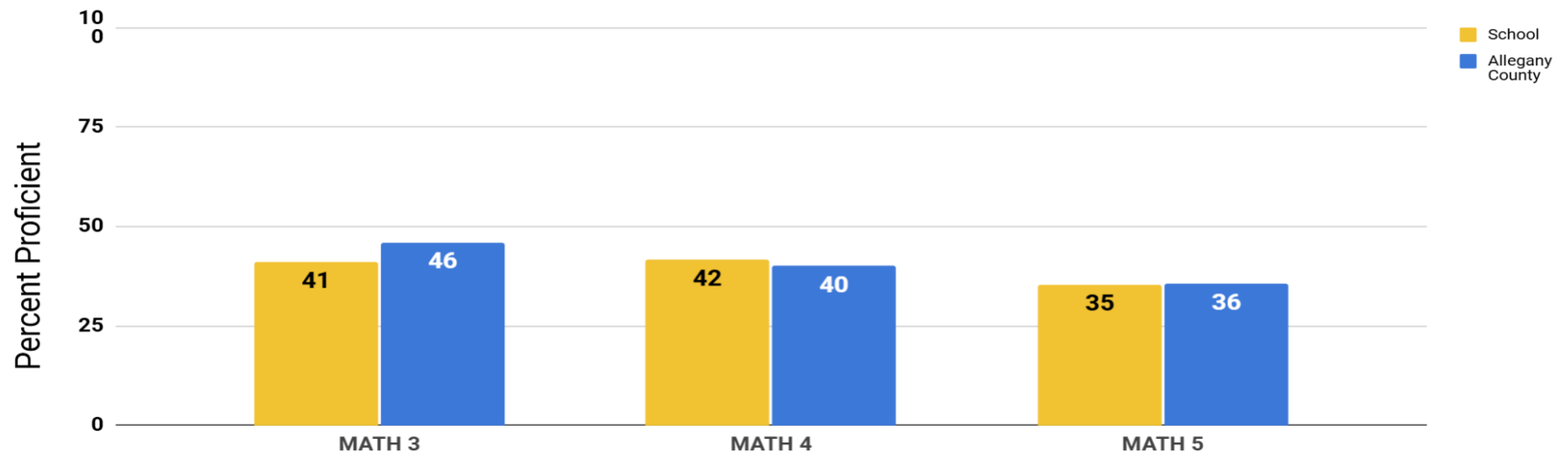
2025 Math Report Card Results		
	2024	2025
Math Proficiency out of 5	2.3	2.3

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Math Average levels out of 5	3	2.96
Math Growth out of 12.5	10	5
Total Math Report Card Points out of 22.5	15.3	10.09

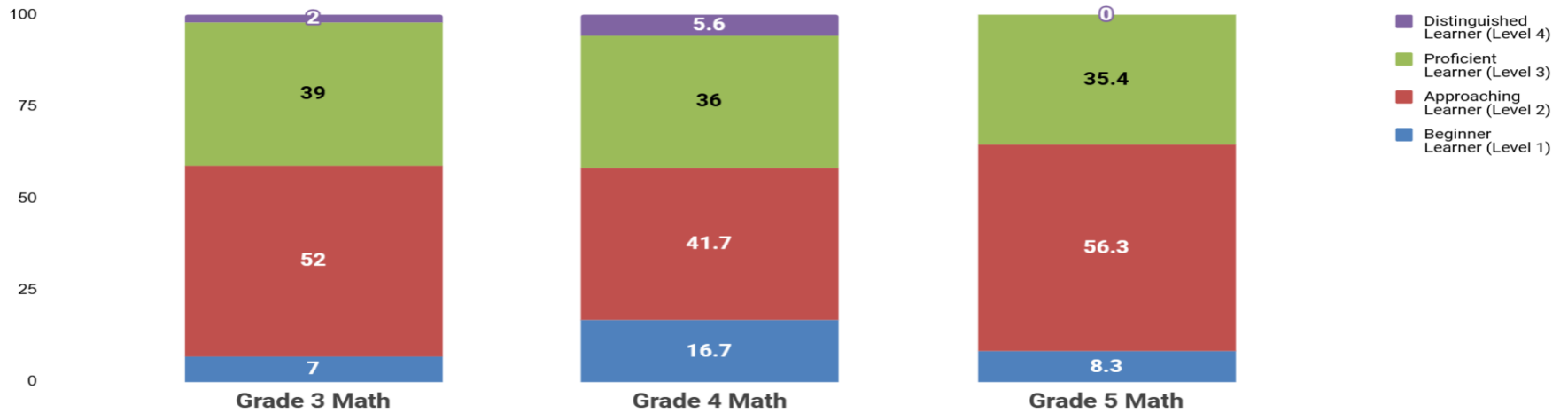
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

Cresaptown Elementary 2025 Math Proficiency Rates



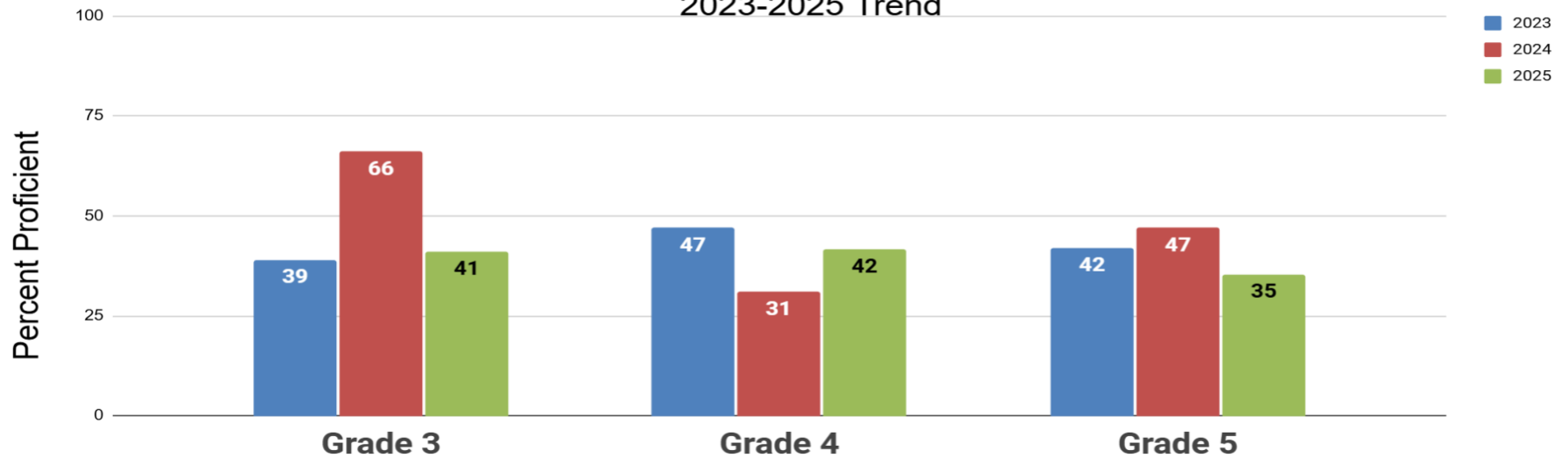
Allegany County Public Schools
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Cresaptown Elementary 2025 MCAP MATH Proficiency Levels



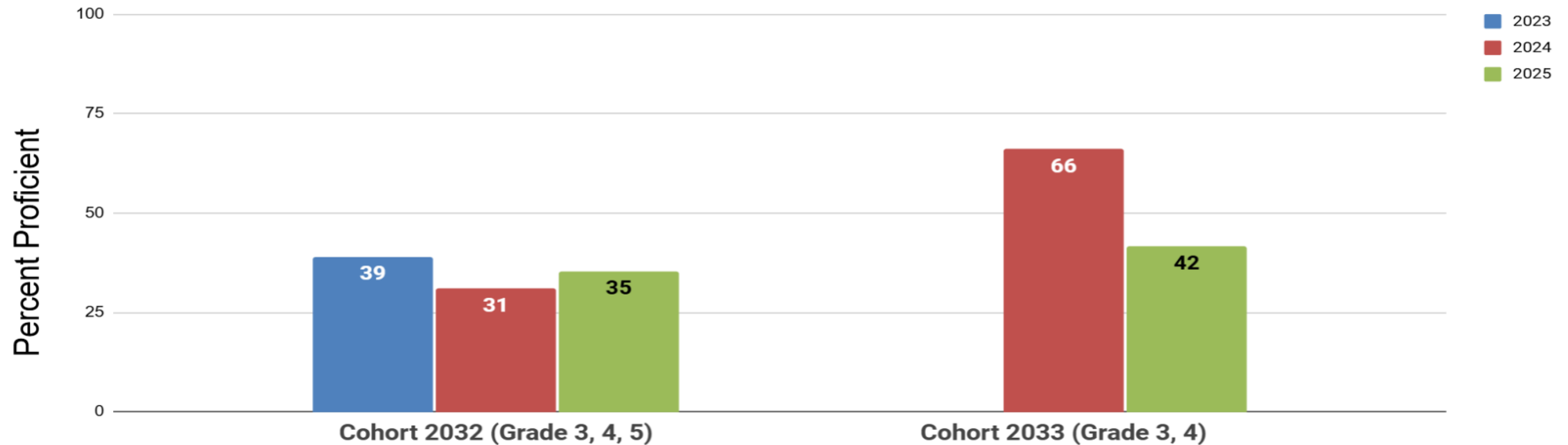
Cresaptown Elementary Math Proficiency Trend

2023-2025 Trend



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Cresaptown Elementary Math Cohort Proficiency Growth



MATH FOCUS AREA 1:	Fractions and Decimal Understanding
Focus Area Goal	By EOY 2026, Grades 3-5, including general education students and students receiving specially designed instruction, will demonstrate increased proficiency in understanding fractions and decimals and in solving problems involving fractions and decimals, as measured by the MCAP Mathematics assessment. Overall mathematics proficiency will increase across all three grade levels, through the implementation of standards-aligned, data-driven, and differentiated instructional practices. Cresaptown's MCAP proficiency rates show 41% proficiency in Grade 3 compared to 46% at the county level, 42% proficiency in Grade 4 compared to 40% countywide, and 35% proficiency in Grade 5 compared to 36% at the county level. Additionally, the School Evidence Statement Analysis identified that students in Grades 4 and 5 performed below both county and state levels on standards related to fractions and decimals.
Root Cause(s):	Limited real world applications Gaps in foundational number sense and insufficient conceptual understanding Lack of concrete and visual models to support abstract reasoning

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Focus Content Standard(s):	4.NF.B.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with symbols $>$, $=$, and $<$, and justify the conclusions (e.g., by using a visual model). 5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. 4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with symbols ($>$, $=$, $<$), and justify the conclusion. 5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Use visual models and real-world problems to represent the operation.
Barriers:	Curriculum pacing moves too quickly, leaving little time for deep exploration or remediation of fraction and decimal concepts
Needed Resources:	Fraction models and manipulatives, anchor charts Vertical planning to focus on pre-requisite skills taught in the areas of fractions and decimals. Coverage schedules for monthly collaborative planning
Strategies and/or evidence-based interventions:	• Planning for pre-requisite fractions units and spiraling the fraction standards throughout the entire school year to strengthen conceptual understanding of the NF standards. • Math Coach will lead small group instruction with targeted students using data from MCAP and iReady • Monthly collaborative planning sessions with the math coach to analyze student data • <i>Do the Math</i> intervention to support identified students with skills deficits (Grades 3-5) • Breakfast Club (Grades 3-5) to practice math fluency • Math Coach is leading parent math strategy sessions monthly to focus on needed skills and expectations for additional support at home.
How will it be funded?	Instructional Material Money, Concentration of Poverty Grant ATSI Funds

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Steps towards full implementation with timeline:	Math Strategy Workshops with Math Coach - October 15, November 5 & 18, December 10, 2025 January 7 & 28, 2026. 2nd Semester Dates will occur in February, March, April, and May 2026 <i>Do the Math</i> intervention: March 2026-June 2026 Math Coach small groups will occur Monday/Wednesday starting in November 2025 through the end of the school year Collaborative Planning Sessions (Monthly) with general/sepcial education teachers Breakfast Club-Monday/Wednesday October 2025-June 2026
Monitoring Procedure:	Grade level team meetings during monthly collaborative planning Data meetings and mid-year check-ups after MOY diagnostics Teachers will monitor individual iReady Pathway performance, Benchmark/End of Unit Data Intervention Data (Pre/Post Assessments, Progress Monitoring)

MATH FOCUS AREA 2:	Content Modeling and Reasoning with Multi-Step Word Problems
Focus Area Goal	By 2026 EOY, Grade 3 and 4 general education students and students receiving specially designed instruction will demonstrate improved proficiency in content modeling and solving multi-step word problems as measured by the MCAP Mathematics. Cresaptown - 41% Proficient for Grade 3 Math MCAP, ACPS46% Proficient Grade 3 Math MCAP Cresaptown - 42% Proficient for Grade 4 Math MCAP, ACPS40% Proficient Grade 4 Math MCAP According to the School Evidence Statement Analysis, students in Grades 3 and 4 scored below the county and the state on the listed standards.
Root Cause(s):	The need for grade-level consistency utilizing mathematical modeling and discourse. Word problems rely on both literacy and math skills, so reading deficits directly impact performance. Students struggle to identify the correct order of steps or how the operations connect on two -step problems. Gaps in foundational math skills and inconsistent use of visual/concrete models
Focus Content Standard(s):	2.OA.A.1 Use addition and subtraction within 100 to solve one and two -step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions; e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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	3.OA.D.8 Solve twostep word problems using the four operations. Represent problems with equations using a letter for the unknown and assess reasonableness using estimation and rounding. 4.OA.A.3 Solve multi-step word problems with whole numbers using the four operations. Represent using equations with variables. Assess reasonableness using mental computation and estimation. 5.OA.A.1-2 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
Barriers:	Overreliance on key-word strategies instead of reasoning Difficulty managing multi-step logic (deciding what to do first or next) Difficulty Translating Words to Equations or Models Weak Operation Sense and Fact Fluency
Needed Resources:	Manipulatives, charts, graphic organizers to help explain their reasoning using models, equations, and math vocabulary. School Incentives, <u>Do The Math</u> curriculum
Strategies and/or evidence-based interventions:	● Problem Decomposition (Two-Step Thinking) ● Visual & Concrete Modeling ● Real-World Integration that requires explanation, modeling, and justification of reasoning ● Math Manipulatives - graphic organizers ● Math Coach will lead small group instruction with targeted students using data from MCAP and iReady ● <i>Do the Math</i> intervention ● Math Coach is leading parent math strategy sessions monthly to focus on needed skills and expectations for additional support at home.
How will it be funded?	Instructional Funds ATSI Grant funds Concentration of Poverty (COP) Funds
Steps towards full implementation with timeline:	● Teachers will use iReady pathways, comprehension checks, and assessments to monitor growth and understanding of word problems. ● Math Strategy Workshops with Math Coach - October 15, November 5 & 18, December 10, 2025

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	January 7 & 28, 2026. 2nd Semester Dates will occur in February, March, April, and May 2026 • Monthly collaborative planning sessions with Math coach & general/special education teachers • Math Coach small groups will occur Monday/Wednesday starting in November 2025 through the end of the school year • <i>Do the Math</i> intervention: March 2026-June 2026
Monitoring Procedure:	Monitor on iReady Pathway, iReady Benchmarks, iReady Curriculum practice and assessments. Monthly Math Collaborative Planning with Math coach to review data Do the Math intervention progress monitoring

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.

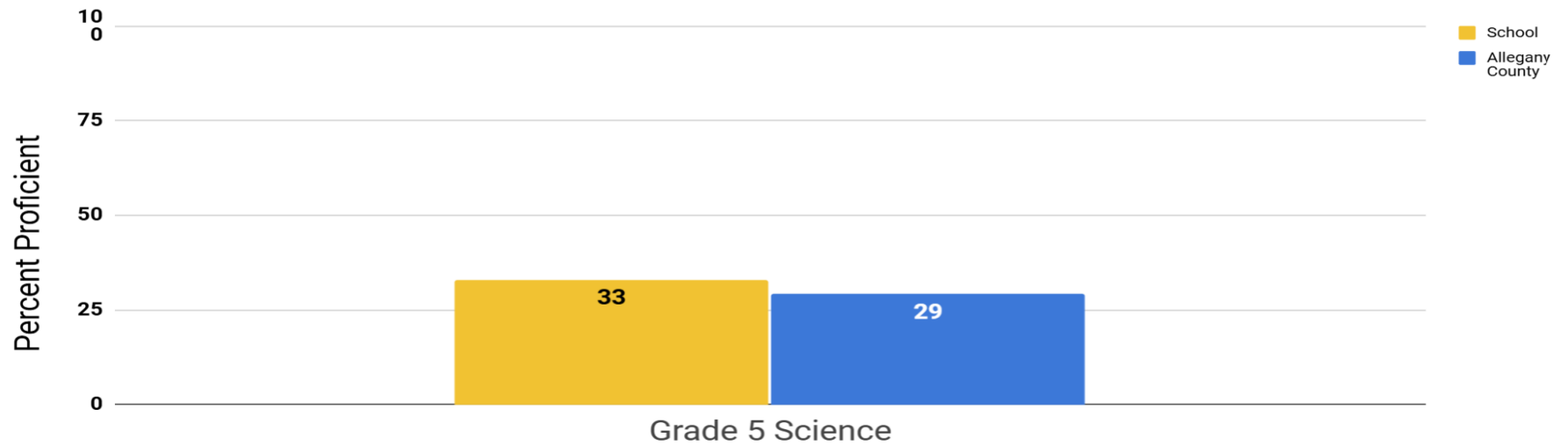
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 5	1.7	1.9	1.74

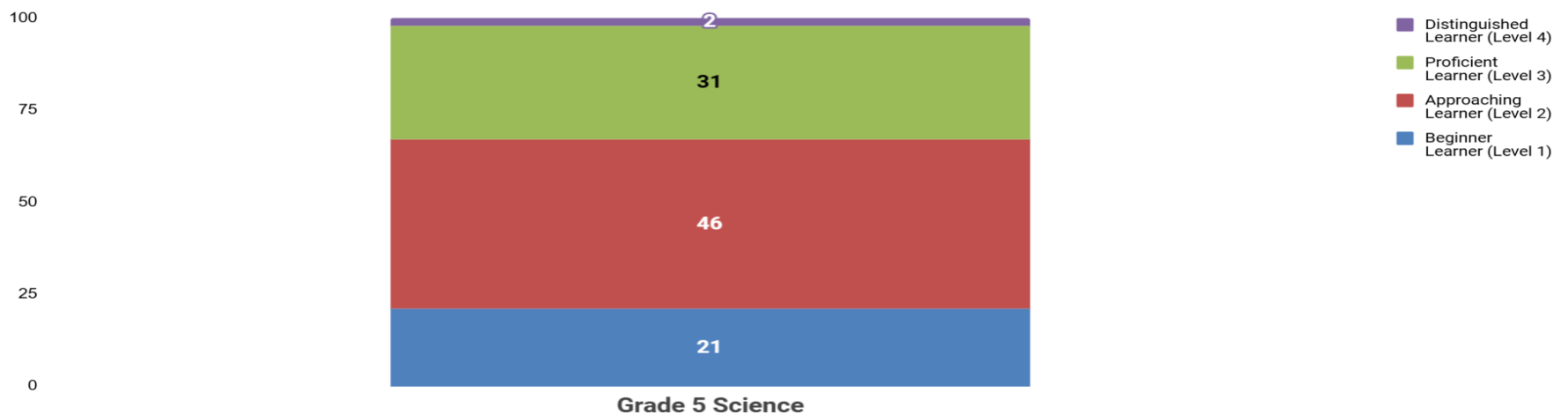
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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Cresaptown Elementary 2025 Science Proficiency Rates

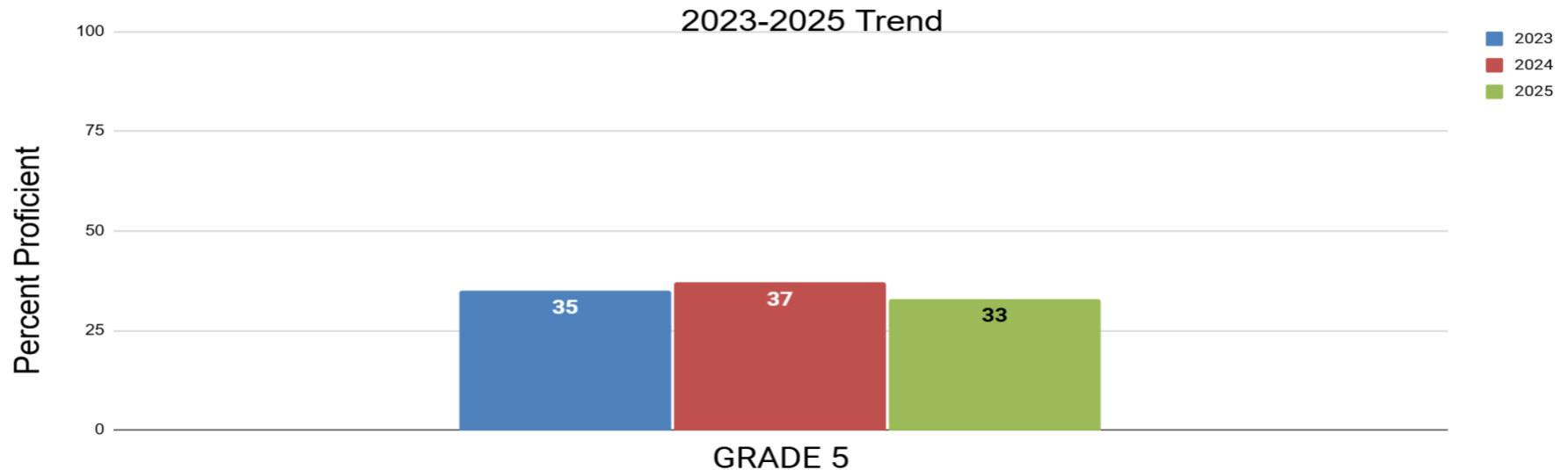


Cresaptown Elementary 2025 MCAP Science Proficiency Levels



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Cresaptown Elementary Science Proficiency Trend



FOCUS AREA 1:	Life Science
Focus Area Goal	By the end of the 2025–2026 school year, the percentage of all students earning a Level 3 (Proficient Learner) on the MISA assessment will increase by at least 3%, as measured by official MISA results.
Root Cause(s):	Absence of consistent standard aligned science curriculum frameworks Lack of professional development in science instruction Student gaps in foundational vocabulary and reading comprehension Curriculum pacing dictates units that are imperative to mastery Life Science
Focus Content Standard(s):	3-LS2-1 Construct an argument that some animals form groups that help members survive. 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among

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	individuals of the same species may provide advantages in surviving, finding mates, and reproducing. 3.LS4-3 Construct an argument with evidence that in a particular habitat, some organisms can survive well, some survive less well, and some cannot. 3.LS4-4 Claim the merit of a solution to a problem caused when the environment changes, and the types of plants and animals that live there may change.
Barriers:	Without a structured pacing guide, instruction may miss critical content Gaps in vertical alignment and content reinforcement Foundational science skills from earlier grade levels are not consistently revisited or spiraled for mastery Fewer opportunities for hands-on, inquiry-based science learning that connects to real-world experiences
Needed Resources:	Supplemental hands-on materials for instruction in Life Science
Strategies and/or evidence-based interventions:	• Grade-level spiraling on priority standards with a targeted focus on Grade 3 Life Science standards • Teachers will use tasks in the Discovery Education and Mystery Science curriculum to enhance instruction and teach spiral review lessons on grade 3 Life Science skills. • Data driven small group activities that include hands-on experiments and labs • Collaborative planning sessions to gain understanding of all grade level standards to spiral within daily content • Grade 5 Outdoor School Lessons • Maryland Science Center Presentation: April 8, 2026 • Frostburg State University STEM event (Grade 5) April 9, 2026 • Maryland Extension Agriculture Lab: April 13-17, 2026 • Science Nerds (experiments) April 16, 2026 • Partnership with Evergreen Heritage Center (Growing Gardners)
How will it be funded?	Instructional funds Community of Poverty (COP) Grant

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Steps towards full implementation with timeline:	Prioritized Grade 3 Life Science standards based on School Evidence Statements (MISA) (Fall 2025-Spring 2026) Incorporate MISA-style constructed response and modeling tasks (Fall 2025-Spring 2026) Embed Life Science review tasks weekly into core instruction (Fall 2025-Spring 2026) Third-grade teachers will focus on lessons this school year and monitor progress using FOSS Science, Mystery Science and Discovery Ed investigation checks.
Monitoring Procedure:	Monitor Mystery Science and Discovery Ed assessments (Grade 3) Students will write “claim” statements to support or refute based on evidence they find through investigations (Weekly Science lessons)
FOCUS AREA 2:	Earth Space Science- Grade 5
Focus Area Goal	By the end of the 2025-2026 school year, the percentage of students earning a Level 3 (Proficient Learner) or higher on the MISA assessment will increase by at least 3 percent, as measured by the official MISA results.
Root Cause(s):	Inconsistent spiraling of Earth and Space science concepts/standards Limited exposure to MISA-style tasks that include multi-step, evidence-based, and require scientific reasoning Limited vertical alignment from earlier grade level levels Students deficits in the ability to read informational science texts, interpret data, or write evidence - supported explanations
Focus Content Standard(s):	5-ESS41Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth. 5-ESS2 1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. 5-ESS2 2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
Barriers:	Low student engagement with real -world or inquiry-based science Weak graphing and data interpretation skills Insufficient emphasis on scientific argumentation and explanation writing Few lessons include experiments, demonstrations, or digital simulations that make these abstract idea

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	concrete Lack of formative assessments for specific Earth and Science standards to monitor student mastery
Needed Resources:	Vertical alignment documents (Grades 3-5) MISA-style practice tasks Curriculum materials aligned to Earth and Space science standards
Strategies and/or evidence-based interventions:	- Teachers will use tasks in Discovery Education, PEBBLEGO, CKLA, and Mystery Science curriculum to enhance instruction. - Claim-Evidence Reasoning-given a scenario, use the data to draw conclusions - Small group activities that include hands-on experiments and labs. - Maryland Science Center Presentation: April 8, 2026 - Maryland Extension Agriculture Lab: April 13-17, 2026
How will it be funded?	Instructional funds; Community of Poverty (COP) Grant
Steps towards full implementation with timeline:	Incorporate MISA-style constructed response and modeling tasks (Fall 2025-Spring 2026) Embed Earth Space review tasks weekly into core instruction (Fall 2025-Spring 2026) 5th-grade teachers will monitor progress using investigation checks from Mystery Science, Discovery Education, and FOSS Science. Administer formative assessments aligned to spiraled Earth and Space Science standards
Monitoring Procedure:	Implement Earth & Space Science standards-aligned "check for understanding" Data from Mystery Science and Discovery Ed assessments will be analyzed Fall 2025-Spring 2026 Students will write "claim" statements to support or refute based on evidence they find through investigations with a focus

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

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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	9.6	9.8
ACPS All Educator Score	7.20	8.20

<i>Staff Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Safety, Substance Use, 9.37

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Topic Description:	The substance use topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies:: What steps will be taken in order to obtain the desired outcome..	*DARE Program-implementation of evidence-based substance use prevention curriculum (Grade 5) *Health curriculum (K-5) *PST Team will utilize school-wide data to identify students and families, that may need the support of community resources *Staff will complete the Safe Schools training that addresses substance abuse
Initiative leader and team: Who is responsible and involved in the work?	Principal, Assistant Principal, Guidance Counselor, School Resource Officer, Social Worker
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	PST Team: Social Worker, Mental Health specialist, Administration, Community School Coordinator Community Partnerships-prevention/support: health department, mental health facilities
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Annual MD School Survey Data
Timeline: Include dates for implementation of action steps.	All Year August 2025 - Staff completes Safe Schools trainings DARE (May 2026) Implementation of Health Curriculum (School year 2025-2026) PST Monitoring (School year 2025-2026)

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Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Relationships, Student Student Relationships, 9.38
Topic Description:	The degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another.
Strategies: What steps will be taken in order to obtain the desired outcome..	*Positive Behavior Interventions and Support (PBIS)-respect & kindness *Implementation of SEL lessons that focus on empathy, perspective-taking, conflict resolution, and respectful communication *The 'four big rules' that will be consistent throughout the building are: Be Safe, Be Responsible, Be Respectful, and Be Ready to Learn. *Build classroom and school-wide norms with students -Model specific and consistent norms in all areas of the building <u>PBIS Activities:</u> Booster Reward Activities- At certain times of the school year it becomes necessary to more attentively focus students on the core behavioral expectations. Booster activities are conducted to achieve that goal. Leader in Me - The Leader in Me curriculum helps build student–student relationships by intentionally teaching leadership, collaboration, and interpersonal skills as part of daily school life. This new curriculum is built on Stephen Covey's <i>Habits of Highly Effective People</i>. Each month classroom teachers are selecting 2-3 students to be their leader of the month with a focus on one of the seven habits each month. Check In/Check Out- a system is designed to help students manage and monitor their own choices during the school day. *Implementation of "Life Skill Lessons" by guidance counselor *Kindness Week Random Acts of Kindness (February) *Mental Health counselor, ACHD counselor, Guidance Counselor Individual Counseling

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	Group Counseling Sessions
Initiative leader and team: Who is responsible and involved in the work?	PST Team CAT/PBIS Team Administration, Teachers School Counselor, Mental Health Counselor, ACHD 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)?	Staff Training, "Leader in Me" Guidance Counselor - Andrew Ferguson School Mental Health Counselor - Julie Brown ACHD Counselor Toolbox Project
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Social Group data kept by Guidance Counselor PST referrals Restorative Practices - Office Referrals and Discipline Data (reduction in peer conflict referrals) MD Staff Survey
Timeline: Include dates for implementation of action steps.	Life Skills Classes: September 2025-June 2026 Social Groups: October 2025-June 2026 Toolbox Project - February 2026-June 2026 Individual/Group Counseling: September 2025-June 2026

2025 Student Survey Results		
	2024	2025
School's Student Score	8.79	8.86

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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	Relationships, Student Relationships, 6.47
Topic Description:	The student-student relationship 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).	*Positive Behavior Interventions and Support (PBIS)-respect & kindness <u>PBIS Activities:</u> Booster Reward Activities- At certain times of the school year it becomes necessary to more attentively focus students on the core behavioral expectations. Booster activities are conducted to achieve that goal. *Implementation of SEL lessons that focus on empathy, perspective-taking, conflict resolution, and respectful communication *The 'four big rules' that will be consistent throughout the building are: Be Safe, Be Responsible, Be Respectful, and Be Ready to Learn.

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	*Build classroom and schoolwide norms with students -Model specific and consistent norms in all areas of the building Leader in Me - The Leader in Me curriculum helps build student–student relationships by intentionally teaching leadership, collaboration, and interpersonal skills as part of daily school life. This new curriculum is built on Stephen Covey’s <i>Habits of Highly Effective People</i>. Each month classroom teachers are selecting 23 students to be their leader of the month with a focus on one of the seven habits each month. Check In/Check Out- a system is designed to help students manage and monitor their own choices during the school day. *Implementation of "Life Skill Lessons" by guidance counselor *Kindness Week Random Acts of Kindness (February) *Mental Health counselor, ACHD counselor, Guidance Counselor Individual Counseling Group Counseling Sessions
Initiative leader and team: Who is responsible and involved in the work?	CAT/PBIS Team Administration, Teachers School Counselor, Mental Health Counselor, ACHD 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)?	Staff Training- " Leader in Me" Guidance Counselor- Andrew Ferguson School Mental Health Counselor - Julie Brown ACHD Counselor

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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?	Social Group data kept by Guidance Counselor SRSS data Restorative Practices - Office Referrals and Discipline Data Student Survey
Timeline: Include dates for implementation of action steps.	Life Skills Classes: September 2025-June 2026 Social Groups: October 2025-June 2026 *Determined by PST referrals, teacher feedback Toolbox Project - February 2025-June 2026 Student Survey-Spring 2026
Secondary Area of Need State the Domain, Topic, and Score	Environment, Physical Environment, 6.61
Topic Description:	The physical environment topic describes the degree to which students feel the school is kept clean, comfortable, and in good repair.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	• Add flags to identify classrooms • Equipment/Equipment bags will be purchased for each grade level • Paint will be added to the blacktop to update the basketball court lines • Outdoor signs and marquee to identify Cresaptown Elementary School • Floor stickers in hallways with PBIS logo • Updated signs for behavior expectations in different areas of the building (hallways, gymnasium, classrooms, bathrooms) • Updated bulletin boards in cafeteria
Initiative leader and team: Who is responsible and involved in the work?	Heather Peters, Katie Godfrey, Christa Brakeall, Custodial Staff
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	COP Funding Custodial Staff

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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?	2026 Student Survey Data
Timeline: Include dates for implementation of action steps.	2025-2026 School Year

IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I

PBIS Tier II

PBIS Tier III

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

- PBIS rules are shared with parents on the school website and posted around the school building highlighting the important aspects of PBIS and discussing behavior expectations.
- At the beginning of the school year, classrooms complete a passport where they review following school rules in various areas of the school- classroom, hallways, cafeteria, bathroom and playground.
- Model, and consistently review, behavior expectations in all locations throughout the school including classrooms, hallways, cafeteria, playground, restrooms.
- Continue to support bus drivers in rewarding positive riding behaviors.
- Recognition of students for demonstrating positive behaviors by distributing school-wide Pride Ticket or DOJO point incentives which may then be redeemed for tokens to be used at the Token Tower for a reward.
- Classroom teachers use Class DOJO to communicate with parents and students about daily activities and behavior.
- Students will have the opportunity to participate in grade-level booster activities throughout the year as a reward for positive behavior.
- Students chosen from each classroom as the *Leader in Me Award* for displaying the attributes of one of the 7 Habits of Highly Effective People- names announced and photos placed on the *Wildcat Leaders* Bulletin Board. Parents will be invited to an assembly to recognize their leader of the month.

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- Implement Tier II strategies for students needing additional behavior support.
- Implement informal behavior plans for students needing additional Tier II level support.

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

- Social Stories
- Check-in Check-Out
- Mentoring
- Counselor Sessions - individual and small group
- Behavior Contracts
- Lunch groups with counselor

X. Family and Community Engagement

Parent/Community Involvement Needs

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

Cresaptown Elementary has created a community where parents and educators come together to support the growth and development of their children. During the annual membership drive, an impressive 63 families joined the Cresaptown Elementary Parent-Teacher Organization (PTO), collectively contributing \$665. These parents are more than just members; they are actively involved, volunteering their time to decorate the school during holidays, crafting treat bags, becoming homeroom parents, and coordinating successful Field Day events. Cresaptown held an annual "Back to School" event on Tuesday, August 26 with approximately 167 attendees. Classroom teachers are having more classroom events this year and inviting families to participate and become more involved. Activities include: PreK3 and PreK4 holiday crafts, RAR classroom reading events in PreK and Kindergarten, 1st grade Christmas program, Veteran's Day program, Leader in Me Award Assemblies, literacy, math, and STEM parent events, etc. The COP Coordinator also schedules a variety of parent activities that include monthly Math strategy sessions; Farmer's Markets; Healthy Eating workshops with Evergreen Heritage Center; parent conference day t-shirt giveaway to improve parent attendance; weekly free drink at Hope House for parents, children, and community members; and providing some families with holiday meals. Parents' dedication and engagement in the

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PTO demonstrates the close-knit and supportive atmosphere that make Cresaptown Elementary a remarkable place for both learning and community building.

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.

*Leader in Me: Parents are invited to attend the recognition of our monthly leaders who represent the current "Leader in Me" habit (Monthly: November 13, 2025; February 19, 2026; March 16, 2026; April 23, 2026; June 4, 2026) (Average attendance is 40 people event)

*Evergreen Heritage Farmer's Market: October 21, 2026 families rotated through stations to learn about how foods grow and took home produce for their family (31 participants)

*Veterans' Day Recognition/Celebration: November 11, 2026 veterans/active military families were invited for a program to celebrate and recognize the veterans in our Cresaptown community (98 participants)

*Children's Literature Center Event: November 18, 2026 student representatives from FSU presented a story and a follow-up robotic activity for families (107 participants)

*Cresaptown Christmas: December 22, 2025 (214 participants)

*Literacy Event - Parents will be invited to participate in a reading strategies event for grades pre -K4-1, 23, and grades 4-5 in

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the months of February and March. Grade level activities will be determined based on needs identified by current DIBELS data and MCAP assessments. Families will receive resources, a book, and tools designed to support learning and practice at home (34 participants)

-February 2, 2026: K-2: Event will be tailored to the identified needs from DIBELS assessment; families will receive resources and strategies to support students in the areas of need (20 participants)

February 4, 2026: 3-5: Event will be tailored to the identified needs from CKLA assessment data; families will receive resources and strategies to support students in the areas of need (17 participants)

-March 16, 2026: 3-5: Event will be tailored to the identified needs from CKLA assessment data; families will receive resources and strategies to support students in the areas of need (18 participants)

-March 18, 2026: K-2: Event will be tailored to the identified needs from DIBELS assessment; families will receive resources and strategies to support students in the areas of need (20 participants)

*Community Art Night-February 12, 2026: students created a Valentine's Day art project with their families directed by our art teacher (110 participants)

*Children's Literature Center Event-student representatives from FSU presented a story and a follow-up robotic activity for families

*Math Event -Parents will be invited to participate in math strategies workshops for grades 1-3. Families will receive resources and tools designed to support learning and practice at home. (40 participants total)

(November 5, 2025; November 19, 2025; December 10, 2025, January 7, 2026; January 28, 2026

*AI/Internet Safety: March 26, 2026- families participated in an informational/interactive workshop to share with parents safe ways for their children to use online technology (32 participants)

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	Leader in Me

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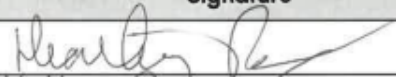
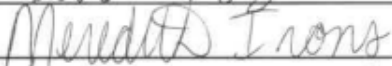
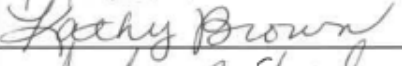
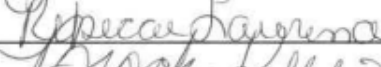
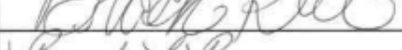
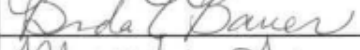
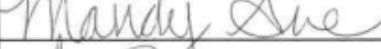
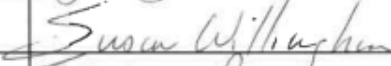
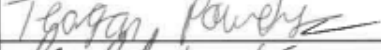
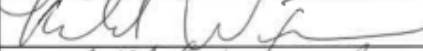
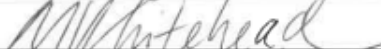
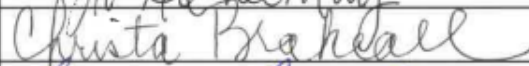
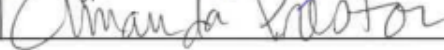
Date(s), Time, and Location	8/20/25, 8:00am - 11:30am - Opening Principal's Staff Development, Cresaptown Elementary Library 10/31/25, 8:00am - 10:00am - Principal's Staff Development, Cresaptown Elementary Library 4/9/26, Grade Level Planning Times - Cresaptown Elementary PD Room
Intended Audience	Teachers and Staff
Method of Funding	Concentration of Poverty Grant
Changes to occur as a result of Professional Learning	• Integration of habits into instruction: Teachers naturally embed leadership language and principles across subjects. • Guidance Lessons will be taught monthly to add to the lessons in the classroom and develop a school-wide leadership focus. • Student-led classrooms: Teachers shift from directing all learning to coaching students to lead discussions, projects, and goal setting. • Common language of habits: The 7 Habits become part of everyday conversations, creating consistency schoolwide. • Teachers will select students who are showing the selected leadership habits. Those students will be invited to an awards ceremony where parents will be invited to attend.
Knowledge and skills the participant will attain	Teachers gain an understanding of the <i>7 Habits of Highly Effective People</i>, the <i>Leader in Me</i> framework, and how to build a shared leadership culture. They learn how leadership, goal setting, and personal responsibility connect to academic and social-emotional growth. Teachers develop the ability to model and teach leadership habits, set and track goals, and create student leadership opportunities. They strengthen collaboration, communication, and reflective practices while fostering a positive, empowering classroom and school environment.
Method to measure implementation of knowledge and skills in the classroom	Lighthouse Team meetings will be held to share successes and challenges. The Measurable Results Assessment (MRA) survey will be completed by staff, 4th/5th grade students and parents. The survey asks questions in the areas of leadership, culture and academics. The survey was administered EOY 2025 and will be administered again in EOY 2026. The two data sets will be compared to see if there was growth in these specified areas.

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Professional Learning 2:	
Professional Learning Title	Collaborative Planning (Blueprint Pilot)
Date(s), Time, and Location	Monthly, PD room Cresaptown Elementary
Intended Audience	Classroom Teachers, Special Education Staff
Method of Funding	Maryland Blueprint Pilot
Changes to occur as a result of Professional Learning	Collaborative planning sessions will be held monthly for grade level teams and special education staff. Teachers will have an additional 3-hour planning and their classrooms will be covered by the blueprint teachers. Teachers will keep a sign-in sheet and minutes that will be added to their grade level blueprint folders on Google Drive. Teachers will focus on grade level needs in the areas of ELA or Math.
Knowledge and skills the participant will attain	Through additional collaborative planning time, teachers gain deeper knowledge of curriculum standards, data analysis, and effective instructional practices aligned with Maryland's College and Career Readiness goals. Teachers develop key skills in collaboration, lesson design, differentiation, and formative assessment, allowing instruction to be tailored to diverse student needs. This process also enhances communication, reflective practice, and shared leadership, empowering teachers to continuously improve instruction and contribute to the overall goals of Maryland Blueprint for the Future.
Method to measure implementation of knowledge and skills in the classroom	Analyze student assessment data to determine if collaborative planning improved instructional effectiveness and outcomes. Data would consist of DIBELS and the iReady Math Diagnostic.

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School Improvement Plan for Non-Title ATSI I School - SIGN OFF SHEET

Name	Signature	Role
Heather Peters		Principal
Katie Godfrey		Assistant principal
Meredith Irons		SIP Chair, 2nd Grade Teacher
Kathy Brown		Pre-K3 Teacher
Sarah Lolbel		Pre-K4 Teacher
Rebecca Lawrence		Kindergarten Teacher
Brooke Kline		First Grade Teacher
Brenda Bauer		Third Grade Teacher
Mandy Abe		Fourth Grade Teacher
Tania Pressman		Fifth Grade Teacher
Susan Willingham		Media Specialist
Teagan Powers		Special Education Teacher
Rachel Winebrenner		ACPS/School Reading Coach
Michael Whitehead		ACPS/School Math Coach
Jo-Nel DeMay		Reading Interventionist
Christa Brakeall		Community Schools Coordinator
Laura Snyder		Parent/Family Member
Amanda Preston, Hope House Coffee		Community Stakeholder