

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

School: Flintstone Elementary

Principal: Tim Farrell

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I. VISION, MISSION, AND CORE VALUE

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Mission Statement

Flintstone Elementary School is committed to providing a variety of robust educational experiences through the development of critical thinking skills in an equitable learning environment. These experiences help our students realize their potential and become responsible, caring and productive citizens in our diverse culture.

Vision

Our vision is to create a welcoming elementary school where students, staff, and parents join together to inspire our students to reach their full potential academically, physically, emotionally, and socially.

Core Values

- We believe that high expectations, robust instruction, and a positive mindset promotes a school performing to its highest potential.
- We believe school-wide behavioral expectations and restorative practices create a positive, safe, and peaceful educational environment.
- We believe relationships and collaboration between educators, families, and students is essential for children to achieve.
- We believe all students will be confident in their capabilities, their ability to succeed and be lifelong learners.

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

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

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II. SCHOOL DEMOGRAPHICS

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A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers		17	17
Itinerant staff	10		10
Paraprofessionals	1	4	5
Support Staff		4	4
Other	1	12	13
Total Staff	12	38	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	n/a	n/a
Hawaiian/Pacific Islander	≤10	≤10
African American	≤10	≤10
White	214	95.1 %
Asian	n/a	n/a
Two or More Races	≤10	≤10
Hispanic/ Latino	≤10	≤10
Special Education	32	14.2%
LEP	n/a	n/a
Males	107	47.5%
Females	117	52%
Gender X	≤10	≤10
Total Enrollment	225	100%
FARMS Rate (20242025)	208	92.86%

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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)	92.6%	93.7%	93.2%
Grade 1	93.7%	92.7%	92.4%
Grade 2	92.6%	94.1%	93.1%
Grade 3	91.4%	95.6%	94.6%
Grade 4	93.9%	92.4%	93.1%
Grade 5	91.5%	93.9%	92.5%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	92.0%	93.4%	93.2%
Hispanic/Latino of any race	n/a	n/a	≤10
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10
Native Hawaiian or Other Pacific Islander	n/a	n/a	≤10
White	92.3%	93.5%	93.2%
Two or more races	≤10	≤10	≤10
Male	91.0%	93.5%	93.0%
Female	92.8%	93.4%	93.3%
EL	≤10	≤10	≤10
Special Education	92.6%	94.7%	93.4%

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Free/Reduced Meals (FARMS)	90.5%	92.4%	91.5%
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Chronically Absent

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

MD Report Card reports students NOT chronically absent.

Table 5	2023	2024	2025
Not Chronically Absent (percentage)	74.3%	81.8%	80.3%
Report Card Points Earned (out of 15)	6.5	9.5	9

ATTENDANCE FOCUS AREA Grade Band (s) or Subgroup (s)	FARMS Subgroup
Focus Area Goal	For the 2024-2025 school year, FARMS students had an average daily attendance rate of 91.5%.. Our goal is to increase the daily attendance rate of FARMS students to the county goal of 94%.
Root Cause(s):	Why? Students are absent many days or have extended absences that make them academically at -risk. Why? The impact of absences on student academic success needs to be conveyed to parents regularly. Why? The school and families play a major role in impacting regular school attendance. Why? Barriers to regular school attendance must be identified and addressed. Why? The school's actions to engage parents in their children's education creates greater communication to promote student success.
Barriers:	School-wide attendance rates do not reflect the attendance patterns of individual students. It's easy to miss how often individual students are absent. Missed buses/long commute times Low awareness of the importance of regular attendance Mental health concerns

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	Housing instability
Needed Resources:	Time to become familiar with the many capabilities of the PowerSchool platform. Personnel to monitor attendance, make family contact and to plan and put strategies into action. Materials for incentives and family activities.
Strategies	• Attendance data collected through the PowerSchool • Letters and handouts from Attendance Works will periodically be sent home • Bulletin board displaying classes with 95% and 100% attendance • Classes with 100% attendance read on the evening announcements • Monthly recognitions during Spark of the Month ceremony and Certificate • Mystery Incentive- attendance monitored for targeted time period. Incentive for students with 100% attendance • Social worker connecting families to community resources to overcome attendance barriers • Phone calls, in-person meetings, and home visits • Weekly PST Meetings to analyze attendance data, organize parent and student meetings to discuss concerns and offer support/assistance • Guidelines communicated for when to stay home due to illness • Parent activities coordinated through our Community School Coordinator for targeted students and families.
How will it be funded?	School Funds Community School Funds
Steps towards full implementation with timeline:	Daily: View attendance data. Make parent contact for consecutive absences and targeted students. Recognize classes with 100% attendance. Monthly: Use ADA grade level report, utilize PBIS meetings to plan and hold incentive activities/recognitions Quarterly: Community School targeted activities.
Monitoring Procedure:	• Absentee Report • Attendance Count for multi-day period • Average Daily Attendance for the month by grade level

ATTENDANCE FOCUS AREA 2: Grade Band (s) or Subgroup (s)	5th Grade
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Focus Area Goal	For the 2024-2025 school year, fifth grade students had an average daily attendance rate of 92.5%. For the month of September, current fifth grade students had an average daily attendance of 87.63 according to PowerSchool's ADA report. Our goal is to increase the daily attendance rate of fifth grade students to the county goal of 94%
Root Cause(s):	Why? Students are absent many days or have extended absences that make them academically at-risk. Why? The impact of absences on student academic success needs to be conveyed to parents regularly. Why? The school and families play a major role in impacting regular school attendance. Why? Barriers to regular school attendance must be identified and addressed. Why? The school's actions to engage parents in their children's education creates greater communication to promote student success.
Barriers:	School-wide attendance rates do not reflect the attendance patterns of individual students. It's easy to miss how often individual students are absent. Learning challenges can make school frustrating. Mental health concerns Sleep issues Social difficulties
Needed Resources:	Time to become familiar with the many capabilities of the PowerSchool platform. Personnel to monitor attendance, make family contact and to plan and put strategies into action. Materials for incentives and family activities.
Strategies:	• Monitor individual attendance, not just school-wide rates • Look for patterns (specific days, subjects, or times of year) • Track progress toward goals rather than just perfect attendance • Use class challenges or grade-level goals • Problem-solve attendance barriers with families • Mentoring program for targeted students • Social-emotional skill groups (anxiety, peer relationships, school avoidance) • Utilize the Multi-Tiered System of Supports addressing academic, behavioral, and social-emotional needs.
How will it be funded?	School Funds Community School Funds
Steps towards full	Daily: View attendance data. Make parent contact for consecutive absences and targeted students. Recognize classes with 100% attendance.

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implementation with timeline:	Monthly: Use ADA grade level report, utilize PBIS meetings to plan and hold incentive activities/recognitions Quarterly: Community School targeted activities.
Monitoring Procedure:	• Absentee Report • Attendance Count for multi-day period • Average Daily Attendance for the month by grade level

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	43	35	35
All Suspensions	1	0	0
In School	1	0	0
Out of School	0	0	0
Sexual Harassment Offenses	0	0	1
Harassment/Bullying Offenses	2	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.

For the 2024-2025 school year, Flintstone had 35 office discipline referrals. The same number of office discipline referrals occurred during the 2023-2024 school year. Of the 35 referrals, 24 occurred on the bus. The majority of these were low level infractions. We continue to maintain and lower these numbers through:

- Our school wide PBIS Program
- Guidance lessons that focus on behavior
- SRSS data/PST referrals identifying students in need of Tier II and Tier III support
- Second Step and Tool Box lessons and strategies
- Restorative practices
- Use of Community School funds for incentives and sensory materials

VI. EARLY LEARNING

A. Kindergarten Readiness

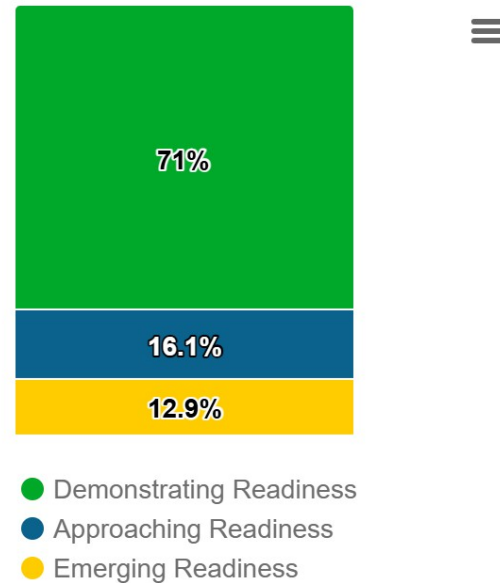
(insert graphs)

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Star Early Literacy Proficiency Rate (District Benchmark)

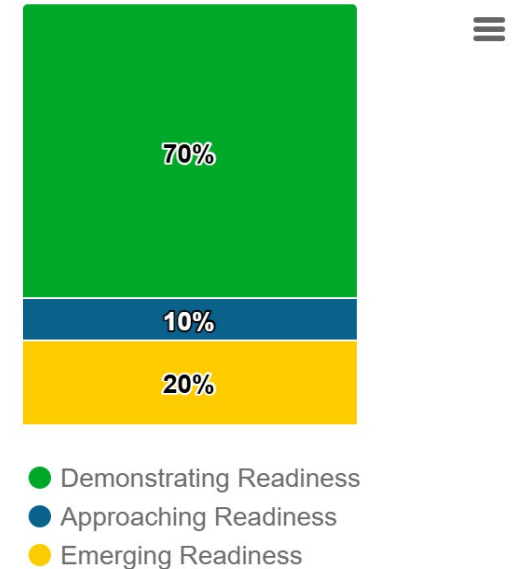
Fall 2025-2026



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

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Star Literacy District Benchmark-kindergarten

75% of female students at the demonstrating readiness level

63.6% of male students at the demonstrating readiness level

Star Math District Benchmark-kindergarten

63.2% of female students at the demonstrating readiness level

81.8% of male students at the demonstrating readiness level

23.3% of female students at the emerging readiness level

The following evidence based practices and data collection measures will be utilized to promote early learning success and to target deficits and achievement gaps in literacy and math:

- Incorporate daily oral language development exercises to build vocabulary
- Use resources, manipulatives, and strategies from a variety of resources (Heggerty, Frog Street, CKLA, Foundations)
- Provide experiences for background knowledge
- Phonemic Awareness Program for all Pre-K and Kindergarten students
- ELA lessons presented through multiple means of instruction (kinesthetic, visual, and auditory)
- Small group interventions formed from screening data
- Listening and speaking opportunities
- Letters and handwriting taught through a kinesthetic approach
- Incorporating movement activities into core content
- Math concepts presented through concrete representations
- i-Ready technology is adaptive and places students on individual pathways through learning progressions
- i-Ready Discourse cards and Number Talks
- Classroom assessments, phonemic awareness and math benchmarks given quarterly
- Flexible small group instruction in reading and math
- PBIS strategies will be used to teach appropriate behaviors and expectations
- Weekly guidance lessons to support students social skills

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- SRSS data to identify students that would benefit from classroom social skills lessons and support from the guidance counselor

To determine the effectiveness of our early childhood program, data will be collected from the following:

- PELI screener assessments given periodically throughout the school year (November, January, April).
- Pre-K 4 assessments quarterly.
- Classroom teachers use various basic skill screeners and checklists of informal/formal assessments to evaluate students' learning progress (exit tickets, self-evaluations/rubrics, graphic organizers, etc.).
- SRSS data
- DIBELS, DIBELS progress monitoring, CKLA Unit Assessments, I-Ready benchmarks, daily anecdotal records of skill performance and work samples collected

B. Dibels K2

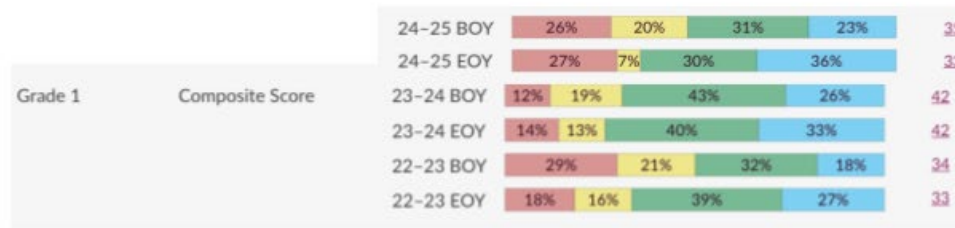
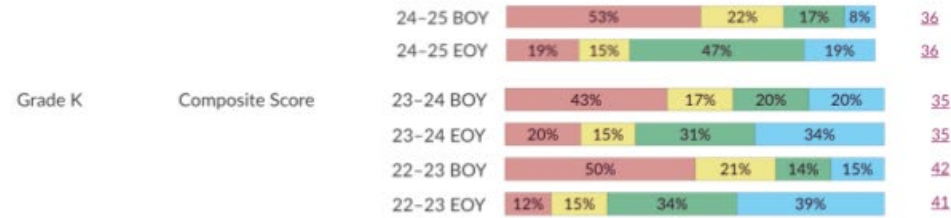
Grades K-2

EOY Year over Year Report

2022-2023, 2023-2024, 2024-2025

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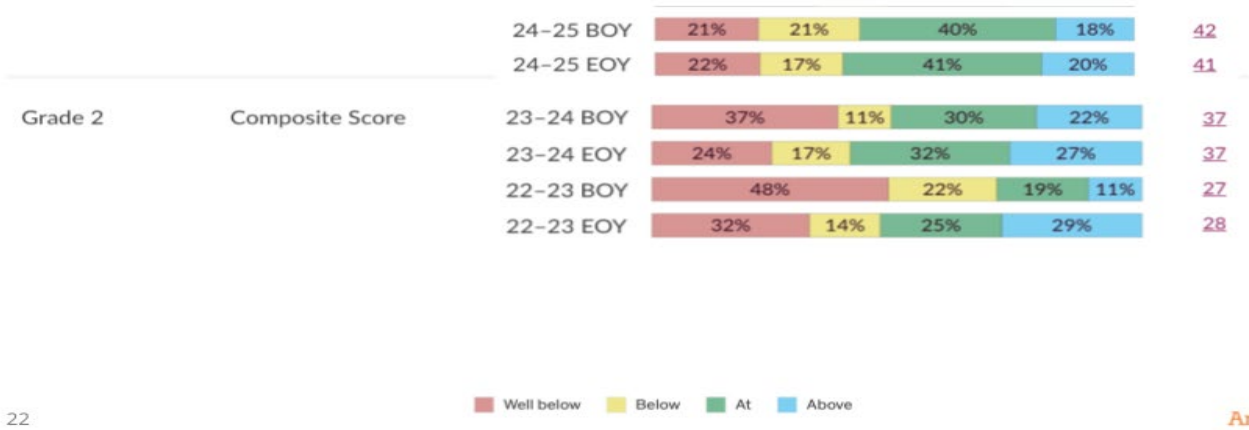
D8: Benchmark Performance - Composite Score Flintstone



Well below Below At Above

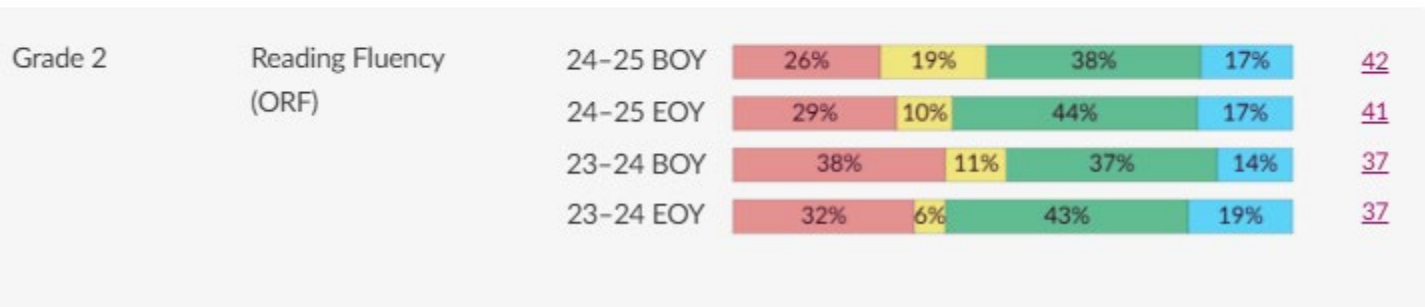
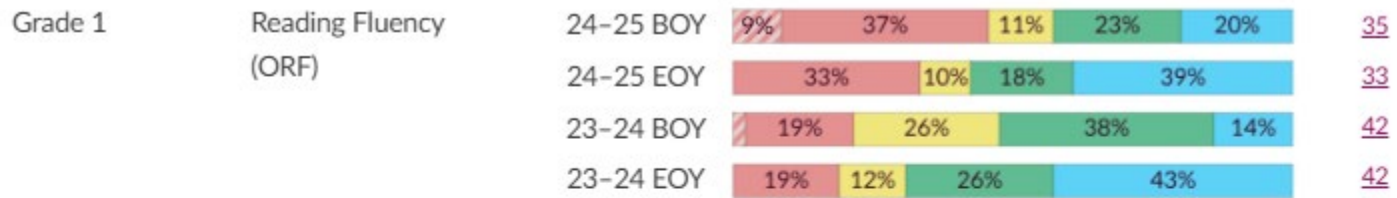
Amplify.

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Grades 1 and 2
 Oral Reading Fluency
 2023-2024
 2024-2025

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K-2 AREA 1:	Literacy
Focus Area Goal	Increase proficiency in Oral Reading Fluency for grades 1 and 2. At the end of the year 2024-2025: 57% of Grade 1 students were proficient in Oral Reading Fluency 61% of Grade 2 students were proficient in Oral Reading Fluency The goal will be to increase Oral Reading Fluency by 10% from the beginning of the year DIBELS screener to the end of the year DIBELS screener.
Root Cause(s):	- Students lack adequate word recognition strategies. - Some students are still working to master foundational phonics skills and this is impeding grade level fluency. - Students need more practice fluently reading grade level text.

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Focus Early Literacy Component:	RF.14, 2.4 Read with sufficient accuracy and fluency to support comprehension. RF.14a, 2.4a Read grade-level text with purpose and understanding. RF.14b, 2.4b Read grade-level text orally with accuracy, appropriate rate, and expression. RF.14c, 2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Barriers:	Insufficient practice with reading fluency Lack of word attack skills Insufficient vocabulary knowledge Core program materials needed to be enhanced - Superkids
Needed Resources:	Fluency packets Parent signature stamps BOOST reading program Read Live program New Curriculum and additional support lessons - CKLA
Strategies and/or evidence-based interventions:	● Incorporate fluency practice in daily instruction ● Students in grades 1-2 will participate in BOOST reading quests targeted to increase fluency. ● Utilize a system of universal screening, data analysis, and collaborative planning to provide targeted Tier 2 and Tier 3 reading interventions for identified students. Students in these programs will also practice fluency daily with known phonics skills. Fluency passages will be sent home for practice. Incorporate progress monitoring to measure growth. ● Targeted students in Grade 2 who have mastered phonics skills but are not meeting oral reading fluency benchmark targets will participate in the Read Live program to increase fluency ● Targeted after school tutoring will occur to remediate reading. ● Fluency passages will be sent home with students in grades 1-2.

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	● Modeling fluent reading with One Book, One School ● 1st and 2nd grade collaborative planning focused on unit internalization to find opportunities for Tier II and III support ● mClass lessons ● Additional support lessons (classroom teacher/interventionist)
How will it be funded?	School and District funds, Community School Funds
Steps towards full implementation with timeline:	September 2025-June 2026: Daily fluency practice in Tier I instruction Weekly: Targeted after school tutoring will occur Weekly: All students K-5 will participate in BOOST reading program and hit weekly target goals. Weekly: Fluency passages from core program materials will be sent home to all students for repeated practice Monthly: Grade level team data meetings to discuss reading data 11/9/25, 1/28/25, 3/25/25, 5/20/25 Monthly: Collaborative Planning in Grades 1-2 focused on Fluency opportunities in Core curriculum 11/9/25, 12/10/25, 1/28/25, 2/11/25, 3/25/25, 4/8/25, 5/20/25 January-February 2026: One Book, One School
Monitoring Procedure:	DIBELS ORF progress monitoring (biweekly for well-below students and monthly for below students) Classroom teacher will monitor fluency passage practice Team meetings/Collaborative planning to monitor BOOST progress Data meetings to monitor Read Live progress Targeted tutoring CKLA assessments: <u>Grade 1:</u>

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	11/11/25-12/1/25 (Skills 2), 12/22/25-12/23/25 (Skills 3), 2/9/26-2/13/26 (Skills 4 / MOY), 3/23/26-3/26/26 (Skills 5), 4/27/26-5/1/26 (Skills 6), 5/25/26-6/5/26 (Skills 7 / EOY) <u>Grade 2:</u> 10/27/25-10/31/25 (Skills 2), 11/24/25-11/28/25 (Skills 3), 2/2/26-2/13/26 (Skills 4), 3/23/26- 4/3/26 (Skills 5), 5/18/26-5/29/26 (Skills 6 / EOY)
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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

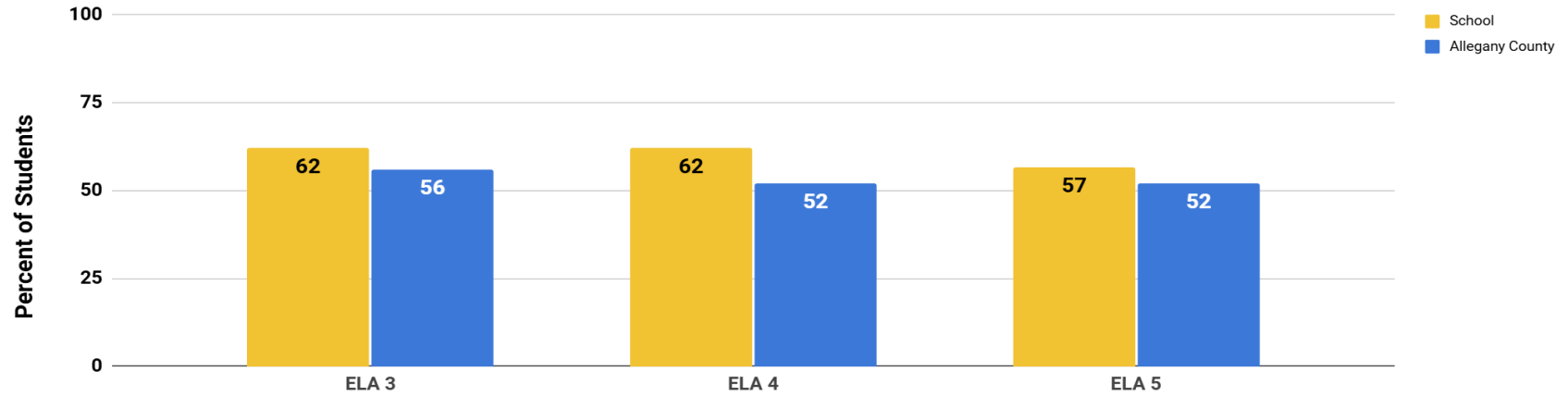
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 ELA Report Card Results		
	2024	2025
ELA Proficiency out of 5	3.3	3.04
ELA Average levels out of 5	3.5	3.27
ELA Growth out of 12.5	8	4
Total ELA Report Card Points out of 22.5	14.8	10.31

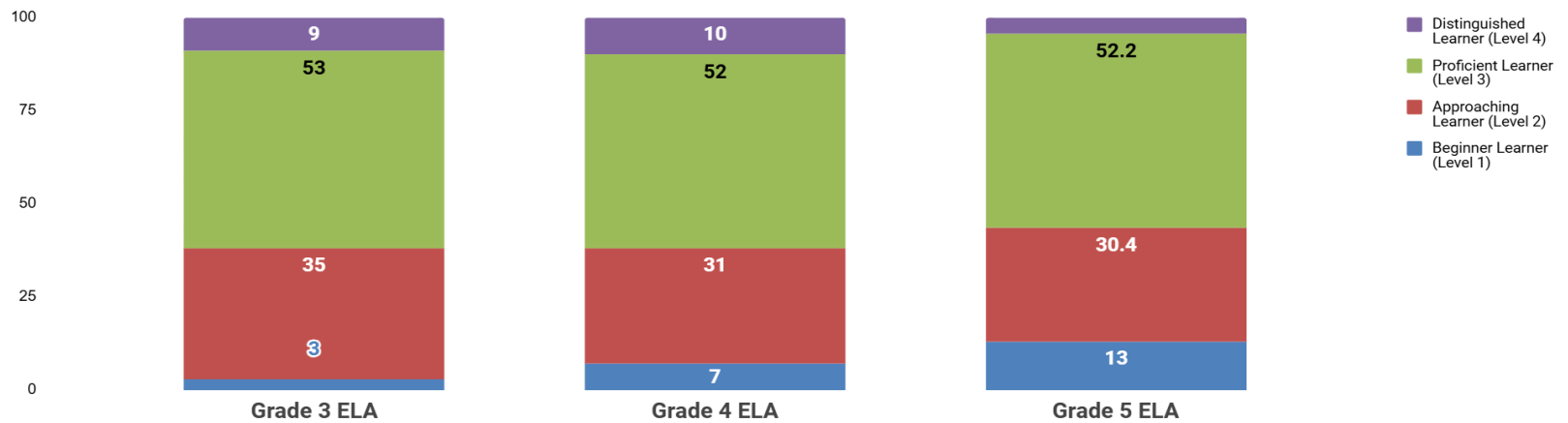
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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2025 Flintstone ELA Proficiency Rates

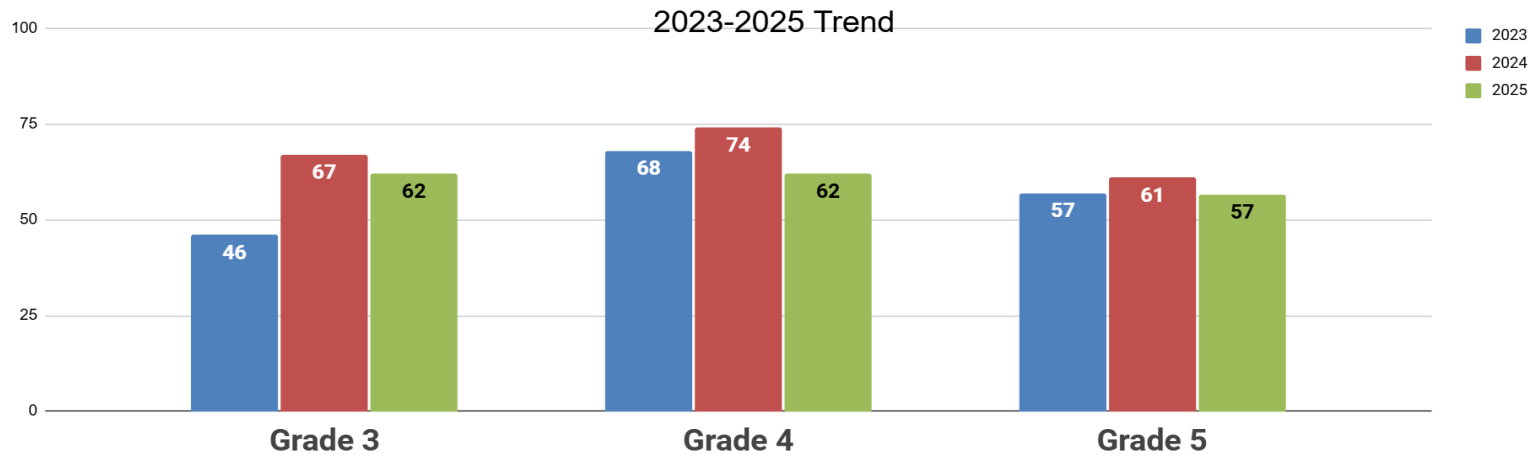


2025 Flintstone MCAP ELA Proficiency Levels

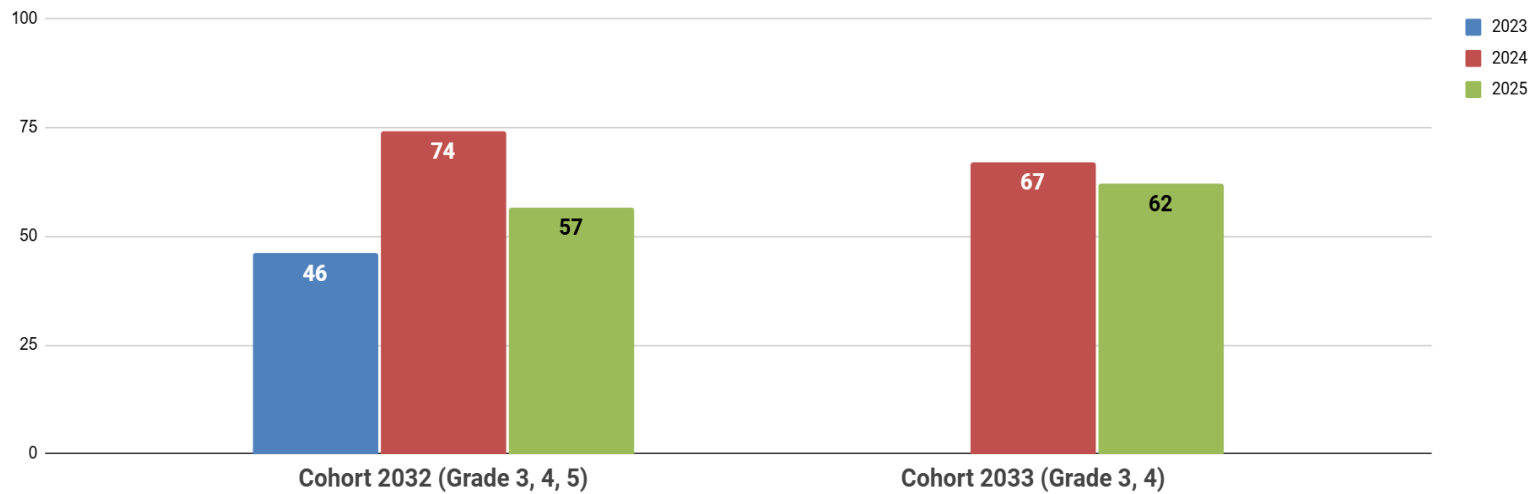


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Flintstone ELA Proficiency Rate



Flintstone ELA Cohort Proficiency Growth



2. ELA FOCUS AREAS

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ELA FOCUS AREA 1:	Vocabulary
Focus Area Goal	53% of grades 3, 4, and 5 students scored in the ranges of proficient or distinguished learners on MCAP in the area of vocabulary. Our goal is to increase the percentage of 35 grade students scoring in the proficient and distinguished range by 10%.
Root Cause(s):	Why? Students lack the ability to read and use context and morphological skills to determine the meanings of unknown words Why? Students are building their understanding of using both context and word parts (prefixes, suffixes, roots) to figure out unknown word meanings. Why? Students have not had ample opportunities to practice using context to determine the meanings of unknown words Why? Suggested instructional times for explicit instruction, modeling and student practice of vocabulary strategies need to be maintained through daily instruction. Why? Students will deepen their vocabulary skills through additional explicit modeling of how to use context clues and morphological patterns to determine the meanings of unfamiliar words.
Focus Content Standard(s):	RL.3.4 Determine the meaning of words and phrases as they are used in text distinguishing from literal from nonliteral language RL.4.4 Determine the meaning of words and phrases as they are used in text including those that allude to significant characters found in mythology R.L.5.4 Determine the meaning of words and phrases as they are used in text including figurative language such as metaphors and similes RI3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to grade 3 topic or subject area RI4.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to grade 4 topic or subject area

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	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 5 topic or subject area L3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content choosing flexibly from a range of strategies L4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content choosing flexibly from a range of strategies L5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content choosing flexibly from a range of strategies L3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
Barriers:	Insufficient understanding of word parts Limited exposure to explicit modeling and guided practice Students often rely on guessing rather than using a learned strategy Words with irregular or unpredictable morphological structures
Needed Resources:	Visual representations for reference Vocabulary journal
Strategies and/or evidence-based interventions:	● CKLA Vocabulary Lessons ● LETRS vocabulary instructional routines ● CKLA Vocabulary HUB ● Consistent lessons in grammar in morphology to determine meanings of unknown words in all grade levels.

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	• Daily engagement with CKLA rigorous text for all students • Teach and consistently utilize close reading strategies to facilitate text-based discussions using robust vocabulary. • Consistently incorporate structures that require students to respond to text dependent and inference-based questions. Hold all students accountable for going back into the text to locate answers and/or evidence to support responses. • Build background knowledge through exposure to rigorous text. • Incentives for students to engage in the Boost Reading program to reach weekly goals
How will it be funded?	School and district funds
Steps towards full implementation with timeline:	Daily: Literacy Lab Structure targets reading deficits in identified students and provides enrichment opportunities for targeted students including vocabulary development Daily: Targeted instruction will support the development of vocabulary and close reading procedures. Weekly: Targeted usage of BOOST and Vocabulary HUB Monthly: Collaborative planning meetings with the literacy coach to internalize lessons with a focus on vocabulary instruction in CKLA Monthly: Pausing Point days periodically focused on vocabulary development
Monitoring Procedure:	The classroom teacher will monitor: • CKLA unit assessments (comprehension and morphology) • Formative assessments while reading complex text. (Comprehension questions tied to vocabulary, students using target words correctly in writing samples) • Close reading procedures in small groups (built around multiple reads with students recognizing vocabulary in context) • Targeted planning of vocabulary and morphology instruction • Consistent practice with vocabulary inference questions • Data monitored during collaborative team meetings with literacy coach

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Grades 3, 4, 5
Oral Reading Fluency
2023-2024
2024-2025

Grade 3	Reading Fluency (ORF)	24-25 BOY	34% 13% 29% 24%	<u>38</u>
		24-25 EOY	26% 18% 35% 21%	<u>34</u>
		23-24 BOY	36% 39% 21%	<u>28</u>
		23-24 EOY	19% 26% 26% 29%	<u>27</u>
Grade 4	Reading Fluency (ORF)	24-25 BOY	22% 15% 44% 19%	<u>27</u>
		24-25 EOY	17% 17% 45% 21%	<u>29</u>
		23-24 BOY	29% 17% 41% 13%	<u>24</u>
		23-24 EOY	26% 22% 30% 22%	<u>23</u>
Grade 5	Reading Fluency (ORF)	24-25 BOY	37% 17% 25% 21%	<u>24</u>
		24-25 EOY	30% 22% 13% 35%	<u>23</u>
		23-24 BOY	27% 16% 33% 24%	<u>33</u>
		23-24 EOY	36% 6% 6% 52%	<u>33</u>

ELA FOCUS AREA 2:	Oral Reading Fluency
Focus Area Goal	Increase proficiency in Oral Reading Fluency for grades 3 and 5. At the end of the year 2024

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	2025: 56%of Grade 3 students were proficient in Oral Reading Fluency 66%of Grade 4 students were proficient in Oral Reading Fluency 48%of Grade 5 students were proficient in Oral Reading Fluency The goal will be to increase Oral Reading Fluency in Grades 3 and 5 by 10%from the beginning of the year DIBELS screener to the end of the year DIBELS screener.
Root Cause(s):	Students' performance on MCAP in grades 3-5 shows a need for improvement in reading comprehension. Fluent reading is directly connected to improvement in reading comprehension. ● Lack of fluency prevents comprehension. ● Students lack adequate word recognition strategies. ● Some students are still working to master foundational phonics skills and this is impeding grade level fluency. ● Students need more practice fluently reading grade level text.
Focus Content Standard(s):	RF.3.4, 5.4 Read with sufficient accuracy and fluency to support comprehension. RF.3.4a, 5.4a Read grade-level text with purpose and understanding. RF.3.4b, 5.4b Read grade-level text orally with accuracy, appropriate rate, and expression. RF.3.4c, 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Barriers:	Insufficient practice with reading fluency Lack of word attack skills Insufficient vocabulary knowledge
Needed Resources:	Fluency packets Parent signature stamps BOOST reading program Read Live program

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Strategies and/or evidence - based interventions:	• Incorporate fluency practice in daily instruction • Students in grade 3-5 will participate in BOOST reading quests targeted to increase fluency. • Utilize a system of universal screening, data analysis, and collaborative planning to provide targeted Tier 2 and Tier 3 reading interventions for identified students. Students in these programs will also practice fluency daily with known phonics skills. Fluency passages will be sent home for practice. Incorporate progress monitoring to measure growth. • Fluency passages will be sent home with students in grades 3-5. • Modeling fluent reading with One Book, One School • 3rd-5th grade collaborative planning focused on unit internalization to find opportunities for Tier II and III support • mClass lessons
How will it be funded?	School and District funds, Community School Funds
Steps towards full implementation with timeline:	September 2025-June 2026: Daily fluency practice in Tier I instruction Weekly: Targeted after school tutoring will occur Weekly: All students K-5 will participate in BOOST reading program and hit weekly target goals. Weekly: Fluency passages from core program materials will be sent home to all students for repeated practice Monthly: Grade level team data meetings to discuss reading data 11/9/25, 1/28/25, 3/25/25, 5/20/25 Monthly: Collaborative Planning in Grades 3-5 focused on Fluency opportunities in Core curriculum 11/9/25, 12/10/25, 1/28/25, 2/11/25, 3/25/25, 4/8/25, 5/20/25 January-February 2026: One Book, One School

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Monitoring Procedure:	DIBELS ORF progress monitoring (biweekly for well-below students and monthly for below students) Classroom teachers will monitor fluency passage practice Team meetings/Collaborative planning to monitor BOOST progress Data meetings to monitor Read Live progress CKLA assessments monitored by classroom teachers
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B. MATHEMATICS

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

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

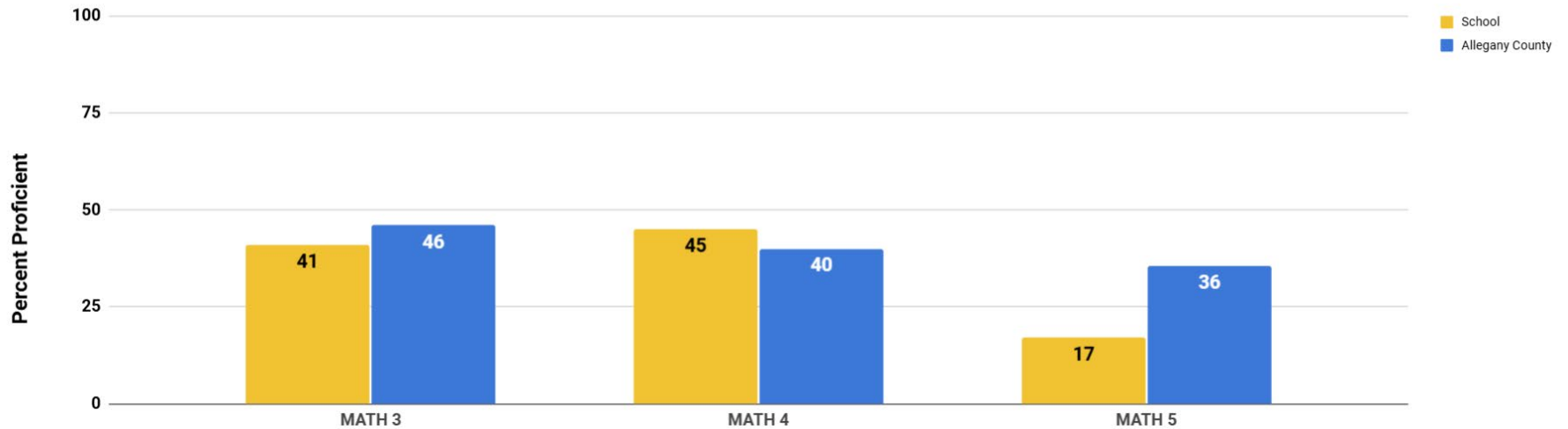
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Math Report Card Results		
	2024	2025
Math Proficiency out of 5	1.9	1.8
Math Average levels out of 5	2.9	2.8
Math Growth out of 12.5	8	4.5
Total Math Report Card Points out of 22.5	12.8	9.1

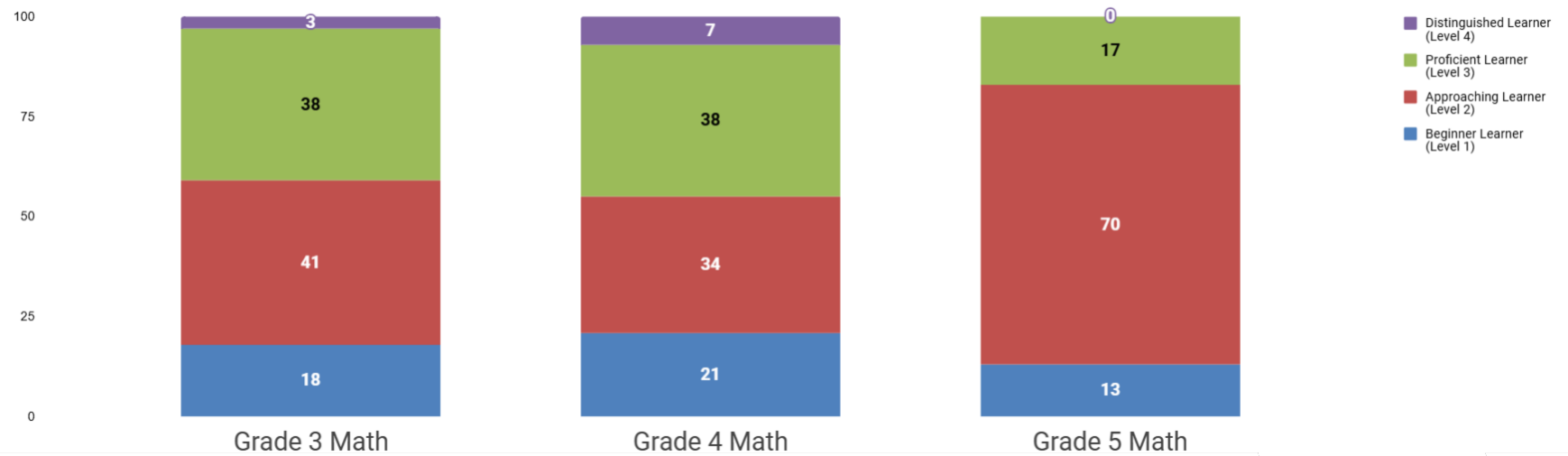
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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2025 Flintstone Math Proficiency Rates



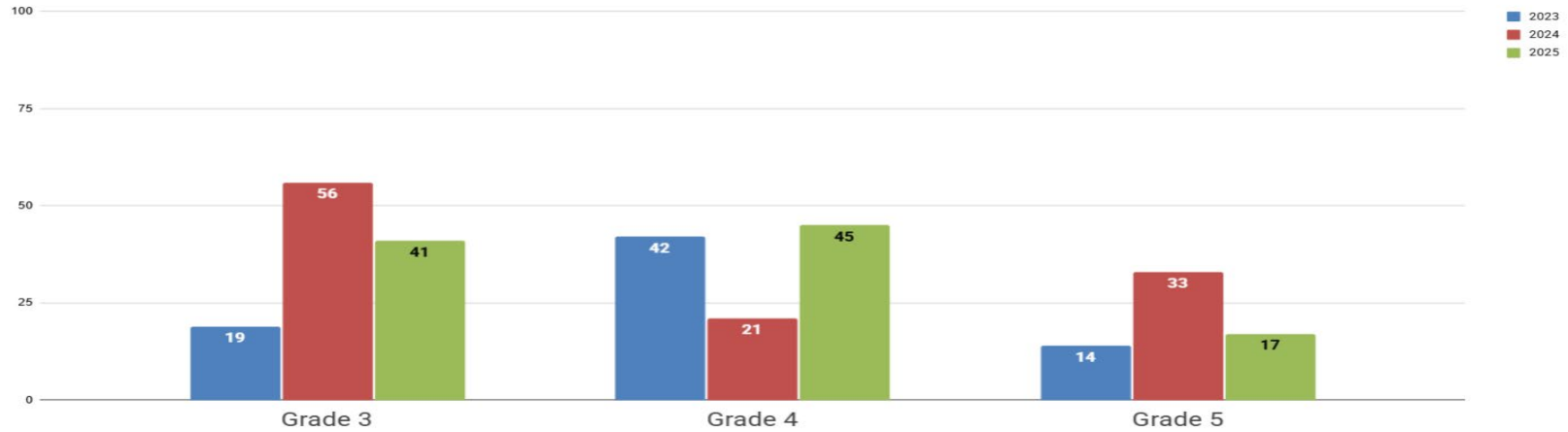
2024 Flintstone MCAP Math Proficiency Levels



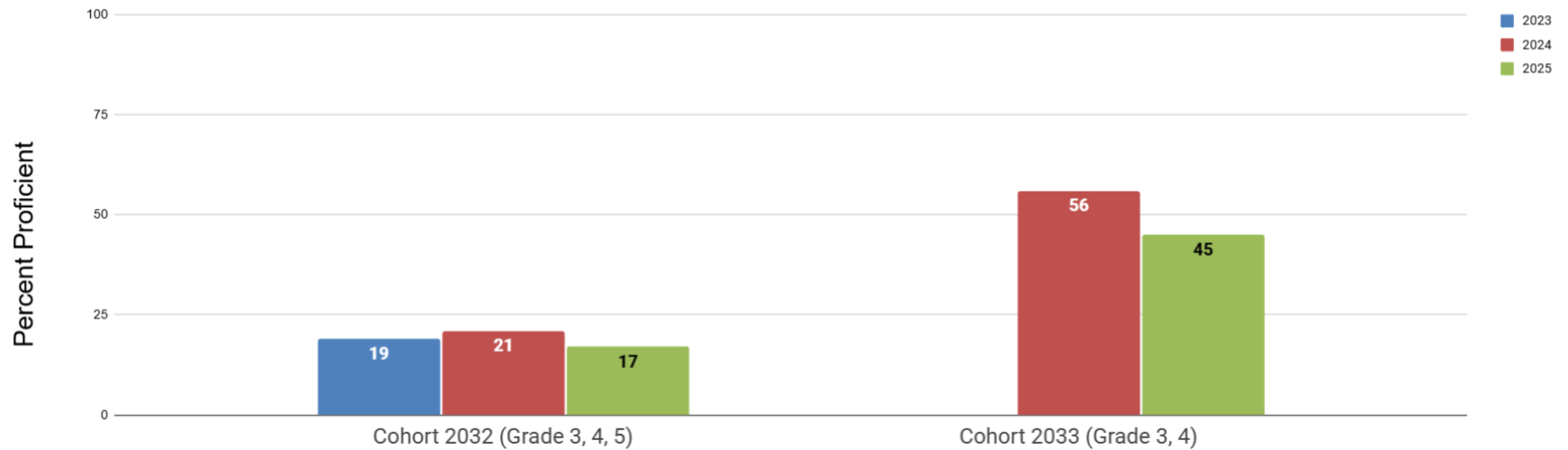
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Flintstone Math Proficiency Rate

2023-2025 Trend



Flintstone Math Cohort Proficiency Growth



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NF Standards Assessed (based on 2025 ESA)	
Grade Level	%below state and/or county
3rd grade	100%(7/7)
4th grade	33%(3/9)
5th grade	89%(8/9)

74% of the 3-5 assessed standards were below the state and/or county average.

MATH FOCUS AREA 1:	Fractions
Focus Area Goal	Based on the 2025 MCAP, 26% of the Numbers in Base Ten: Fractions scored above the state/county. The goal is for 3-5 students to increase proficiency of Numbers in Base Ten: Fractions (NF) standards by +14% during the 2025-2026 school year. This will increase the percentage of identified NF standards to 40% opposed to 26%.
Root Cause(s):	Why: The identified population of students do not apply previously taught skills with fidelity. Why: Students are not consistently given opportunities to retrieve prior knowledge. Why: Teachers may be unfamiliar with previously taught content/strategies from prior grades. Why: Inconsistent use of the gradelevel planning (prerequisite) report Root Cause: Lack of consistent use of program materials/reports to activate prior knowledge.
Focus Content Standard(s):	Targeted standards are based on the Evidence Statement Analysis (ESA) (least difficult) 39. 3.NF.A.2a Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line. 31. 3.NF.A.2b Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a length $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line. 26. 3.NF.A.3b Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. 25. 3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

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	32. 4.NF.A.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100) 29. 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 the symbols $>$, $=$, or $<$ and justify the conclusions by using a visual model. 38. 5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2\frac{5}{8} + 1\frac{2}{8} = 3\frac{7}{8}$ by observing that $3\frac{7}{8} < 1\frac{1}{2}$ 34. 5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3\frac{3}{4}$ as the result of dividing 3 by $\frac{3}{4}$, noting that $3\frac{3}{4}$ multiplied by $\frac{3}{4}$ equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? 24, 27. 29. 5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction. a. Interpret division of a unit fraction by a non-zero whole number and compute such quotients. For example, create a story context for $1\frac{3}{4} \div 4$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $1\frac{3}{4} \div 4 = 1\frac{12}{16}$ because $1\frac{12}{16} \times 4 = 1\frac{3}{4}$. b. Interpret division of a whole number by a unit fraction and compute such quotients. For example, create a story context for $4 \div 1\frac{5}{8}$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div 1\frac{5}{8} = 20$ because $20 \times 1\frac{5}{8} = 4$. c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1\frac{1}{2}$ lb. of chocolate equally? How many $1\frac{3}{4}$-cup servings are in 2 cups of raisins?
Barriers:	-Prioritizing the time to understand previously taught concepts and strategies -Prioritizing utilization of math talk moves (Three Reads, 4R's, Turn & Talk) -Pacing and exposure of fraction concepts prior to third grade (1st grade - 5 session, 2nd grade- 6 sessions) -Consistent use of math vocabulary across grade levels
Needed Resources:	-Math coach in the school building more than twice per week -More time spent planning with the math coach -Math intervention outside of the 90 minute math block

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Strategies and/or evidence - based interventions:	-Consistently utilizing the grade level planning (prerequisite report) and the small group differentiation document to identify fraction prerequisite skills and strategies to target when preparing for each unit -Incorporate Marilyn Burns strategies to assist with building fraction conceptual understanding with identified students in second grade performing above grade level (enrichment group) -Continue to incorporate Marilyn Burns strategies to build fraction conceptual understanding (i.e. fraction kits) in grades 3-5 -At the beginning of the year, monthly tasks were intentionally chosen based on the focus ESA standards identified above. -Teachers will select standard specific question sets for additional practice/exposure.
How will it be funded?	School/District Funds, Community School Funds
Steps towards full implementation with timeline:	Current to May 2026 - Monthly math tasks (paper/pencil and electronic) Current to May 2026 - Monthly math collaboratives (small group planning report and differentiation sheet, data analyzation, etc.) 11.04, 12.02, 01.06, 02.03, 03.03, 04.07, 05.05 Current to May 2026 - Mathematical Quality of Instruction (MQI) coaching cycles with math coach (voluntary) Current to May 2026 - Continue to implement Marilyn Burns strategies, such as conceptual understanding activities to build fraction fluency.
Monitoring Procedure:	-During monthly team meetings, teachers, the math specialist and administration will reflect on progress of strategies and evidence-based interventions by disaggregating pre/post unit assessments, monthly tasks, teacher assigned i-Ready fraction lessons, i-Ready standards mastery fraction assessments and overall lesson performance.

MATH FOCUS AREA 2:	Increase proficiency of the 2033 (5th grade) cohort
Focus Area Goal	Based on the 2025 Math Proficiency Growth chart, the 2033 cohort scored 56% proficient in 2024 and 45% proficient in 2025, showing a decrease of 12% proficiency. The goal is to increase proficiency of the 2033 cohort by +11% or higher.
Root Cause(s):	Why: The identified population does not understand grade level content with fidelity. Why: Students are not applying successful strategies to grade level content. Why: Teachers are not cognisant of prior grade-level strategies taught to students. Why: Lack of communication and/or utilizing program materials to pre-plan current grade-level instruction Root Cause: Lack of using program materials/reports to drive/support instruction using prior strategies

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Focus Content Standard(s):	Standards were chosen based on comparison to the county/state placement. School student count was considered when choosing and fifth grade focus standards are correlated. 32. 4.NF.A.1- Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{nx}{nx}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (limited to fractions with denominators 2,3,4,5,6,8,10,12, and 100) 5th grade correlation - 5.NF.A.1 (Lesson 6 Understand decimal place value) 29. 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 the symbols $>$, $=$, or $<$ and justify the conclusions by using a visual model. 5th grade correlation - 5.NBT.A.3 (Lesson 89 - Read, write, compare, round decimals) 28. 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. (limitations to whole numbers less than or equal to 1,000,000). 5th grade correlation - 5.NBT.B.6 (Lesson 5 Divide multi-digit numbers) 20. 4.NBT.A.2- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi -digit numbers based on meanings of the digits in each place using $>$, $=$, and $<$ symbols to record the results of comparisons. (limitations to whole numbers less than or equal to 1,000,000) 5th grade correlation - 5.NBT.A.3 (Lesson 89 - Read, write, compare, and round decimals) 21. 4.OA.A.31 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 5th grade correlation - 5.NF.B.6 (Lesson 22 Multiply fractions in word problems) 11. 4.NF.A.2- Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$ and justify the conclusions by using a visual fraction model. 5th grade correlation - 5.NF.A.2 (Lesson 1213 Add/subtract fractions) 1. 4.NBT.B.51 - 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 properties of operations. Illustrate and explain the calculator by using equations, rectangular arrays, and/or area models. (limitation to whole numbers less than or equal to 1,000,000) 5th grade correlation - 5.NBT.B.5 (Lesson 4 Multiply Multi-Digit Whole Numbers) 4. 4.OA.A.2- Multiply or divide to solve word problems involving multiplicative comparison by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. 5th grade correlation - 5.NF.B.5 (Lesson 21 Understand multiplication as scaling)
Barriers:	-Lack of understanding of the learning progressions -Using consistent strategies/vocabulary across grade-levels
Needed Resources:	-Principal Staff Development dedicated to school -based needs

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Strategies and/or evidence - based interventions:	-3/6 of the identified population scored a 3 in 2024, however decreased to a 2 in 2025; 3/6 of the identified population is scoring within 8 points of proficiency. These identified students will be targeted in small groups at least three times per week. Teachers will be utilizing the small group differentiation document and grade-level planning (prerequisite) report to identify skills and strategies to support learning. -Teachers will be intentional about teaching the progression of strategies within each standard and using the CRA model when tailoring instruction. Example: Begin understanding place value using base ten concrete models, transition into representing those models to using/solving equations by the end of the lesson. -Student progress will be monitored throughout the year using standards mastery assessments/comprehension checks. -The math coach will support classroom teachers by co-teaching, co-planning, providing resources and will continue coaching cycles throughout the year. -Discussion with former/current teacher and math specialist at the beginning of the 2026-2027 school year to share successful strategies and needs of incoming group
How will it be funded?	School/District Funds, Community School Funds
Steps towards full implementation with timeline:	Current - May 2026 Intentional small group implementation Current to May 2026 - Monthly math collaboratives (small group planning report and differentiation sheet, data analysis, etc.) 11.04, 12.02, 01.06, 02.03, 03.03, 04.07, 05.05 Current to May 2026 - MQI coaching cycles with math coach (voluntary)
Monitoring Procedure:	Fifth grade teachers and the math specialist will reflect monthly on data and progression of the identified students and make appropriate changes/decisions as necessary.

MATH FOCUS AREA 3:	Subgroup: Females
Focus Area Goal	Based on the 2025 Demographic Performance report, the male subgroup of the 2033 and 2034 cohorts scored an average of 60% proficient, whereas the female subgroup scored an average of 32% proficient. The goal of this focus area is to increase academic achievement for female students in grades 4 & 5 by improving proficiency levels by at least 10%.
Root Cause(s):	Why: Females are less likely to volunteer their answer if they are not certain their answer is correct. Why: Females do not feel as confident in math as males. Why: Females might be critical thinkers and need more time to develop an answer. Root Cause: The classroom dynamic is dominated by faster/more vocal students, causing the female population

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	to be less successful.
Focus Content Standard(s):	3rd & 4th grade correlated standards 1. 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. 4th grade correlation - no direct correlation. Students will build line plots to display a data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using information presented in line plots. 2. 3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$ and justify the conclusions by using a visual fraction model. 4th grade correlation - 4.NF.A.1 (Lesson 17) 4. 3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. 4th grade correlation - 4.NF.A.1 (Lesson 17) 5. 3.G.A.4 Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. 4th grade correlation - not a direct correlation. 4.G.A.1 (Lesson 30) 9. 3.MD.C.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real word problems. 4th grade correlation - 4.MD.A.3 (Lesson 16) 10. 3.OA.B.5 Apply properties of operations as strategies to multiply and divide (communicative property: 6×4 is the same as 4×6, associative property: $3 \times 5 \times 2$ can be found 15×2 or 10×3, distributive property: 8×5 can be found by $8 \times (3+2)$ 4th grade correlation - 4.NBT.B.5 (Lesson 11) 11. 3.R.B. 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 generalize. 4th grade correlation - same standard but instead of one step problems, students will have one or two steps (Type I), at least three steps (Type II).

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	14. 3.M.2 - Determine the problem that needs to be solved in a real-world situation. 4th grade correlation - same standard 18. 3.OA.A.2 - Interpret whole-number quotients of whole numbers. 4th grade correlation - 4.OA.A.3 (Lesson 10) 23. 3.OA.A.4 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 4th grade correlation - 4.OA.A.2 (Lesson 7) 24. 3.MD.A.2 - Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units to represent the problem. 4th grade correlation - 4.MD.A.1(Lesson B) 25. 3.NF.A.1- Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. 4th grade correlation - 4.NF.B.3 (Lesson 19-21) 30. 3.OA.C.7-1- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 4th grade correlation - 4.OA.B.4 (Lesson 8) 31. 3.NF.A.2b - Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a length $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line. 4th grade correlation - no direct correlation to a number line. 4.NF.B.3 (Lesson 19-21) 34. 3.G.A.2 - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. 4th grade correlation - 4.NF.B.3 (Lesson 19-21) 37. 3.OA.A.3-2 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities by using drawings and equations with a symbol for the unknown number to represent the problem. 4th grade correlation - 4.OA.A.2 (Lesson 7) 39. 3.NF.A.2a - Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole
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	and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. 4th grade correlation - no direct correlation to a number line. 4.NF.B.3 (Lesson 19-21) 4th & 5th grade correlated standards 1. 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 properties of operations. Illustrate and explain the calculator by using equations, rectangular arrays, and/or area models. (limitation to whole numbers less than or equal to 1,000,000) 5th grade correlation - 5.NBT.B.5 (Lesson 4 Multiply Multi-Digit Whole Numbers) 4. 4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. 5th grade correlation - 5.NF.B.5 (Lesson 21 Understand multiplication as scaling) 9. 4.NF.B.4a Understand a fraction a/b as a multiple of $1/b$ 5th grade correlation - 5.NF.B.4 (Lesson 19 Understand multiplication by a fraction) 11. 4.NF.A.2 Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$ and justify the conclusions by using a visual fraction model. 5th grade correlation - 5.NF.A.2 (Lesson 123 Addsubtract fractions) 14. 4.G.A.3 Recognize a line of symmetry for a two-dimensions figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. 5th grade correlation - there is no direct correlation 20. 4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place using $>$, $=$, and $<$ symbols to record the results of comparisons. (limitations to whole numbers less than or equal to 1,000,000) 5th grade correlation - 5.NBT.A.3 (Lesson 9 - Read, write, compare, and round decimals) 21. 4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
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	5th grade correlation - 5.NF.B.6 (Lesson 22 - Multiply fractions in word problems) 28. 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. (limitations to whole numbers less than or equal to 1,000,000). 5th grade correlation - 5.NBT.B.6 (Lesson 5 - Divide multi-digit numbers) 29. 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 the symbols $>$, $=$, or $<$ and justify the conclusions by using a visual model. 5th grade correlation - 5.NBT.A.3 (Lesson 8-9 - Read, write, compare, round decimals) 32. 4.NF.A.1- Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (limited to fractions with denominators 2,3,4,5,6,8,10,12, and 100) 5th grade correlation - 5.NF.A.1 (Lesson 6 - Understand decimal place value) 33. 4.MD.A.3 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. 5th grade correlation - 5.MD.C.5 (Lesson 2 & 3 - Find volume using unit cubes and formulas) 35. 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place (limited to whole numbers less than or equal to 1,000,000) 5th grade correlation - 5.NBT.A.4 (Lesson 9 - Compare and round decimals) 37. 4.MD.C.6 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 5th grade correlation - no direct correlation to 5th grade 41. 4.OA.A.1-2 - Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations. 5th grade correlation - 5.NF.B.5 (Lesson 21- Understand multiplication as scaling) 42. 4.NBT.B.5-2 - 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 properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (limitation to whole numbers less than or equal to 1,000,000)
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	5th grade correlation - 5.NBT.B.5 (Lesson 4 - Multiply Multi-Digit Whole Numbers) 43. 4.G.A.2 - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. 5th grade correlation - 5.G.B.3 (Lesson 28 - Understand categories of 2-D figures) 45. 4.MD.C.5a - An angle measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. 5th grade correlation - 5.G.B.3 (Lesson 28 - Understand categories of 2-D figures)
Barriers:	- Time restraints within the math block - Lack of talk moves, such as turn & talk, think, pair, share. - Newer staff and or long term substitutes have not received formal professional development of utilizing effective think time in the classroom
Needed Resources:	- Formal professional development for new staff members/long term substitutes on utilizing effective think time in the classroom (Math Solutions - Number Talks) - Ongoing support from the math coach to implement talk move routines
Strategies and/or evidence-based interventions:	- Identify targeted female students in grades 4 & 5 scoring in the range of 740-750 to provide intentional small groups within the math block - Utilizing more wait time during talk move routines, such as turn & talk and think, pair, share - Incorporate Numbers Talks into the math routine to strengthen confidence when sharing ideas - During the Try–Discuss–Connect routine, be aware of the amount of girls vs. boys share outs - Prioritize time management to prepare for time limits during standardized testing - Confidence building activities during mini guidance in all grades - When disaggregating math data, also include gender reports to monitor growth
How will it be funded?	District Funds and COP funds
Steps towards full implementation with timeline:	Current - May 2026 - Targeted small groups will occur at least three times per week Current - May 2026 - Monthly Math Collaborative Planning to intentionally plan instruction, reflect on the utilization of talk moves routines and gender data; 1L04, 1L02, 0106, 02.03, 03.03, 04.07, 05.05 Current - May 2026 - Voluntary coaching cycles with teachers and math coach focusing on talk moves and wait time Current - May 2026 - The school counselor will provide confidence building activities at a minimum of once per

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	month to all classes . These lessons help students practice positive self talk, teamwork, goal-setting, and problem-solving. Activities may include classroom discussions, partner challenges, reflection journals, or creative projects that encourage students to recognize their strengths. By building confidence regularly, we support students in developing resilience, trying new things, and feeling proud of their progress at school.
Monitoring Procedure:	-The math coach and grade-level teachers will disaggregate and monitor subgroup data (such as i-Ready diagnostic, unit assessments, quizzes, etc.) during collaborative planning each month and make changes to targeted small groups as needed.

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)

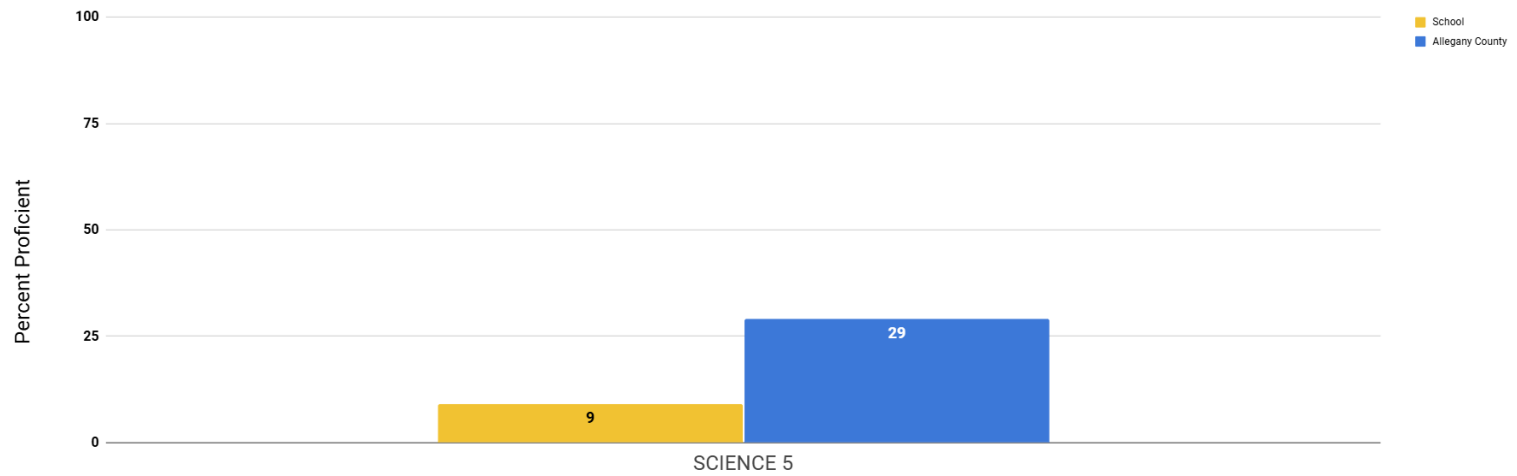
2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 5	2.7	1.5	0.43

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

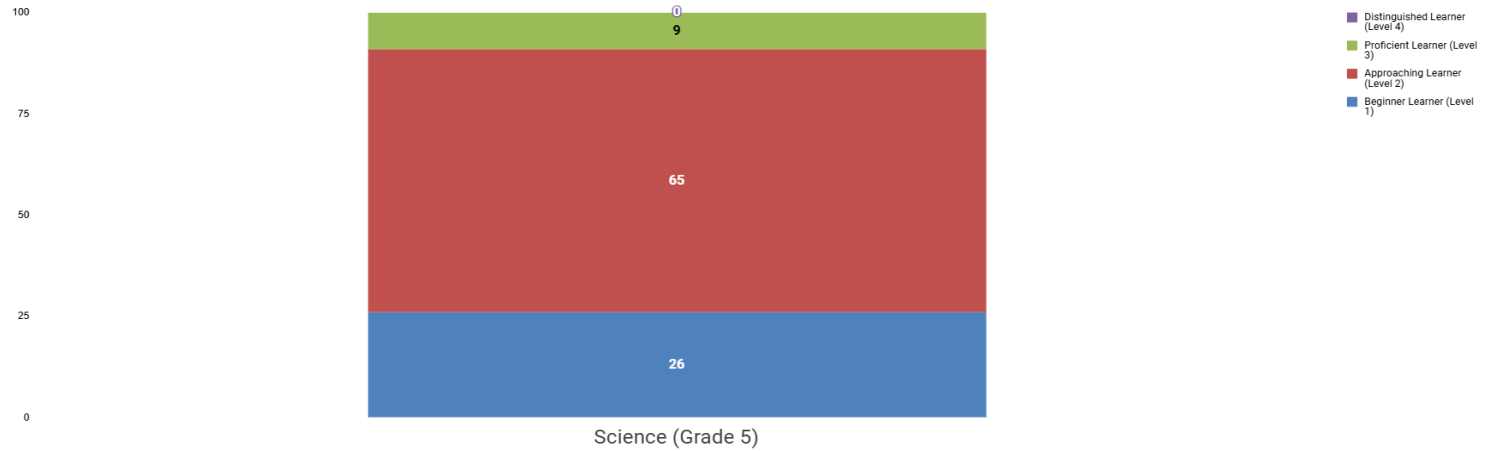
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2025 Flintstone Science Proficiency Rates



2025 Flintstone MCAP Science Proficiency Levels

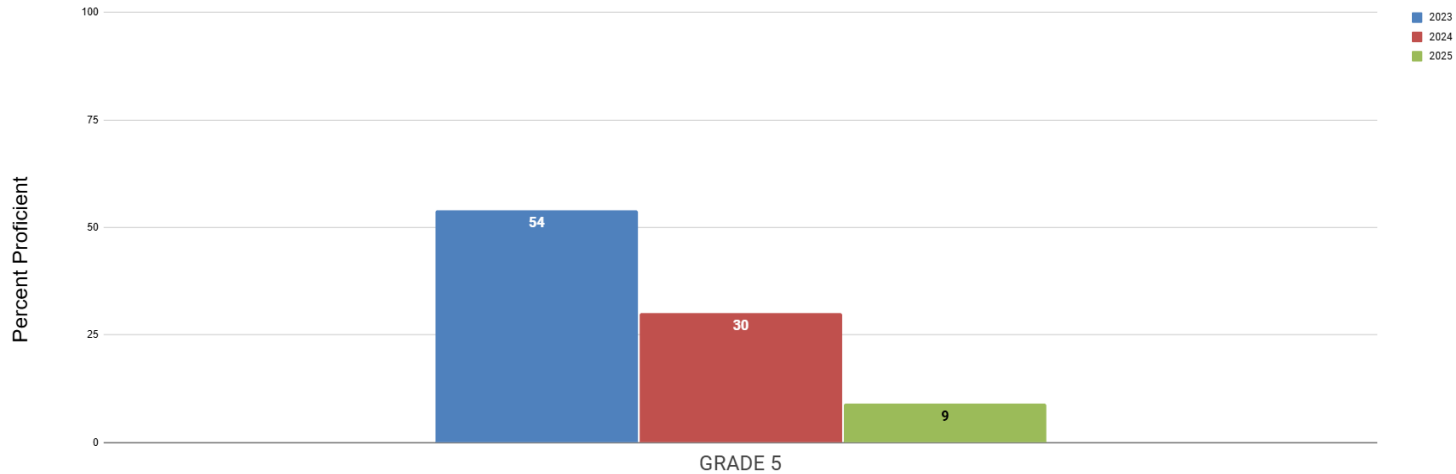


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Flintstone Science Proficiency Rate

2023-2025 Trend



FOCUS AREA 1:	5th Grade Proficiency
Focus Area Goal	In 2023 the proficient rate was 54%, and it decreased to 30% in 2024. The decrease in proficiency rate continued in 2025 to 9% students..The 2026 goal is to increase the proficiency rate by 20% to 29%.
Root Cause(s):	Why? Students struggle to answer questions on science based concepts and content. Why? Students have difficulty writing constructed responses related to hands-on learning experiences. Why? Students have not been provided with enough opportunities to increase their science content vocabulary. Why? Less time has been dedicated for meaningful science lessons involving experiments and extensions for writing. Why? There is a lack of emphasis on science due to increased time dedicated to reading and math.
Focus Content Standard(s):	NGSS: Structure and Properties of Matter: 5-PS11, 5-PS1 2, 5-PS1 3, 5-PS1 4 Matter and Energy in Organisms and Ecosystems : 5-PS3 1, 5-LS11, 2 Earth's Systems: 5-ESS2 1, 5-ESS2 2, 5-ESS3 1 Space Systems: Stars and the Solar System: 5-PS2 1, 5-ESS11, 5-ESS12 Engineering Design: 3-5-ETS11, 3-5-ETS12, 3-5-ETS13
Barriers:	Allotted time for students to practice with content and content vocabulary

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	• Not enough exposure for MISA based tasks at previous grade levels • Standards taught in previous grades are not revisited within the curriculum • Teachers do not have the necessary materials for text-based investigations
Needed Resources:	As a comprehensive science curriculum is not currently available, teachers need resources that provide students with science and engineering practices as well as science content and core ideas. Lessons are needed to help guide teachers in the presentation of lessons that allow for investigation, sensemaking and critiquing. Science materials for hands-on learning investigations are necessary.
Strategies and/or evidence-based interventions:	• Professional Development for K-5 teachers raising awareness of high quality instructional materials for science and creating a schoolwide plan for when science units will be taught. Resources will focus on science and engineering practices as well as content and core ideas. • Teachers will plan for 30 minutes of science instruction daily. Teachers will use the 5 E (Engage, Explore, Explain, Elaborate, Evaluate) model for planning lessons/units. • MISA test prep online
How will it be funded?	• Classroom funds: lesson materials
Steps towards full implementation with timeline:	• Analyze prior test data for low scoring standards • Weekly: concept instruction with opportunities for hands on tasks, vocabulary introduced in science units through text, visuals and models, • Ongoing opportunities for students to interpret charts and graphs, use of formal assessment to guide instruction and the teaching of explicit test-taking strategies • Ongoing spiral review utilizing online resources • February-March: MISA test prep practice
Monitoring Procedure:	• Formative and summative assessments for standards units of instruction • Lesson/Unit plans shared with Principal

FOCUS AREA 2:	Vocabulary
Focus Area Goal	In 2023 the proficient rate was 54%, and it decreased to 30% in 2024. The decrease in proficiency rate continued

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	in 2025 to 9% students..The 2026 goal is to increase the proficiency rate by 20% to 29%.
Root Cause(s):	Why? Students have a limited understanding of content vocabulary being assessed. Why? Students haven't had ample time to discuss, read, and utilize science vocabulary. Why? Few NGSS resources are available for teachers to use when planning and implementing 30 minute lessons. Why? Time allocated to science instruction has been reduced to place more emphasis on math and reading instruction.
Focus Content Standard(s):	NGSS: Structure and Properties of Matter: 5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4 Matter and Energy in Organisms and Ecosystems : 5-PS3-1, 5-LS1-1, 2 Earth's Systems: 5-ESS2-1, 5-ESS2-2, 5-ESS3-1 Space Systems: Stars and the Solar System: 5-PS2-1, 5-ESS1-1, 5-ESS1-2 Engineering Design: 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3
Barriers:	Quality vocabulary instruction allows time for students to internalize vocabulary; beyond exposure. Since the science instructional time period is only 30 minutes, time spent on vocabulary development will impede on the content development of science lessons.
Needed Resources:	• Notebooks for all students • White cardstock for classroom vocabulary card displays
Strategies and/or evidence-based interventions:	• K-5 students will keep a science journal/notebook with vocabulary words, experiment results, diagrams, and constructed responses, • Floabulary will be presented as a tool to faculty for vocabulary development • 5th grade will use doodling resource (TPT) to help students comprehend and internalize NGSS vocabulary
How will it be funded?	• Classroom funds • School funds
Steps towards full implementation with timeline:	• At the beginning of the year, build instructional routines for vocabulary notebooks, frayer models, and sentence frames • Weekly preteach vocabulary and have students use the terms in discussions, labs, and written responses • Ongoing spiral of academic and content specific vocabulary utilizing games and quizzes • February-March: MISA test prep practice having students highlight and unpack vocabulary in prompts
Monitoring Procedure:	Principal Walkthrough; Checking notebooks

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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

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2025 Educator Survey Results		
	2024	2025
School's Educator Score	9.6	7.9
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.	Domain: Instructional Support Instructional Feedback Score: 2.53
Topic Description:	Instructional support and feedback for educators is the process through which teachers receive information from school leadership to improve their teaching.
Strategies:: What steps will be taken in order to obtain the desired outcome..	The principal will utilize MSDE resources, district observation tools and core program materials to schedule observation opportunities. Written and conversational feedback will provide reflections on teacher strengths and focused areas of growth.
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)?	- Resources from Session 4 of the Maryland Statewide School Leadership Training Program -Building a Culture of Feedback and Improvement (Digital resources) - Core program and district walk -through documents - The book Rigor Unveiled-Fisher, Frey and Marshall (Classroom observation/Feedback tool) - Time dedicated to conduct classroom observations and walk-throughs. Also, time for teachers and administration to meet for post -instruction feedback

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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?	The 2026 educator survey results for the topic of instructional feedback will show an increase from the previous year's average educators' score of 2.53 to 7.00.
Timeline: Include dates for implementation of action steps.	November, 2025-May, 2026
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Community Participation and Engagement Score: 5.45
Topic Description:	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..	School teams and teacher teams will establish transformative relationships to take ownership of school improvement efforts. - Faculty meetings will be utilized to develop a shared understanding of effective collaboration - Agendas for faculty meetings, leadership meetings and PBIS meetings will be shared prior to scheduled meeting dates. Staff will have the opportunity to prepare for discussion and will also have the opportunity to add topics to meeting agendas. - A shared Google folder is being utilized by staff to easily access meeting notes and shared resources - Student surveys to provide input on school activities.
Initiative leader and team: Who is responsible and involved in the work?	- Principal - Teacher Leaders - Teachers and Staff - Leadership Team, PBIS Team, Teacher Grade Level Teams

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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)?	- Investment of staff to establish relationships that allow for sharing of effective strategies as well as strategies that have proven to be less effective - Access to district data collection measures - Time for scheduled weekly and monthly meetings for administrator, teachers and content coaches to share data and ideas for school improvement - Time for collaborative planning opportunities - Ongoing professional development that involves teamwork
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	The 2026 educator survey results for the topic of instructional feedback will show an increase from the previous year's average educators' score of 5.45 to 8.00.
Timeline: Include dates for implementation of action steps.	October, 2025-May, 2026

2025 Student Survey Results		
	2024	2025
School's Student Score	7.00	7.00
ACPS Elementary Student Score	7.06	7.09
ACPS All Student Score	5.70	5.95

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<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score out of 10	Domain: Safety Topic: Bullying Score: 1.14
Topic Description:	The bullying topic describes the degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	• School-wide values reinforced daily (morning announcements, morning meeting posters) • Active supervision/strategic staff placement (playground, cafeteria, hallways) • Staff Training to recognize and address bias and subtle forms of bullying • SEL lessons that teach empathy, self-regulation and responsible decision-making • Teach appropriate bystander strategies to interrupt the bullying behavior • Provide counseling to targeted students with follow up to ensure the bullying has stopped • Provide counseling to students that bully to identify and address underlying causes
Initiative leader and team: Who is responsible and involved in the work?	• Principal, School Counselor, School Safety Employee, Officer Steve, All 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)?	• Time to initiate multi-tiered system of support behavior interventions • Time dedicated by administration to conduct and promote restorative practices • Second Step Curriculum • Morning/classroom meetings • Restorative practice tools • School counselor, Aimee Stanislaw • School Safety Employee, Officer Steve
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Student survey comparison from previous year

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Timeline: Include dates for implementation of action steps.	September, 2025- May, 2026
Secondary Area of Need State the Domain, Topic, and Score	Domain: Relationships Topic: Student-student Relationships Score: 2.28
Topic Description:	The student-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).	- Cooperative learning opportunities (partner and group work that requires collaboration) - Social-emotional books that foster empathy and focus on characters' feelings - Utilize older students as peer buddies for younger students - Guidance lessons that teach conflict resolution - Individual and small group counseling that reinforce and teach social skills
Initiative leader and team: Who is responsible and involved in the work?	Principal, School Counselor, teachers, support staff, PBIS Team
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	- PBIS Team - Time to initiate multi-tiered system of support behavior interventions - Toolbox/Second Step Curriculum materials - Area and time for social groups and lunch bunches - School counselor, Aimee Stanislaw - Teachers/teacher data
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Student survey comparison from previous year
Timeline: Include dates for implementation of action steps.	Quarterly Booster Activities- October 30, January 16, March 26, May 28 Monthly Character Traits Assembly Weekly social groups and guidance lessons

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

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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.

- Tier 1- Review of PBIS rules, use of school-wide behavior expectation matrixes, weekly classroom lesson for social emotional learning, student character trait instruction by grade level, students acknowledged for displaying positive behavior with a praise note or positive office referral, minute meetings, bully prevention, Red Ribbon week activities, safe touch presentation, new student orientation, quarterly incentives and SPARK OF THE MONTH, review of office discipline referrals to target school needs

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

- Tier 2- Check In/Check Out program established, small group and individual counseling, lunch and peer group sessions
- Tier 3- Behavior Plans, referrals to mental health specialist, sensory room for structured breaks, use of behavior specialist for student support and for sharing strategies with staff, reset room for student deescalation

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.).

Flintstone celebrates a rich parental/community engagement program. We are fortunate to have strong support from families and ongoing assistance from our community groups, churches and organizations. We use the following tools for communicating with parents/families for upcoming events, and to meet student needs:

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- Assignment notebooks and homework folders used schoolwide
- Facebook and School web page
- DOJO, schoology e-mail and other web-based communication systems
- PowerSchool and quarterly report cards

In SY 2025-2026, students and families, community agencies, and volunteers are encouraged to participate in the following activities:

- Back to School Night on August 26, 2025
- Grandparents' Day celebrations September 10 & 17, 2025
- 5th Grade Outdoor School Chaperones September 22 through September 26, 2025
- Family Fun Night Grades 2 & 3 October 22, 2025
- Flintstone and Oldtown EMS and Fire Departments provide informative presentations to Pre-k, K, and 1st grade students October 27, 2025
- Veteran's Day Activities including community veterans and family members on November 11, 2025
- Turkey Trot Dance after school student activity (120 students)/Community School Parent Activity (Meals on a Budget) 8 Parents November 21, 2025
- Parent conferences October 6, 2025 & March 2, 2025
- Spark of the Month Recognition Streamed to FB group
- Math and ELA parent activities
- Weekly play groups for 3 and 4 year old community students
- Holiday celebrations and programs
- Career Day presenters using family and school community members
- Weekly volunteer opportunities as well as special events
- PTA membership
- Field Trip chaperones

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

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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.

PI Activity	Date	Contact Person
Math Day	November 25, 2025	Kate Pratt, classroom teachers
ELA Day	March 2025	Kate Pratt
Parent volunteers	October, 2025-May 2026	Angie Fentress/Melanie Rinker

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:	Book Study
Professional Learning Title	. <u>The Teacher Clarity Playbook</u>

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Date(s), Time, and Location	Several opportunities will be utilized for this PLC such as faculty meetings, Principal PD days, and scheduled school assemblies. Attendees will meet in the school library. Times will differ.
Intended Audience	Classroom teachers, special education teacher and resource teachers
Method of Funding	School funding and Community School funding (school assemblies)
Changes to occur as a result of Professional Learning	Improved student learning through intentional teacher planning
Knowledge and skills the participant will attain	Teachers will attain information and practice skills to purposefully plan and sequence instruction while making learning intentions and success criteria clear to students..
Method to measure implementation of knowledge and skills in the classroom	Teachers will collect and analyze evidence of students' learning through formal and informal assessment. The principal will collect data through learning walks, formal observation, grade level meetings and by reviewing teacher plans.

Professional Learning 2:	Collaboration
Professional Learning Title	Instructional Coaching
Date(s), Time, and Location	September 2025 through May 2026
Intended Audience	ELA/Math coaches, classroom teachers, reading intervention teacher

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Method of Funding	District Funds
Changes to occur as a result of Professional Learning	Coaches spending time in classrooms observing, teaching, modeling, teaming, and building skills Weekly coaching meetings determined by data
Knowledge and skills the participant will attain	Through practice, participants will build a relationship for collaboration.. Collaborative conversations will focus on data, instruction, specific student needs and class needs.
Method to measure implementation of knowledge and skills in the classroom	Teachers will collect and analyze evidence of students' learning through formal and informal assessment. The principal will collect data through learning walks, formal observation, grade level meetings and by reviewing teacher plans.

Professional Learning 3:	Support
Professional Learning Title	Teacher Mentoring
Date(s), Time, and Location	September 2025 through May 2026
Intended Audience	Non-tenured teachers/mentor teachers
Method of Funding	District Funds
Changes to occur as a result of Professional Learning	The staff member and mentor will work in partnership to meet the logistical needs of the non -tenured staff member.

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Knowledge and skills the participant will attain	Through suggested monthly topics, the participant will gain knowledge of school and district procedures and resources. The participant will also hone their self-reflection skills.
Method to measure implementation of knowledge and skills in the classroom	Mentors will verify that participants have met the requirements of monthly reflections and activities.

XII. Management Plan

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

A shared Google folder containing the draft of the plan will enable staff to provide feedback and offer suggestions as the plan is being created. Staff made aware of the folder during Principal PD on October 31, 2025. Once the plan is finalized, it will be shared during a December faculty meeting.

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

The school improvement plan will be disseminated to parents and community members in January 2026 through the school web site, Facebook page and during family engagement activities. It will also be shared upon request.

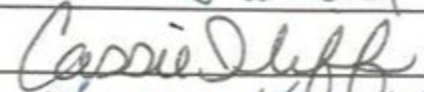
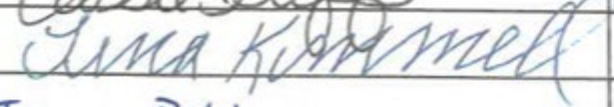
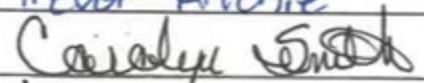
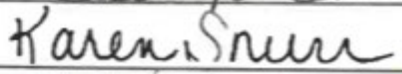
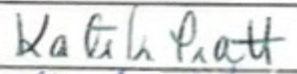
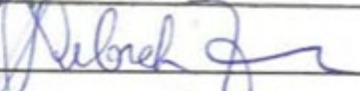
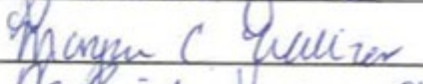
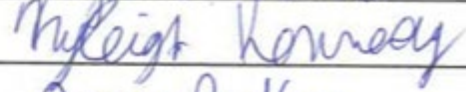
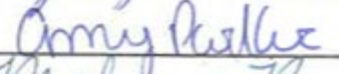
4. How will student progress data be collected, reported, and evaluated by the SIT?

The Leadership Team will analyze data at our monthly meetings. All classroom teachers along with the Literacy and Math coaches and principal analyze progress monitoring, units, BOY, MOY, and EOY data regularly during collaborative meetings.

5. How will the administration monitor the plan?

The principal is actively involved in the Leadership Team, PBIS Team and PST Team. Administration also attends weekly co-planning meetings between special ed. and grade level meetings. The principal will attend collaborative meetings for ELA and Math as well as data meetings. The principal's SLOs align with the goals in the SIP.

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Name	Signature	Role
Tim Farrell		Principal
Cassie Iliff		Other School Leader
Tina Kimmell		Teacher
Trevor Ritchie	↔ Trevor Ritchie	Teacher
Cardyn Smith		Instructional Assistant
Karen Snurr		ACPS/School Reading Coach or Specialist
Kate Pratt		ACPS/School Math Coach or Specialist
Abby Woloski		Reading Interventionist
Debra Fazzaloni		Parent/Family Member
Morgan Wallizer		Parent/Family Member
Kyleigh Kennedy		Community Member
Amy Parker		Community Member
Melanie Rinker		Other School Staff