

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

School: Frost Elementary

Principal: Bill Dwyer

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I. VISION, MISSION, AND CORE VALUE

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Mission Statement

- Create a community of learners
- Nourish a growth mindset amongst all students
- Encourage a love of learning through engaging lessons
- Instill mutual respect through positive communication

Vision

To educate all children in a nurturing, safe environment that promotes optimal learning through positive relationships, high-expectations and respectful behavior.

Core Values

- We believe that through setting high expectations, all students can learn and are entitled to a quality education.
- We believe that collaboration and shared responsibility among students, staff, families, and community are an integral part of student success.
- We believe that practicing the Gradual Release of Responsibility promotes self-directed lifelong learners.
- We believe in providing character education to maintain a safe and caring environment that fosters diversity and mutual respect.
- We believe that students should be respectful and responsible to themselves and others.

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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 as Target Support of Improvement (TSI) ?	x				
If yes, state the identified subgroup(s).					
Is this school identified as Additional Target Support of Improvement (ATSI) ?	x				
If yes, state the identified subgroup(s).					
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		18	18
Itinerant staff		6	6
Paraprofessionals	3	7	10
Support Staff		2	2
Other		10	10
Total Staff	3	44	47

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	0	0%
Hawaiian/Pacific Islander	0	0%
African American	1	0.04%
White	203	90.6%
Asian	5	2.2%
Two or More Races	8	3.5%
Hispanic/ Latino	6	2.6%
Special Education	40	17.8%
LEP	2	0.089%
Males	112	50%
Females	111	49.5%
Gender X	1	.04%
Total Enrollment	224	100%
FARMS Rate (20242025)	144	59.02%

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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)	92.0%	92.7%	93.1%
Grade 1	92.4%	92.9%	93.3%
Grade 2	92.2%	92.0%	91.9%
Grade 3	93.4%	93.3%	92.6%
Grade 4	89.0%	94.2%	93.9%
Grade 5	91.7%	92.7%	94.1%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	n/a	92.6%	92.4%
Hispanic/Latino of any race	n/a	91.6%	92.9%
American Indian or Alaska Native	95.6%	n/a	n/a
Asian	79.2%	94.7	94.4%
Black or African American	n/a	90.5%	83.6%
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a
White	85.7%	92.9%	92.8%
Two or more races	91.0%	87.2%	85.4%
Male	92.3%	92.0%	91.1%
Female	96.4%	93.3%	93.9%
EL	86.9%	94.4%	94.9%
Special Education	88.6%	88.1%	84.6%

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Free/Reduced Meals (FARMS)	n/a	89.4%	88.3%
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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)	74.5%	78.9%	79.02%
Report Card Points Earned (out of 15)	6.5	8.5	8.5

ATTENDANCE FOCUS AREA Grade Band (s) or Subgroup (s)	Special Education Students
Focus Area Goal	Currently the attendance rate for those students receiving special education services is at 86.75% The focus area goal is to increase attendance of the special education population at Frost by 8.25%
Root Cause(s):	Many students with disabilities experience medical, emotional, and learning-related challenges that impact consistent attendance. Currently the attendance rate for those students receiving special education services is at 87.75% Chronic health conditions, mental health needs, sensory sensitivities, and behavioral concerns may limit students' ability to sustain full participation in the school day. Additionally, difficulty with transitions, peer interactions, or academic demands can contribute to school avoidance or reduced engagement.
Barriers:	Limited coordination among school-based personnel and external service providers can delay timely support

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	for students with attendance concerns. Inconsistent communication across instructional and support staff may hinder early identification and intervention.
Needed Resources:	• Collaborative planning among classroom teachers, school nurses, counselors, social workers, and administrators. • Structured coordination with medical and mental health providers serving students. • A systematic internal process for sharing attendance data and student support information. • Access to school-based mental health, behavioral, and wellness services. • Regular review of attendance through the Pupil Service Team (PST).
Strategies	• Develop individualized attendance support plans aligned with student needs. • Provide targeted in-school supports, including counseling, health monitoring, and behavioral interventions. • Implement instructional and environmental accommodations when health or emotional needs affect attendance. • Initiate staff follow-up when absences exceed three (3) consecutive days.
How will it be funded?	School/ District Funds
Steps towards full implementation with timeline:	• Bi-monthly PST meetings to review attendance data for students with IEPs. • Ongoing coordination among school nurses, counselors, social workers, and teachers. • Weekly monitoring of attendance for identified students. • Adjustments to support plans based on documented attendance trends.
Monitoring Procedure:	Attendance will be recorded daily by classroom teachers and reviewed weekly and monthly by the Pupil Service Team. Attendance patterns will be analyzed, and school-based interventions will be implemented as warranted.

ATTENDANCE FOCUS AREA 2:	FARMS Students
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Grade Band (s) or Subgroup (s)	
Focus Area Goal	The focus area goal is to increase attendance of the FARMS population by 2% to bring the school closer to the county wide attendance goal of 94%.
Root Cause(s):	FARMS students experience inconsistent routines, lower food security and lack of other basic needs which in turn contributes to higher number of absences.
Barriers:	Inconsistent systems for early identification and follow-up with chronically absent FARMS students. Limited proactive communication between school staff and families regarding attendance supports.
Needed Resources:	• Attendance incentives. • Clothing and hygiene supplies. • Staple foods to be sent home. • Transportation support in significant situations for parents to attend school scheduled attendance meetings.
Strategies:	• Monthly student attendance recognition by class and individual. • Provide clothing and hygiene products to be sent home. • Partner with local food banks to create take home food supply. • Create an attendance Check In with a trusted school staff member.
How will it be funded?	School/ District. Community Food Bank Donations. Community Donations for clothing.
Steps towards full implementation with timeline:	• Bi-monthly Pupil Service Team (PST) meetings to monitor and track chronic absenteeism among the FARMS population. • Monthly attendance recognition ceremonies/celebrations for individual students and classes.
Monitoring Procedure:	Bi-monthly Pupil Service Team (PST) meetings to monitor and track chronic absenteeism among the FARMS population.

IV. GRADUATION RATE– High Schools Only

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V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2022-2023	2023-2024	2024-2025
Total Referrals	35	16	10
All Suspensions	1	2	2
In School			
Out of School	1	2	2
Sexual Harassment Offenses			
Harassment/Bullying Offenses			

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.

At Frost, we will continue to be proactive in our approach toward discipline. Our Tier IPBIS strategies include utilizing Lion Loot combined with class dojo to praise positive behavior. The above chart indicates that 98 - 100% of our student population is

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successful with Frost's Tier I system. In addition, Tier II and Tier III strategies are in place and delivered when needed. Tier II strategies include check in/check out, social skills groups, and study skills groups. Tier III strategies include individualized plans to help students succeed and individualized counseling with the county provided mental health counselor. The goal is to provide the necessary tools and resources to students so they increase self regulation and can be successful.

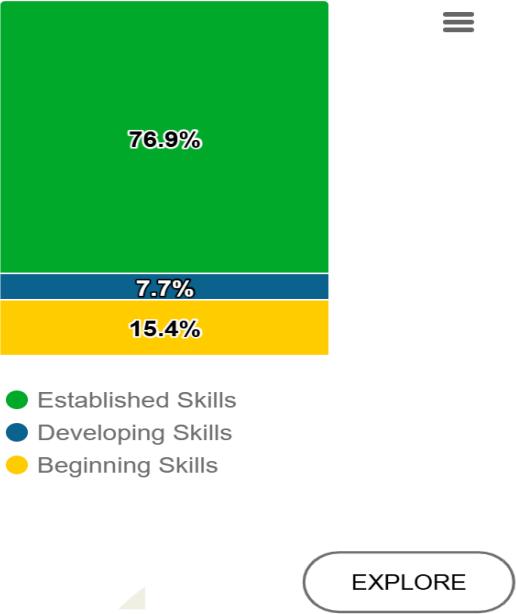
VI. EARLY LEARNING

A. Kindergarten Readiness

Star Literacy Rate Primary Ethnicity

Star Early Literacy Proficiency Rate (District Benchmark)

Fall 2025-2026

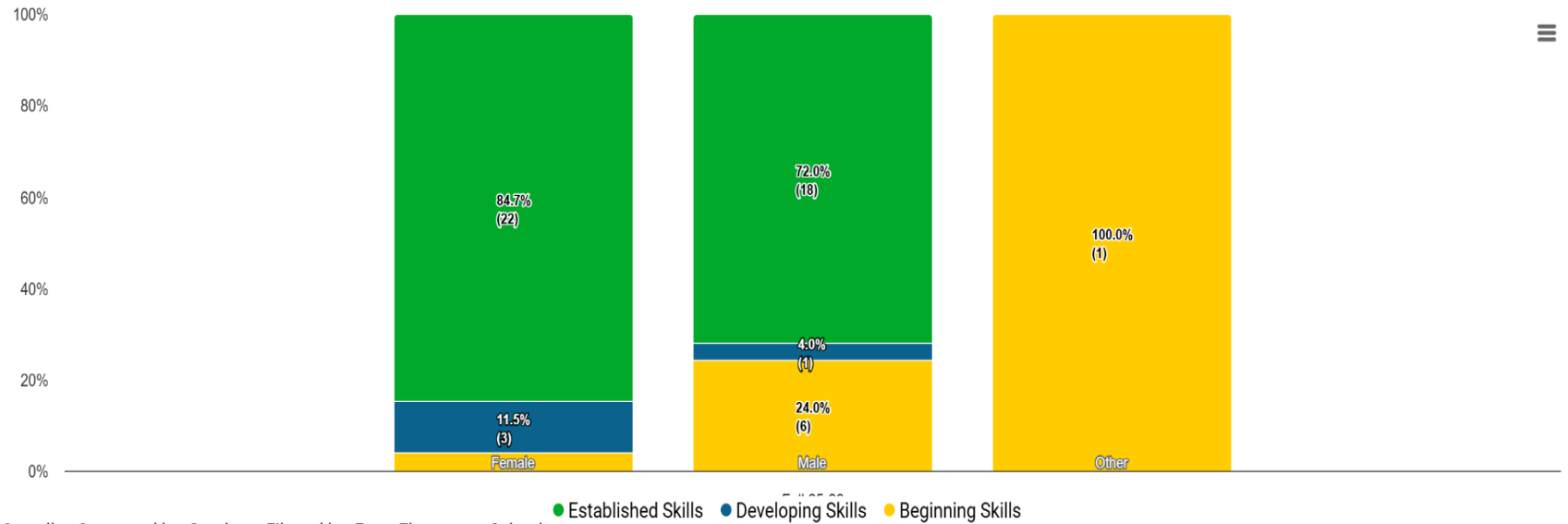


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STAR Literacy Rate by Gender

Star Early Literacy Proficiency Rate (District Benchmark)

Percent of students at or above the district benchmark on the Star Early Literacy assessment. Uses the most recent score in the given district screening window



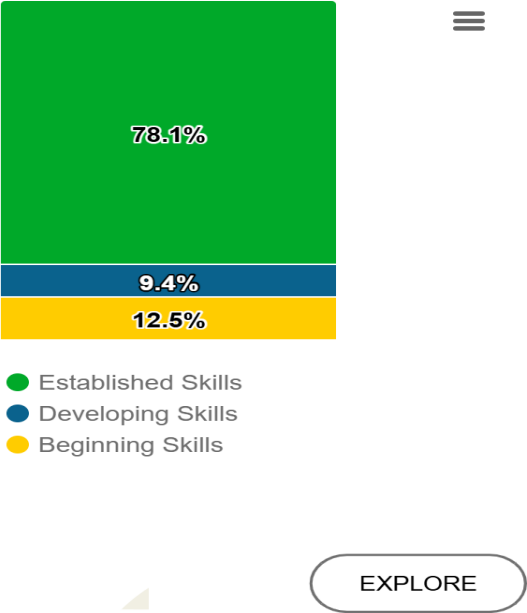
Overall — Compared by: Gender — Filtered by: Frost Elementary School

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STAR Math Proficiency Rate by Primary Ethnicity

Star Math Proficiency Rate (District Benchmark)

Fall 2025-2026

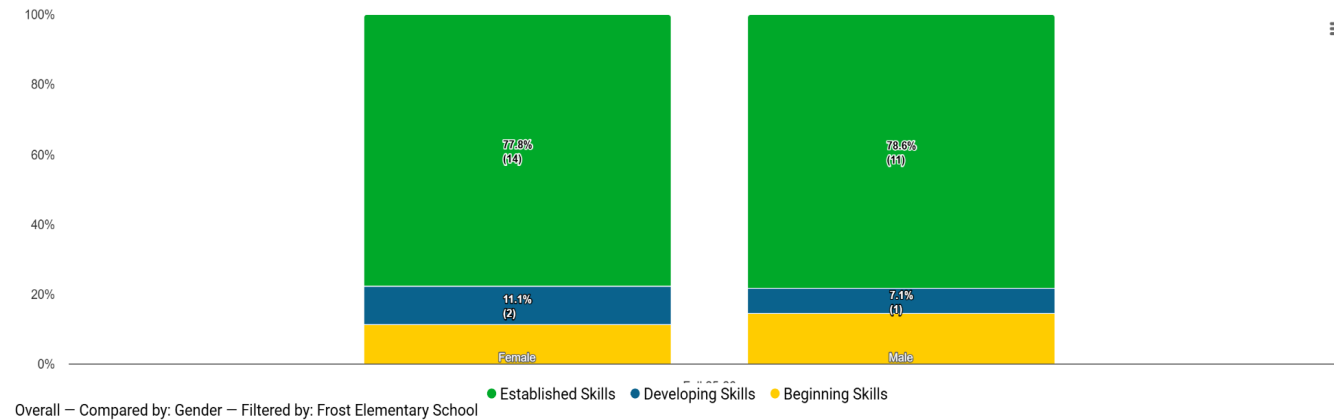


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STAR Math Proficiency Rate by Gender

Star Math Proficiency Rate (District Benchmark)

Percent of students at or above the district benchmark on the Star Math assessment. Uses the most recent score in the given district screening window



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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Based on the Fall 2025/2026 STAR Early Literacy data, 76.9% of Frost kindergarten students entered school demonstrating established early literacy skills, 15.4% demonstrating beginning skills and 7.7% demonstrating developing skills. This data indicates that 23.1% of students require targeted instruction support to address early literacy deficits.

In order to ensure progress for students entering kindergarten with developing or beginning skills, the school will implement instructional grounded in the Core Knowledge Language Arts (CKLA) curriculum, which provides a research-based, systematic approach to early literacy instruction. CKLA will serve as the foundation for Tier 1 instruction, emphasizing explicit phonics instruction, phonological awareness, vocabulary development, oral language, and knowledge building through content-rich texts.

Students identified as developing or beginning based on STAR Early Literacy data will receive targeted Tier 2 supports through small group instruction aligned with CKLA skills and units. Instruction will focus on letter-sound correspondence, blending and segmenting, decoding, and comprehension development using CKLA additional materials and routines. Frost Kindergarten teachers will utilize flexible grouping to provide differentiated instruction based on student performance and specific skill needs. Progress will be monitored monthly by the reading intervention teacher and ELA instructional coach.

Students demonstrating beginning skills will receive additional Tier 3 interventions that reinforce CKLA foundational skills through increased instructional time, multisensory strategies i.e. Orton-Gillingham, and repeated practice. Progress monitoring will be conducted bi-monthly by the reading intervention teacher and ELA instructional coach.

To determine the effectiveness of improvement efforts, the school will review (DiBels, mClass) benchmark data during fall, winter and spring assessment windows. This data will be analyzed during grade level data team meetings to evaluate student growth, assess the effectiveness of CKLA implementation and adjust instructional practices as needed.

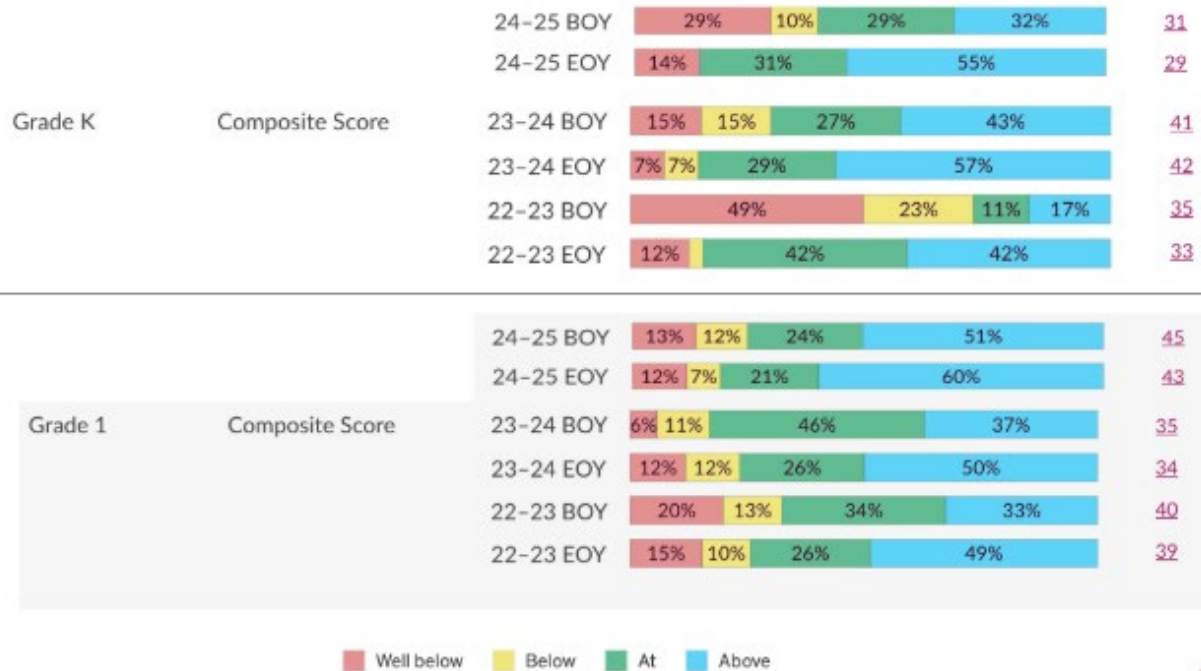
To support continued growth in mathematics, Frost Elementary will implement instructional strategies aligned with the i-Ready Mathematics curriculum. Teachers will use i-Ready as the foundation for Tier 1 instruction, emphasizing conceptual understanding, procedural fluency, and mathematical problem solving aligned with grade-level standards. i-Ready diagnostic data will be used to identify student strengths and areas for growth and to guide differentiated instruction. Students demonstrating developing or beginning skills based on STAR Math and i-Ready data will receive

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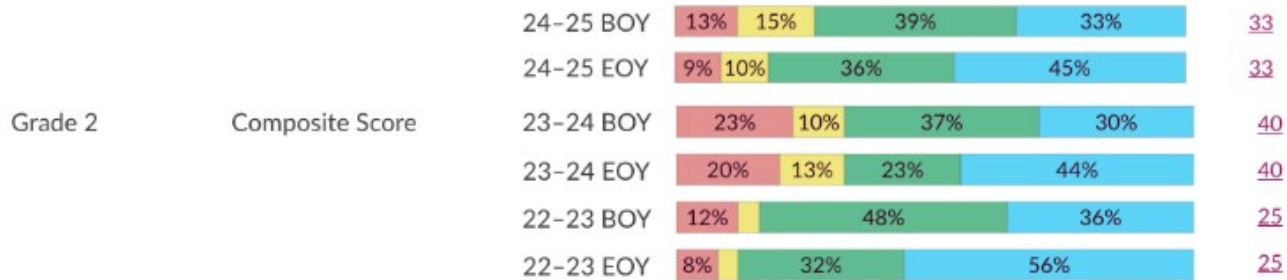
targeted small -group instruction focused on strengthening foundational skills, including number sense, operations, and problem solving. Flexible grouping will be utilized to address individual student needs and provide appropriate levels of support. Students requiring additional assistance will receive Tier 2 and Tier 3 interventions, including increased instructional time and scaffolded practice aligned with i-Ready learning pathways. Student progress will be monitored using STAR Math benchmark assessments and i-Ready diagnostic and growth reports during fall, winter, and spring assessment windows. Data will be reviewed during grade-level data team meetings to evaluate student growth, adjust instruction, and ensure effective implementation of mathematics strategies.

B. Dibels K2



A

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K-2 AREA 1:	Kindergarten Literacy
Focus Area Goal	Increase the percentage of Kindergarten students performing At or Above Benchmark in Letter Sounds (NWFCLS) from BOY to EOY by at least 12 percentage points, while reducing the combined Below and Well Below categories by at least 10 percentage points.
Root Cause(s):	Students entering Kindergarten with inconsistent prior exposure to systematic letter -sound, and within Kindergarten there has been variable implementation of explicit, structured letter sound teaching, resulting in uneven mastery of foundational phonics skills.
Focus Early Literacy Component:	The school will prioritize explicit, systematic letter-sound correspondence, phonemic awareness and automatic recognition of sounds in isolation and within words.
Barriers:	• Inconsistent implementation of explicit, systematic letter -sound instruction across classrooms. • Insufficient consistency in daily practice with letter-sound routines and repetition. • Limited use of data to adjust instruction quickly for students not making progress. • Uneven use of aligned instructional materials (e.g., decodables, sound walls, structured word work).
Needed Resources:	• Use of ELA instructional coach for ELA instruction and professional development.

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	• Time within in master schedule for daily small group instruction and weekly grade level collaborative planning. • Research based phonics and decodable curriculum, Core Knowledge Language Arts. • Classroom sound walls and multisensory letter sound tools (letter tiles, dry-erase boards, tracing materials)
Strategies and/or evidence-based interventions:	• Provide daily, explicit instruction in letter-sound correspondence using consistent routines through CKLA curriculum. • Use a common sound wall in all Kindergarten classrooms. • Incorporate multi-sensory practice (say it, trace it, write it, hear it, read it). • Build in 10–15 minutes of focused letter-sound practice every day. • Use quick drills, flashcards, and interactive activities to reinforce mastery. • Integrate letter sounds into writing and reading activities, not just isolated practice. • Use BOY and progress-monitoring data to form flexible small groups. • Reassess student groups every 3–4 weeks and adjust instruction as needed. • Provide targeted intervention for students in Below and Well Below categories. • Use district-approved materials and decodable texts that match taught sounds. • Ensure all classrooms follow a common pacing for letter-sound instruction. • Collaborate weekly with ELA Instructional coach in grade-level meetings to review low inference feedback to align lessons and supports.
How will it be funded?	School/ District
Steps towards full implementation with timeline:	Beginning of the Year • Administer BOY DIBELS NWEELS and analyze results by classroom. • Establish common Kindergarten routines for letter-sound instruction and sound walls. • Create a shared pacing plan for letter sounds across all K classrooms.

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	• Form flexible small groups based on BOY data and schedule daily practice time. • Provide initial professional learning on explicit, systematic phonics instruction. Middle of the Year • Implement daily 10–15 minutes of focused letter-sound practice in all classrooms. • Begin biweekly progress monitoring for students Below and Well Below Benchmark. • Hold weekly Kindergarten team meetings to review data and adjust instruction. • Provide literacy coach support for instructional consistency and fidelity. • Conduct midyear review of pacing and make adjustments if needed. • Reorganize small groups every 3–4 weeks based on progress data. End of Year • Continue bimonthly progress monitoring and adjust interventions as needed. • Increase targeted support for students showing minimal growth. • Monitor consistent use of sound walls, decodables, and multisensory tools. • Administer EOY DIBELS and compare results to BOY. • Evaluate progress toward the goal (movement to At/Above Benchmark). • Identify successful practices to continue next year. • Document lessons learned and refine the plan for the following school year.
Monitoring Procedure:	• Formative classroom assessment • Benchmark assessments • Student work samples and rubrics • Weekly meetings with the ELA instructional coach to review low inference feedback.

K-2 AREA 2:	Literacy
Focus Area Goal	Increase the percentage of Grade 2 students performing At or Above Benchmark on the DIBELS Composite score by at least 10 percentage points from BOY to EOY, with a particular focus on improving Decoding (NWF-WRC) and Word Reading (WRF) performance while reducing the percentage of students in the Below and Well Below categories by at least 8 percentage points combined.

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Root Cause(s):	A significant proportion of Grade 2 students begin the year Below or Well Below Benchmark in Decoding (21%Below; 16%Well Below) and Word Reading (7%Below; 19%Well Below) because of inconsistent implementation of explicit, systematic phonics instruction and uneven use of aligned decodable practice across classrooms, resulting in gaps in accurate and automatic word reading that impact overall composite performance.
Focus Early Literacy Component:	Provide consistent, explicit phonics and decoding instruction using aligned routines, decodable texts and structured word work, with regular progress monitoring to guide instruction and support student growth in accurate word reading and fluency
Barriers:	● Inconsistent Tier 1 implementation of explicit, systematic phonics and decoding instruction. ● Insufficient consistency in small-group intervention scheduling and instructional minutes. ● Limited use of common data routines across Grade 2 teams to adjust instruction in real time. ● Uneven use of district-approved decodable texts and aligned literacy materials
Needed Resources:	● District-approved structured literacy curriculum and pacing guides ● Decodable texts matched to phonics instruction ● Sound walls and structured word work materials ● Progress-monitoring tools (DIBELS, classroom checks, running records) ● ELA instructional coach support for modeling and low inference feedback ● Dedicated small-group intervention time within a protected 120-minute literacy block ● Data tracking tools (shared grade-level spreadsheet or dashboard) ● Professional development on explicit phonics and decoding instruction
Strategies and/or evidence-based interventions:	● Implement consistent, explicit, systematic phonics instruction in all Grade 2 classrooms using CKLA curriculum and routines. ● Ensure daily whole-group lessons include modeled reading, guided practice, and immediate corrective feedback focused on decoding accuracy and fluency. ● Use aligned decodable texts regularly to reinforce phonics patterns taught in class. ● Schedule a dedicated 120-minute daily literacy block, with at least 30 minutes reserved for targeted small-group instruction.

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	• Group students based on DIBELS and classroom data and adjust groups every 4–6 weeks. • Prioritize additional intervention time for students in the “Below” and “Well Below” categories. • Hold weekly Grade 2 data meetings to analyze DIBELS progress monitoring and classroom assessments. • Identify students who are not making expected growth and adjust instruction or intervention supports immediately. • Track movement of students from Below to At/Above Benchmark using a shared team tracker. • Develop common Grade 2 literacy practices (lesson structure, use of decodables, progress monitoring tools). • Engage in collaborative planning to align pacing, materials, and expectations across all Grade 2 classrooms. • Utilize ELA instructional coach support for teachers needing additional assistance. • Implement evidence-based interventions focused on phonemic awareness, decoding, and fluency for students below benchmark. • Use visual supports, structured word work, and repeated reading to build accuracy and automaticity. • Monitor progress at least every two weeks and adjust interventions as needed.
How will it be funded?	School/ District
Steps towards full implementation with time line:	Beginning of Year • Conduct BOY DIBELS screening and analyze Grade 2 composite results. • Establish common Grade 2 literacy routines, lesson structures, and use of decodable texts. • Create consistent small-group schedules that protect a minimum of 30 minutes daily for targeted instruction. • Identify students in Below and Well Below categories and assign intervention groups. • Hold initial collaborative planning sessions to align pacing and materials across classrooms. • Implement weekly Grade 2 data meetings to review progress monitoring and adjust instruction. • Provide targeted coaching support for teachers needing additional support with phonics or small - group instruction.

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	● Reassess student groupings based on progress data and modify interventions as needed. ● Ensure consistent use of district-approved literacy materials across classrooms. Middle of Year ● Continue biweekly progress monitoring for students Below Benchmark. ● Refine Tier 1 instruction based on data trends and classroom performance. ● Conduct midyear collaborative reviews to ensure alignment across Grade 2 classrooms. ● Provide additional targeted intervention time for students showing minimal growth. End of Year ● Administer EOY DIBELS assessment and compare results to BOY. ● Evaluate movement of students from Below to At/Above Benchmark. ● Identify successful practices to carry into the next school year. ● Meet as a Grade 2 team to document lessons learned and needed adjustments for 2026 –2027.
Monitoring Procedure:	● Formative classroom assessment ● Benchmark assessments ● Student work samples and rubrics ● Weekly meetings with the ELA instructional coach to review low inference feedback..

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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 nonpass rate by 50% by the year 2030.

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

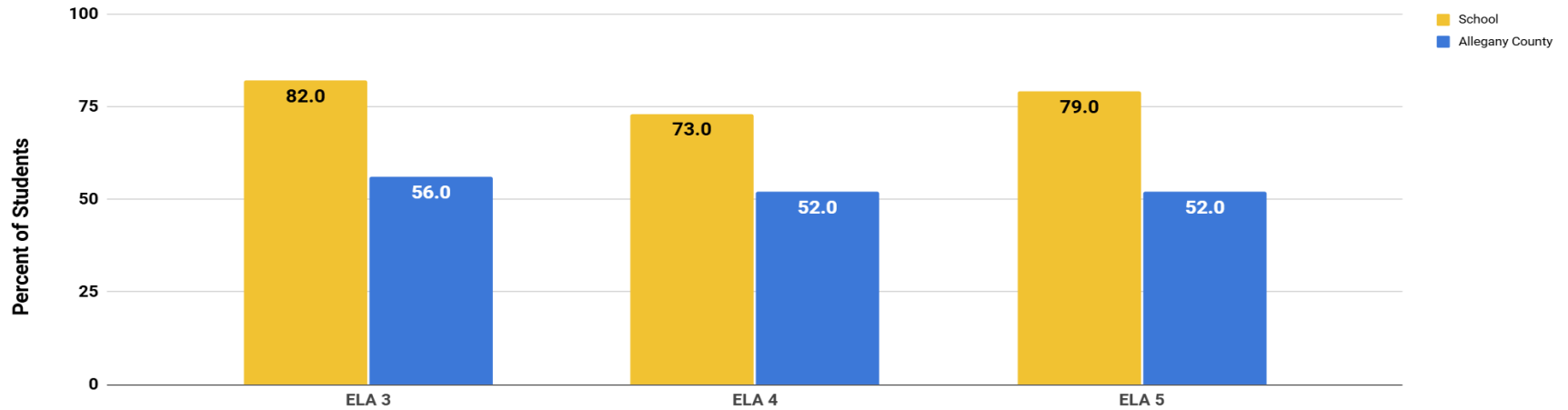
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 ELA Report Card Results		
	2024	2025
ELA Proficiency out of 5	3.9	3.96
ELA Average levels out of 5	3.7	3.79
ELA Growth out of 12.5	7.5	7
Total ELA Report Card Points out of 22.5	15.1	14.75

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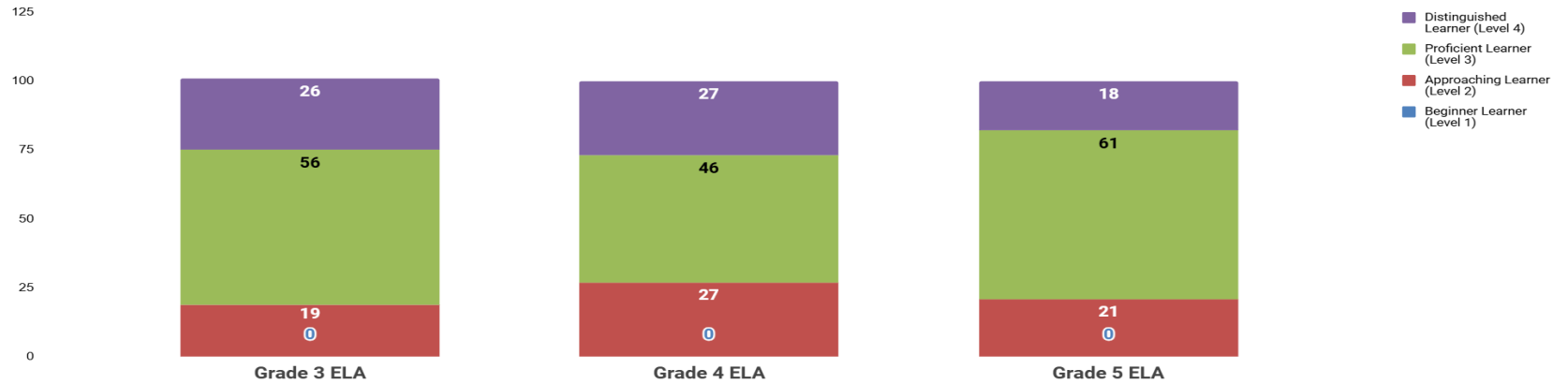
1.Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

Frost Elementary 2025 ELA Proficiency Rates

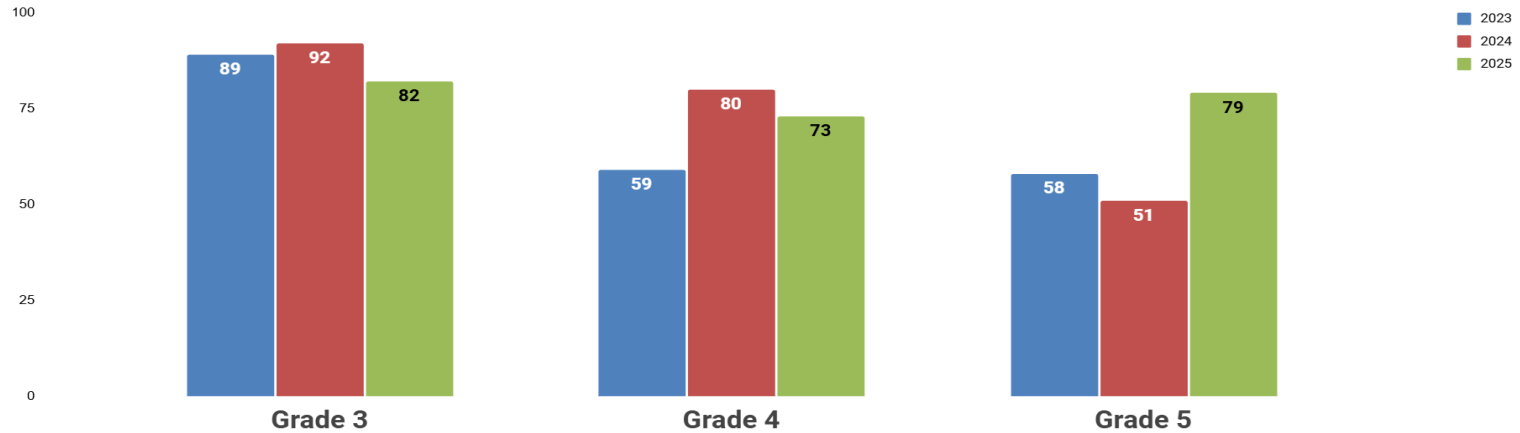


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Frost Elementary 2025 MCAP ELA Proficiency Levels

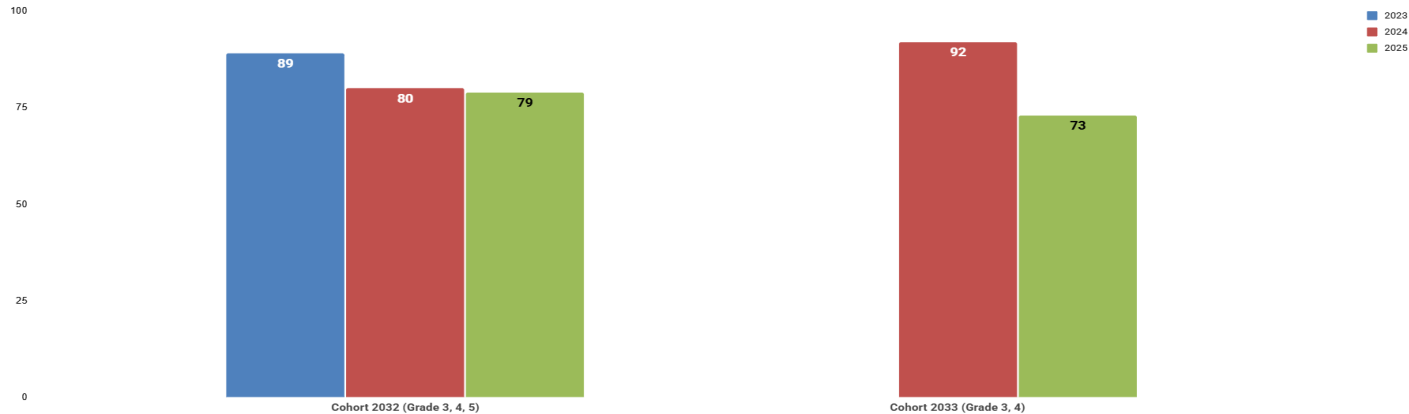


Frost Elementary ELA Proficiency Trend



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Frost Elementary ELA Cohort Proficiency Growth



2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Fourth Grade Males
Focus Area Goal	Currently 39% of the male population in 4th grade are receiving Tier 2 and/or Tier 3 ELA intervention. By the end of the school year, Frost Elementary will increase the percentage of male students scoring at grade level benchmark and above by 26% on Amplify/mClass assessment platform and thereby reducing the male population in 4th grade requiring intervention in ELA instruction.
Root Cause(s):	- Gaps in foundational reading skills (phonics, fluency, and vocabulary) Many 4th grade males enter intervention without fully mastered decoding and fluency skills needed for grade-level comprehension on Amplify/mClass assessments. - Limited transfer of intervention skills to core classroom instruction Students struggle to apply strategies learned in intervention to regular classroom reading and writing

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	tasks. Engagement and stamina challenges with academic reading Some 4th grade males demonstrate lower persistence with complex texts, impacting performance on benchmark assessments.
Focus Content Standard(s):	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. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
Barriers:	- Inconsistent implementation of aligned Tier 1 ELA instruction across grades and classrooms. - Uneven use of explicit instruction in vocabulary, comprehension, and writing strategies.
Needed Resources:	- Core Knowledge Language Arts (CKLA) materials and pacing guides - CKLA-aligned vocabulary and comprehension resources - Common writing rubrics and text-based response templates - mCLASS/DIBELS and classroom formative assessments (exit tickets, reading logs, writing samples) - Protected daily small-group time within the Frost literacy block - Targeted intervention materials for comprehension and vocabulary - Literacy coach support for modeling lessons and providing low inference feedback
Strategies and/or evidence-based interventions:	1. Strengthen Consistent Tier 1 Instruction Across Grades - Use a common, standards-aligned ELA framework in all 4th grade classrooms. - Align lesson structures (mini-lesson, guided practice, independent practice, closure). - Ensure regular use of research based (CKLA) grade-level texts that align with MCAP expectations. 2. Implement Explicit Instruction in High-Leverage Skills - Provide daily, explicit instruction in: - Academic vocabulary

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	● Reading comprehension strategies (summarizing, inferencing, questioning, evidencebased responses) ● Writing (text-based responses, organization, grammar, and conventions) ● Use modeled instruction (“I do”), guided practice (“We do”), and independent practice (“You do”). 3. Use Data to Drive Instruction Weekly ● Hold weekly Grade 4 data meetings to analyze formative assessments and progress. ● Identify students who are Approaching or Developing and adjust instruction immediately. ● Track student movement toward Proficient/Advanced using a shared team tracker. 4. Provide Targeted Small-Group Support ● Dedicate daily small-group instruction time within the literacy block. ● Group students based on data and adjust groups every 4–6 weeks. ● Use evidence-based interventions focused on comprehension, vocabulary, and writing for students needing additional support. ● Utilize ELA instructional coach support for modeling and low inference feedback as needed.
How will it be funded?	School-district based
Steps towards full implementation with timeline:	Beginning of Year ● Review prior MCAP and Amplify/mClass data to identify focus students in Approaching/Developing or Below and Well Below Grade Level Benchmark. ● Establish common CKLA pacing, lesson structures, and writing expectations across 4th Grade. ● Protect daily small-group time within the literacy block. ● Conduct weekly grade -level data meetings to monitor progress and adjust instruction. ● Provide targeted literacy coaching (model lessons, co-teaching, low inference feedback). ● Reassess student groups every 4-6 weeks and adjust interventions. ● Ensure consistent use of CKLA materials and common writing rubrics.

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	Middle of Year • Intensify support for students still Below and Well Below benchmark using targeted interventions. • Continue bi-monthly progress monitoring and adjust instruction as needed. • Maintain cross-grade collaboration to ensure vertical alignment. End of Year • Analyze EOY Amplify/mClass formative data and MCAP results. • Evaluate movement of students toward Proficient/Advanced. • Document effective practices and plan refinements for the next school year.
Monitoring Procedure:	• Formative classroom assessment • Benchmark assessments • Student work samples and rubrics • Low inference feedback and support from ELA instructional coach

ELA FOCUS AREA 2:	Third to Fourth grade drop in proficiency
Focus Area Goal	By the end of the 2025–2026 school year, Frost Elementary will reduce the drop in ELA proficiency in Grade 4 from the previous year’s Grade 3 by at least 7 percentage points, ensuring that a higher proportion of students maintain Proficient or Advanced status as they transition into Grade 4.
Root Cause(s):	• Insufficient vertical alignment between Grade 3 and Grade 4 ELA instruction, leading to gaps in continuity of expectations, pacing, and instructional approaches as students transition to Grade 4. • Inconsistent emphasis on higher level comprehension and analytical writing skills, which are more heavily assessed and required in Grade 4 MCAP performance. • Limited cross-grade collaboration and shared data routines between Grade 3 and Grade 4 teams, resulting in missed opportunities to proactively support students at risk of declining proficiency. • Uneven use of common instructional practices and materials across classrooms, reducing consistency in

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ELA FOCUS AREA 2:	Third to Fourth grade drop in proficiency
	how students build and transfer reading and writing skills year to year.
Focus Content Standard(s):	L.4.4 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. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Barriers:	• Limited vertical alignment of curriculum pacing, expectations, and instructional practices between Grade 3 and Grade 4. • Inconsistent instruction in higher-level comprehension and text-based writing. • Insufficient structured collaboration and shared data routines between Grade 3 and Grade 4 teams.
Needed Resources:	• Core Knowledge Language Arts (CKLA) aligned pacing for Grades 3 and 4 • Frost Grade 3 and Grade 4 common lesson frameworks (mini-lesson, guided practice, independent practice, closure) • Frost common text-based writing rubrics and exemplar responses • Grade-level mentor texts already used at Frost that scaffold from Grade 3 to Grade 4 expectations • mCLASS/DIBELS and Frost formative assessments (exit tickets, reading responses, writing samples) • Scheduled cross-grade planning time for Grade 3 and Grade 4 teams

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ELA FOCUS AREA 2:	Third to Fourth grade drop in proficiency
	● Frost ELA instructional coach support for modeling and alignment ● Protected small-group time within the Frost literacy block for targeted support
Strategies and/or evidence - based interventions:	1. Strengthen Vertical Alignment Between Grades 3 and 4 ● Align CKLA pacing, lesson structures, and priority standards across both grades. ● Establish common expectations for text complexity, writing length, and evidence-based responses. ● Attempt to utilize texts that could intentionally bridge Grade 3 to Grade 4 expectations. 2. Increase Explicit Instruction in Higher-Level Reading and Writing ● Provide daily, explicit instruction in: ● Inferencing and text analysis ● Academic vocabulary in context ● Text-based writing with evidence and organization ● Use the “I do – We do – You do” model consistently across classrooms. ● Integrate regular opportunities for students to explain their thinking orally and in writing. 3. Implement Cross-Grade Data Routines ● Hold monthly joint Grade 3–4 data meetings to review formative assessments and writing samples. ● Identify students at risk of declining proficiency before they enter Grade 4.

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ELA FOCUS AREA 2:	Third to Fourth grade drop in proficiency
	4. Provide Targeted Small-Group Support ● Dedicate daily small-group time focused on comprehension, vocabulary, and writing. ● Group students based on data and adjust groups every 4–6 weeks. ● Use evidence-based interventions such as: ● Close reading of short passages ● Repeated reading for fluency ● Structured writing frames for struggling writers 5. Increase Collaborative Planning and Coaching ● Schedule regular cross-grade planning sessions between Grade 3 and Grade 4 teachers. ● Use the Frost literacy coach to model aligned lessons and provide low inference feedback. ● Share effective practices and exemplar student work across both grades.
How will it be funded?	School/district based
Steps towards full implementation with timeline:	Beginning of Year ● Review prior MCAP, mCLASS/DIBELS, and writing data to identify students at risk of declining proficiency. ● Align CKLA pacing, lesson structures, and priority standards for Grades 3 and 4. ● Establish common text-based writing rubrics and exemplar responses. ● Conduct monthly joint Grade 3–4 data meetings to analyze formative assessments and writing samples. ● Implement aligned comprehension and text-based writing instruction across both grades. ● Provide literacy coach modeling and low inference feedback in targeted classrooms. ● Create student intervention group and reassess every 4–6 weeks and adjust small-group supports.

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ELA FOCUS AREA 2:	Third to Fourth grade drop in proficiency
	Middle of Year ● Intensify targeted small-group instruction for students still at risk of declining proficiency. ● Continue cross-grade collaboration to ensure consistency in expectations and practices. ● Monitor fidelity of aligned instructional routines and use of CKLA texts End of Year ● Analyze EOY formative data and compare Grade 3 outcomes to anticipated Grade 4 readiness. ● Identify which practices most effectively supported a smoother transition. ● Document lessons learned and refine the Grade 3 → Grade 4 transition plan for the following year.
Monitoring Procedure:	● Classroom formative assessment to monitor comprehension and analyse progress ● Benchmark reading assessments to track progress toward goal ● Student writing samples to evaluate the use of text evidence ● Assign Amplify lessons to monitor progress towards mastery of standard

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.

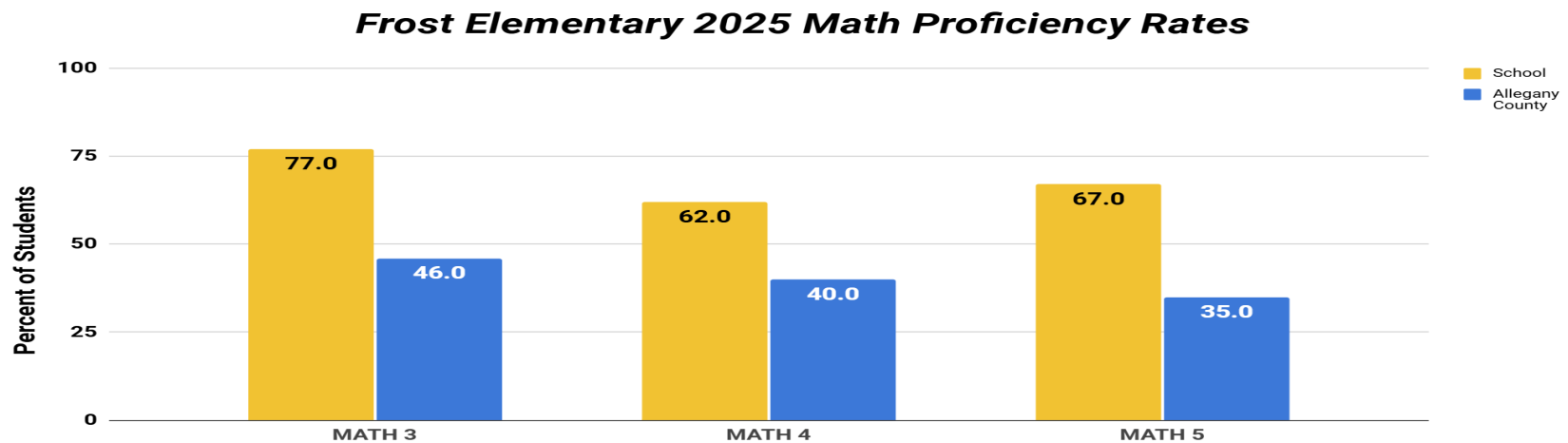
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Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

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

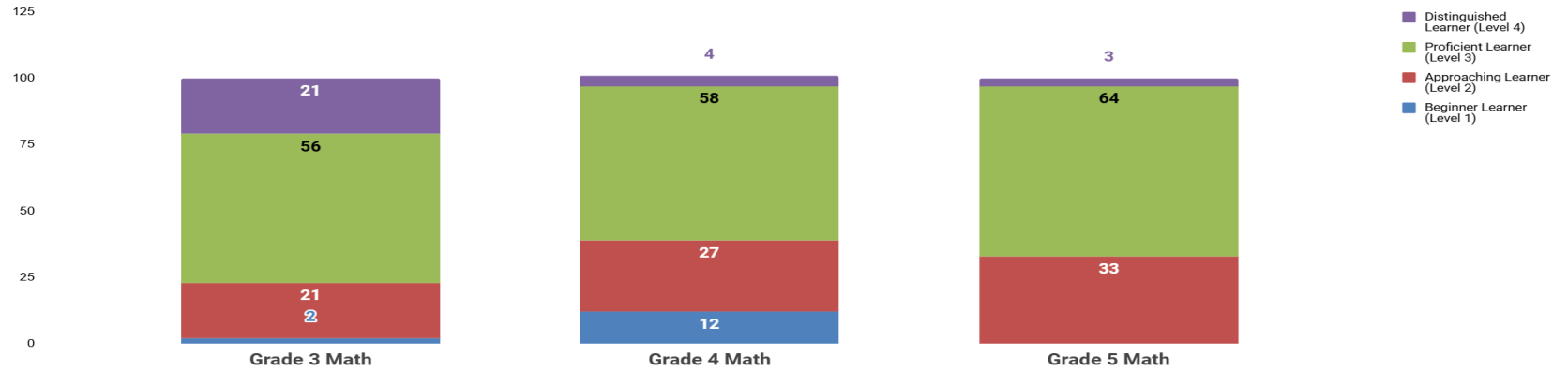
2025 Math Report Card Results		
	2024	2025
Math Proficiency out of 5	3.3	3.48
Math Average levels out of 5	3.4	3.46
Math Growth out of 12.5	8.5	3.5
Total Math Report Card Points out of 22.5		

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

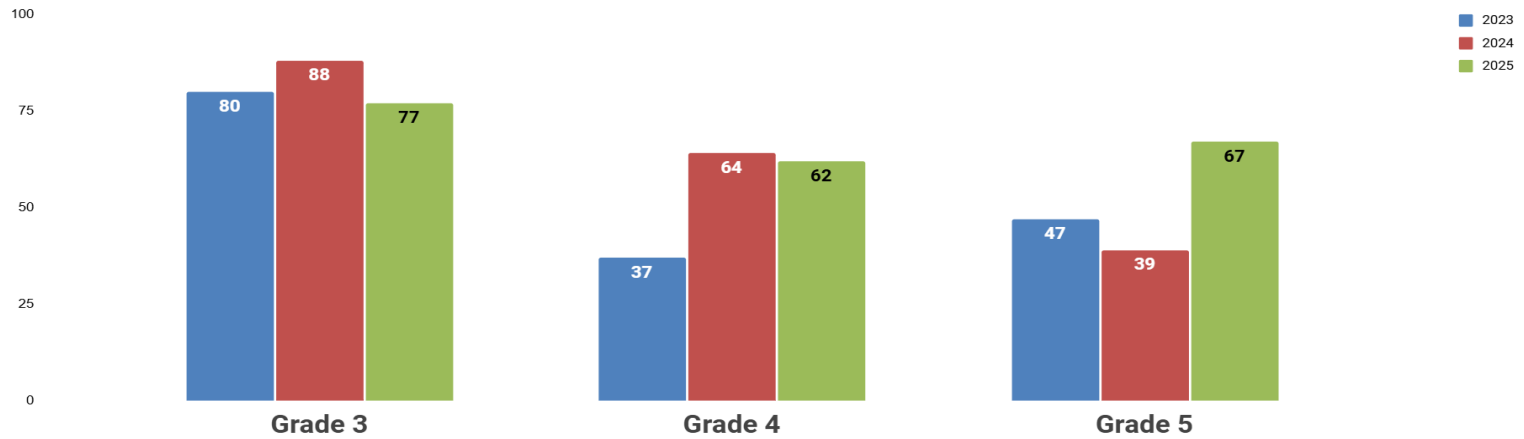


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Frost Elementary 2025 MCAP MATH Proficiency Levels



Frost Elementary Math Proficiency Trend



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Frost Elementary Math Cohort Proficiency Growth



MATH FOCUS AREA 1:	Fifth Grade Developing Learners
Focus Area Goal	Per the 2024-2025 MCAP Math Assessment, 33% of 5th grade students performed at the Developing Learner level. By June 2026, Frost Elementary will increase MCAP Math proficiency in 5th Grade by 7 percentage points.
Root Cause(s):	• Inconsistent spiraling and vertical alignment of priority math standards, particularly place value, decimals, and powers of 10, resulting in gaps in conceptual understanding. • Students demonstrate difficulty reading, interpreting, and analyzing multi-step math problems due to insufficient integration of literacy strategies within math instruction. • Inconsistent use of formative assessment data to identify specific skill deficits and adjust instruction in a timely and targeted manner. • Gaps in students' foundational math skills, including number sense, fluency, and problem-solving, limit access to grade-level content.
Focus Content Standard(s):	5.M.5 Evaluate a partial or complete solution to a real-world situation. 5.R.2 Identify flawed thinking or reasoning and explain how to correct the thinking or work.

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	C.5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10. C.5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.
Barriers:	• Inconsistent implementation of standards-aligned math instruction across in 5th Grade, leading to variability in student mastery of grade-level content. • Insufficient systematic use of formative assessment data to adjust instruction and provide timely interventions, particularly in 5th Grade. • Gaps in students' foundational math skills (fluency and problem-solving) that impact performance on higher-level MCAP tasks. • The severity of some students' needs preclude their access to the general curriculum without levels of modification and support.
Needed Resources:	• Dedicated intervention time within the master schedule to support Tier 2 math instruction. • Access to assessment data and progress monitoring tools (MCAP data, i-Ready data, common formative assessments). • Standards-aligned instructional materials and intervention resources currently used within ACPS math curriculum. • Professional collaboration time for teachers to analyze data and plan targeted instruction • Instructional support from administration and math instructional coach.
Strategies and/or evidence-based interventions:	• Implement targeted Tier 2 small-group math intervention using formative assessment data, focusing on place value, decimals, and problem-solving skills. • Utilize ongoing formative assessment tools (classroom assessments, exit tickets, i-Ready/Curriculum-based measures, and teacher-created assessments) to identify skill gaps and adjust instruction. • Provide explicit instruction using modeling, guided practice, and math discourse strategies to strengthen conceptual understanding and reasoning. • Implement spiraled review of priority standards during daily math instruction and intervention blocks to reinforce foundational skills. • Use structured problem-solving routines that integrate reading comprehension strategies (highlighting

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	key information, identifying operations, and explaining reasoning). • Provide collaborative planning time for Grade 5 teachers to analyze data, align instruction, and develop targeted interventions.
How will it be funded?	State and district funding
Steps towards full implementation with timeline:	Fall 2025 • Analyze MCAP, iReady, and beginning-of-year assessment data to identify Developing Learners and specific skill deficits. • Establish Tier 2 intervention groups based on identified needs. • Implement consistent formative assessment practices across Grade 5 classrooms. • Begin spiraled review of priority standards during daily math instruction. • Provide targeted small-group intervention during designated intervention block. • Monitor student progress regularly using formative assessments and adjust groups as needed. • Conduct collaborative Grade 5 team meetings to review student data and instructional effectiveness. • Provide ongoing scaffolding and explicit modeling during core instruction. Winter/ Spring 2025 -2026: • Continue Tier 2 interventions and targeted instruction based on progress monitoring data. • Adjust instructional strategies and intervention groups based on student performance trends. • Increase focus on problem-solving, reasoning, and MCAPaligned tasks. • Conduct administrative and instructional support walkthroughs to ensure consistent implementation. • Monitor student progress and provide additional support to students demonstrating continued need. • Reinforce priority standards and problem-solving strategies. June 2026:

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	● Review MCAP results and end-of-year data to evaluate effectiveness of interventions. ● Identify strengths and areas for continued improvement. ● Use outcome data to inform planning for the 2026–2027 school year.
Monitoring Procedure:	● Grade 5 teacher will administer and analyze formative assessments, exit tickets, and common assessments weekly to monitor student progress. ● i-Ready diagnostic and progress monitoring data will be reviewed at least three times per year to evaluate growth and adjust intervention groups. ● Grade 5 and administration will review student performance data during monthly collaborative planning and data meetings. ● Administration and math instructional coach will conduct regular classroom walkthroughs to monitor implementation of intervention strategies and instructional practices. ● Intervention groups will be adjusted based on student progress monitoring data and instructional needs.

MATH FOCUS AREA 2:	Fourth Grade Females
Focus Area Goal	During the 2024-2025 MCAP Math Assessment, 27% of the females in 4th grade performed at a Beginning or Developing Learner level. The goal is to increase the proficiency rate of the Female Subgroup in 4th grade by 5%
Root Cause(s):	● Students demonstrate gaps in foundational number sense and place value understanding, limiting their ability to solve multi-digit computation and real -world problems. ● Students have difficulty selecting and using appropriate mathematical strategies, including manipulatives, to model and solve problems. ● Insufficient integration of hands-on, visual, and kinesthetic learning opportunities needed to strengthen conceptual understanding. ● Students demonstrate difficulty interpreting and analyzing math problem language, impacting their ability to apply appropriate solution pathways.
Focus Content Standard(s):	4.M.4 Create a solution path that represents the mathematics needed to solve a real-world situation.

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	4.M.5 Evaluate a partial or complete solution to a real-world situation. 4.R.3 Prove or disprove a statement, conjecture, or generalization, using correct and precise mathematical examples (visual representations, words, symbols, equations, or expressions). 4.R.3 Prove or disprove a statement, conjecture, or generalization, using correct and precise mathematical examples (visual representations, words, symbols, equations, or expressions). C.4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. C.4.NBT.B.5-1 Multiply a whole number of up to four digits by a one-digit whole number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Barriers:	• Inconsistent incorporation of manipulatives and hands-on learning experiences during daily math instruction. • Limited structured opportunities for students to practice and apply problem-solving strategies using visual models and representations. • Inconsistent use of explicit modeling and guided practice to support students in selecting appropriate strategies and tools for solving math problems.
Needed Resources:	• Dedicated intervention block within the master schedule. • Access to MCAP, i-Ready, and formative assessment data. • ACPS math curriculum materials and intervention resources. • Supplemental manipulatives, visual models, and hands-on instructional tools. • Scheduled collaborative planning time with math instructional support coach.
Strategies and/or evidence-based interventions:	• Implement Tier 2 small-group intervention targeting place value, multi-digit multiplication, and problem-solving skills. • Integrate manipulatives, visual models, and hands-on learning activities into daily instruction.

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	• Provide explicit instruction using modeling, guided practice, and math discourse strategies. • Use spiraled review of foundational skills during core instruction and intervention blocks. • Facilitate collaborative planning for Grade 4 teachers to analyze subgroup data and align instructional practices.
How will it be funded?	State and district
Steps towards full implementation with timeline:	Fall 2025: Analyze MCAP and beginning-of-year assessment data, identify target students, establish intervention groups, and implement hands-on instructional strategies. Winter 2025 –2026: Provide targeted Tier 2 intervention, monitor student progress, and adjust instructional strategies based on data. Spring 2026: Continue intervention and reinforce priority standards, focusing on problem-solving and conceptual understanding. June 2026: Review MCAP and end-of-year data to evaluate effectiveness and guide future instructional planning.
Monitoring Procedure:	• Teachers will administer and analyze formative assessments and exit tickets weekly to monitor student progress. • i-Ready diagnostic and progress monitoring data will be reviewed at least three times annually.

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	• Grade 4 teachers and administration will review subgroup data during monthly collaborative planning meetings. • Administration and instructional math coach will conduct classroom walkthroughs to monitor instructional implementation. • Intervention groups will be adjusted based on student progress monitoring data.
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C. SCIENCE

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

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

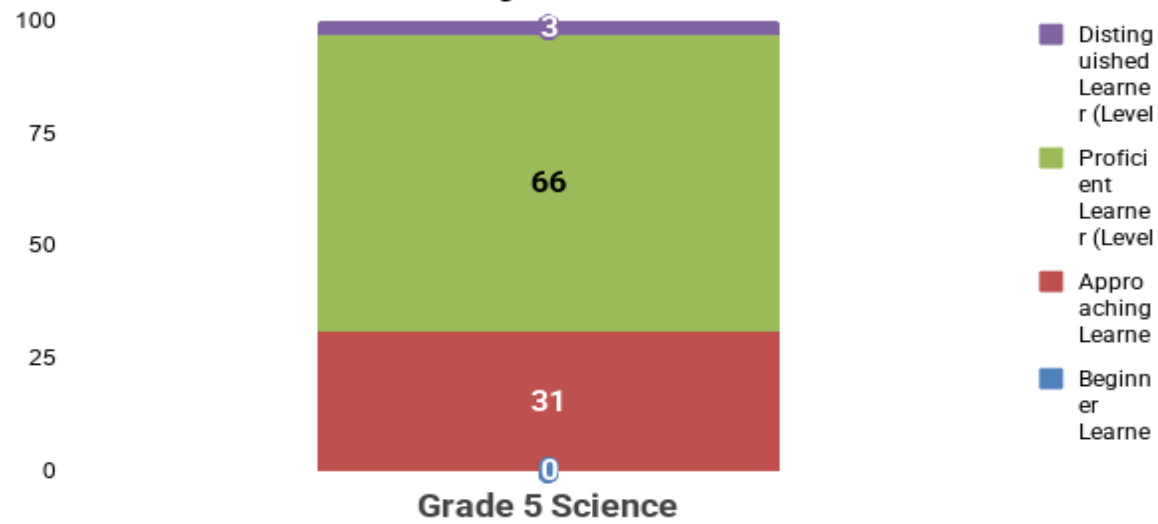
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 5	2.6	1.4	3.44

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

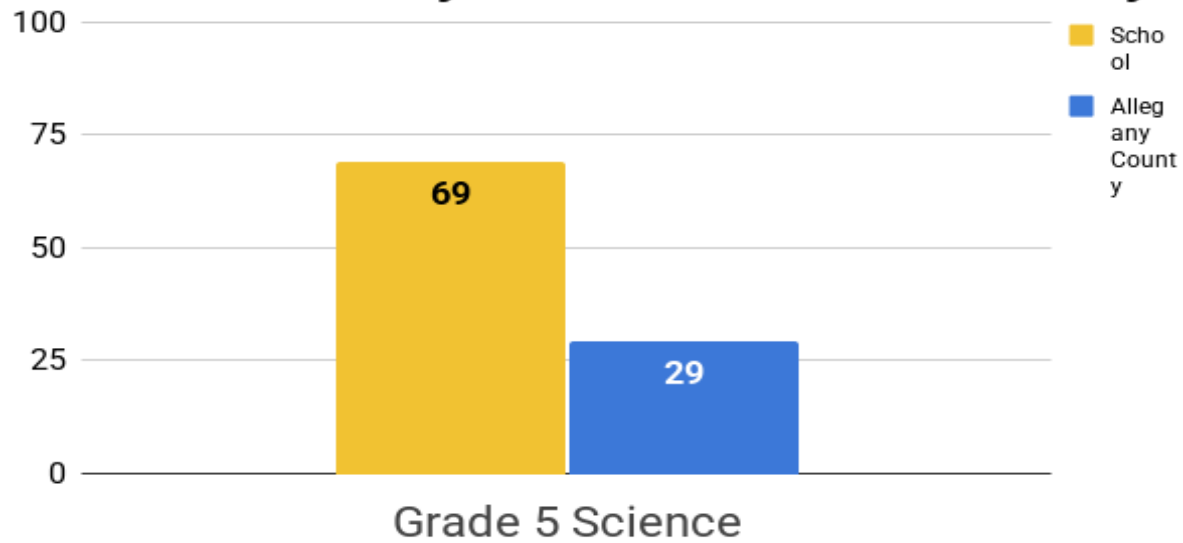
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Frost Elementary 2025 MCAP Science



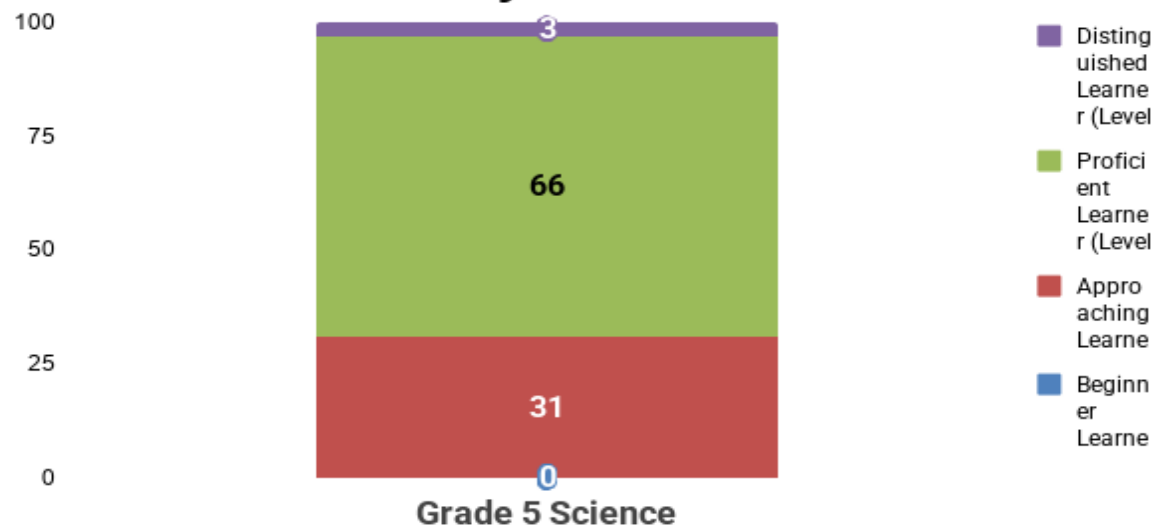
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Frost Elementary 2025 Science Proficiency



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Frost Elementary 2025 MCAP Science



FOCUS AREA 1:	5th Grade Proficiency
Focus Area Goal	Per the 2024-2025 MCAP Science Assessment, 31 % of 5th grade students performed at the Developing Learner level. By June 2026, Frost Elementary will increase MCAP Science proficiency in 5th Grade by at least 5%.
Root Cause(s):	- Students have limited structured opportunities to analyze data, interpret models, and use evidence to support scientific explanations during core instruction. - Instruction has not consistently emphasized science and engineering practices such as constructing explanations, analyzing results, and defending conclusions. - Students have inconsistent exposure to rigorous, standards-aligned inquiry tasks that require application

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	of scientific vocabulary and reasoning.
Focus Content Standard(s):	5-PS1-2. Students will measure and graph quantities to provide evidence that regardless of the type of change that occurs (heating, cooling, or mixing), the total weight of matter is conserved. 5-PS1-4 Students conduct an investigation to determine if mixing substances creates new ones. 3-LS2-1 Students should construct an argument supported by reasoning about causal evidence. 3-LS4-3 the ability to construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all
Barriers:	• Students lack familiarity of the scientific process and vocabulary • Students lack exposure to the scientific process format when conducting investigations • Students have difficulty drawing conclusions and making inferences from investigations • Students have difficulty interpreting models as they relate to scientific concepts. • Science instruction time is not consistently structured to include hands-on investigations, data analysis, and evidence-based discussion. • Students have limited opportunities to practice explaining scientific thinking using written and verbal academic language aligned to MCAP expectations. • Teachers need additional structured implementation of inquiry-based resources (FOSS kits, Mystery Science, Discovery Education) to reinforce science practices.
Needed Resources:	• FOSS science kits and structured investigation materials • Mystery Science and Discovery Education lesson integration • ReadWorks and science nonfiction texts to support academic vocabulary • MCAP-aligned science practice tasks and constructed response exemplars • Data analysis graphic organizers and writing templates • Teacher collaboration time for planning and analyzing student work
Strategies and/or evidence-based interventions:	• Implement weekly hands-on investigations using FOSS kits and Mystery Science aligned to priority standards.

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	• Integrate writing routines during science instruction to strengthen evidence-based explanations. • Use Discovery Education and ReadWorks to reinforce science vocabulary and content comprehension. • Provide explicit modeling of data analysis, graph interpretation, and scientific explanation during instruction. • Use formative science practice tasks aligned to MCAP expectations to monitor and guide instruction. • Provide small-group support for students demonstrating difficulty with scientific reasoning and explanation.
How will it be funded?	School based-district
Steps towards full implementation with timeline:	September–October • Teachers identify priority standards and integrate FOSS and Mystery Science investigations into pacing. • Introduce writing routines and model scientific explanation expectations. • Administer baseline science practice assessment. November–January • Implement weekly inquiry-based science investigations. • Integrate ReadWorks and Discovery Education science texts weekly. • Provide targeted small-group support based on formative data. February–April • Increase frequency of MCAP-aligned science practice tasks. • Teacher reviews student work and adjusts instruction. • Continue hands-on investigations and writing implementation. May–June • Administer end-of-year science assessments. • Analyze data to measure progress toward proficiency goal.

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	• Adjust planning for continued improvement.
Monitoring Procedure:	• Administration will conduct classroom walkthroughs to monitor inquiry-based science instruction and CER implementation. • Teacher administers and analyzes monthly science practice tasks aligned to MCAP standards. • Grade-level review of student data to identify trends and adjust instruction. • Student science notebooks and written explanations are reviewed regularly to monitor progress in scientific reasoning. • Mid-year and end-of-year assessment data are analyzed to evaluate effectiveness of interventions and progress toward the 5% proficiency increase goal.

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

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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	9.3	9.12
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.	Instructional Feedback- 7.97/10
Topic Description:	Instructional feedback describes the degree to which faculty and staff receive useful, actionable, adequate feedback from school leadership to improve teaching.

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Strategies:: What steps will be taken in order to obtain the desired outcome..	- Principal walk throughs focused on topics and feedback discussed at team planning meetings - Principal and Instructional Specialists (ELA and Math) will meet monthly with grade level teams and review inferential note taking collected by the instructional specialist's weekly walk throughs providing feedback after observations - Team planning
Initiative leader and team: Who is responsible and involved in the work?	As a result of instructional specialist's inferential note taking the principal will provide feedback and suggestions during a grade level team planning period. The principal will provide individual teacher feedback on the TPE site after an observation is completed for teachers to review. During team planning, the principal will provide feedback on teacher planned lessons, activities and discussions on how student needs are being met and learning progressions are being followed.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	The principal prioritizing time to be in teacher classrooms to observe daily instruction in order to provide feedback. The principal and instructional specialists organizing quarterly grade level team meetings to discuss results of the BOY, MOY, EOY assessments and discuss next steps.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	- BOY, MOY and EOY assessments on Amplify and iReady to gauge progress in ELA and Math. - Progress shown on 2025-2026 MSDE School Report Card.
Timeline: Include dates for implementation of action steps.	2025-2026 School Year
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Substance Abuse-6.88/10
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.

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Strategies: What steps will be taken in order to obtain the desired outcome..	• Red Ribbon Week activities will promote drug abuse awareness • Health lessons will address substance abuse and prevention • D.A.R.E. program provides strategies for students to incorporate in order to avoid the use of substances • The faculty and staff are trained in distributing NARCAN.
Initiative leader and team: Who is responsible and involved in the work?	Classroom Teachers and Staff Guidance Counselor D.A.R.E. Officer
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Red Ribbons • Daily quotes and/or facts for Red Ribbon Week announcements • Health Curriculum • School Resource Officer • NARCAN training video
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Red Ribbon Week drawing for students who participated in week long activities • Health grades per Allegany County report card • D.A.R.E. unit essays • Printed certificate for NARCAN training completion
Timeline: Include dates for implementation of action steps.	

2025 Student Survey Results		
	2024	2025
School's Student Score	6.51	8.22
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	Relationships: Student to Student Relationships 4.74/10
Topic Description:	Student-to-student relationships reflect how safe, respected, and connected students feel with their peers. Current data indicates that many students do not consistently feel supported, included, or respected by classmates. This impacts classroom engagement, emotional safety, and overall school climate. Strengthening peer relationships will improve student belonging, behavior, and academic engagement.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	● Implement structured social skills groups led by the Guidance Counselor for identified students ● Use restorative practices, including classroom circles, at least twice per month in all classrooms ● Utilize PBIS to recognize and reinforce respectful peer interactions ● Implement Check-In/Check-Out intervention for students identified through behavior and SRSS data ● Teach explicit social-emotional learning lessons using existing SEL curriculum and Morning Meetings
Initiative leader and team: Who is responsible and involved in the work?	Principal Pupil Service Team Classroom Teachers

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	Guidance Counselor Parents (support permission of Check In/Check Out and social group participation)
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Guidance Counselor time for social skills groups • PBIS incentives and recognition materials • Restorative practices training and circle guides • SRSS and behavioral data tracking tools • Classroom time for SEL instruction and Morning Meetings
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Student Engagement Survey results (primary measure) • Behavior referral data related to peer conflict (monthly review) • Check-In/Check-Out progress monitoring data • Social skills group participation and progress data • PBIS recognition tracking
Timeline: Include dates for implementation of action steps.	September –October 2025 • Review student engagement and behavior data • Identify students for social skills groups and/or Check In/Check-Out • Provide staff refresher on restorative practices and PBIS expectations November 2025 –January 2026 • Begin social skills groups • Implement restorative circles schoolwide • Begin Check-In/Check-Out intervention • Recognize positive peer interactions through PBIS

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	February–March 2026 • Review behavior data and intervention effectiveness • Adjust groups and supports as needed • Continue SEL instruction and PBIS reinforcement April–May 2026 • Monitor reduction in peer conflict referrals • Conduct student engagement survey • Evaluate progress toward goal
Secondary Area of Need State the Domain, Topic, and Score	Community: Participation and Engagement - 6.55/10
Topic Description:	Community participation and engagement reflect how connected students feel to their school community and their willingness to participate in school activities, classroom discussions, and school-wide events. Current data indicates that some students do not consistently feel involved, valued, or motivated to participate in school activities. Increasing engagement will improve student belonging, motivation, attendance, and overall school climate.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	• Increase student participation opportunities through classroom leadership roles, collaborative learning, and student voice activities • Implement PBIS incentives and recognition for participation, positive behavior, and engagement • Provide structured opportunities for student involvement in school events, and classroom activities • Utilize Morning Meetings and SEL lessons to build connection and belonging

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Initiative leader and team: Who is responsible and involved in the work?	Principal Teachers Students Guidance Counselor PBIS Team Pupil Services 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 incentives and recognition materials • Staff time for planning and implementing engagement activities • Guidance Counselor support for mentoring and student groups • SEL curriculum and Morning Meeting materials • Data tracking tools (attendance, behavior, participation 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 Engagement Survey results (increase from 6.55 to at least 7.5) • Attendance rates and reduction in chronic absenteeism • Increase in student participation in classroom and school activities • PBIS participation and recognition data
Timeline: Include dates for implementation of action steps.	September –October 2025 • Review engagement and attendance data • Identify students needing additional support • Begin PBIS engagement recognition November 2025 –January 2026 • Implement student leadership roles and participation activities

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	• Begin mentoring for identified students • Continue SEL lessons and Morning Meetings February –March 2026 • Review progress data and adjust supports as needed • Increase student involvement opportunities April –May 2026 • Evaluate student engagement survey results • Review attendance and participation data • Determine effectiveness and plan next steps
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IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS
PBIS Tier I
PBIS Tier II
PBIS Tier III

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

The PBIS framework is supported through the use of restorative practices, Tier I rewards programs, and Tier II and Tier III behavior supports.

Restorative practices are used to create a more inclusive school climate, rather than punitive. When students engage in arguments or disagreements with peers, they are held accountable for their actions and work with teachers, the counselor, or the principal to repair relationships and make amends. Building healthy relationships is the focus of using restorative practices. Through guidance lessons, students are taught to use problem-solving tools, based on an evidence-based program called the Toolbox Project. Additionally in guidance lessons, the entire school is taught a 5-week bullying prevention unit through the Second Step program.

Tier I rewards are used to reinforce students following the monthly character traits. For demonstrating the character trait of the month, students may be chosen as the Student of the Month for that particular character trait. Students are chosen by a teacher who recognizes the student doing something above and beyond and is consistent with that month's character trait. Students chosen are announced on the morning announcements, their picture is displayed on a bulletin board, and an assembly is held to recognize the student in front of his/her family.

Tier I rewards are also given to students who follow the three school responsibilities, Be Respectful, Be Responsible, and Be Safe. The class who follows the expectations in the cafeteria the best is rewarded daily with a tally. The class with the most tallies at the end of the month is able to choose a board game or extra recess time for their class. Students also have the opportunity to earn Lion Loot for following the school responsibilities. Every 2-3 weeks, students take their Lion Loot to the store and shop for small items or special privileges as a reward for their hard work.

Tier II and Tier III behavior supports are in place for any students needing additional behavioral interventions. Students receiving Tier II support may be involved in either Check-in/Check-out or Social/Academic Intervention Groups. They may also be referred to the mental health specialist for individual counseling. If Tier III support is needed, an individual integrated support plan is created and followed for the student.

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

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The Tier II PBIS team meets monthly, or more as needed, and looks at data to decide if students need additional Tier II behavior support. Office discipline referrals, SRSS data, attendance, and grades are data used in determining whether or not students need additional Tier support.

Students needing Tier II behavior support may participate in Check-in/Check-out. Through this program, students are given a behavior chart at the beginning of every day when they check-in with a mentor teacher that is different from his/her classroom teacher. The behavior chart supports the three school responsibilities, Be Respectful, Be Responsible, and Be Safe that students learn through the Tier I program. His/her classroom teacher assigns points during each subject, rating the student on how well he/she followed the three school responsibilities during that time period. At the end of the school day, the student checks out with their mentor teacher and has a quick discussion on his/her day. A paper is sent home to the student's parents each night indicating whether or not the student met the goal of earning 80% of the points or higher.

Students needing Tier II behavior support may also be placed in Social/Academic Intervention Groups with Mrs. Clark, the school counselor. Mrs. Clark utilizes the Second Step program and Toolbox Project to support groups, along with other counseling materials, based on the needs of the group. Groups may meet one day a week during recess for 30 minutes.

Additionally, students may be referred to the mental health specialist, Abbey Patterson, for individual counseling, as the team sees necessary for Tier II students. Ms. Patterson works with students to teach coping strategies that can be used both at home and at school, and bridges the gap between home and school by communicating with both parents and teachers.

When the Tier II team reconvenes, data regarding students receiving Tier II support are examined and students either continue with the intervention or are dismissed and continue to receive Tier I support as usual.

Tier III behavior supports are in place for students who require intensive, individualized interventions beyond Tier I and Tier II supports. These supports are designed to address persistent behavioral concerns through a structured, data-driven process.

Students are identified for Tier III support through ongoing review of discipline data, including office discipline referrals, SRSS data, attendance, and academic performance. When a student does not respond adequately to Tier II interventions, the PBIS team conducts a

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Functional Behavior Assessment (FBA) to determine patterns, triggers, and the function of the behavior. Based on this information, an individualized Behavior Intervention Plan (BIP) is developed and implemented.

The BIP outlines clearly defined target behaviors, replacement behaviors that are explicitly taught, and prevention strategies to reduce behavioral incidents. The plan includes specific reinforcement systems aligned with the school-wide expectations of Be Respectful, Be Responsible, and Be Safe. Restorative practices continue to be utilized to repair relationships and teach problem-solving skills rather than relying solely on punitive consequences.

Students receiving Tier III support may participate in individualized Check-In/Check-Out with a designated mentor, scheduled counseling sessions with the school counselor, or individual counseling with the school mental health specialist. Social skills instruction and coping strategies are provided based on student need. When appropriate, academic supports or schedule adjustments are also considered to address underlying academic frustrations that may impact behavior.

Families are included in the development and monitoring of Tier III supports. Regular communication occurs to share progress data and discuss strategies that can be reinforced at home. Collaboration with outside service providers may also occur to ensure consistency between school and home supports.

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.).

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Frost Elementary School has a strong parent/community involvement support system. At Back to School Night on August 26, 2025; 121 parents attended at about 52% parent participation. On parent conference day for the 2025-2026 school year, 133 parents for about 58% parent participation on October 6, 2025. Grandparents Week for the 2025-2026 school year had 324 attendees. For the months of September through October during the 2025-2026 school year, 27 parents attended student of the month ceremonies. On October 29th, 38 parents attended the raising a reader program for students in grades pre-k and Kindergarten. For Veteran's Day, 42 students recognized veterans from their families with a recognition ceremony and breakfast. Starting in September, the PTA began volunteering in the building four times a month to support teachers with creating instructional materials. On December 6th, 14 biomedical students from Mountain Ridge High School will conduct multiple lessons for our 3rd grade students. There will be _____ National Honor Society Readers from Mountain Ridge High School visit to read to students in April of 2026. The 2026 Career day will consist of ____ speakers.

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.

I. Shared Decision Making	Two parents and a community member / parent are members of the Family engagement Team who attend monthly meetings and share in decision making. Parents serve on the Executive Board of the PTA with a teacher representative.	Monthly Monthly	Stephanie Beeman Stephanie Beeman
II. Building Parental Capacity	Back to School Night - Teachers share curriculum and general information with parents. SIT plan will be shared with parents at a P.T.A. meeting and be posted on the school website.	August 26,2025, 2024 TBD	Classroom Teachers Faculty and Staff

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➤ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Provide full opportunities for participation of parents of students from diverse backgrounds.	Raising a reader program Student of the month ceremony for parents to come in and join recognizing their students achievements	Fall & Spring On-going	Early Childhood Prek/k
	Grandparent's day - students will demonstrate and display a selection of work from current classroom efforts.	September 23-25,202	Classroom Teachers & Staff Faculty and Staff, grandparents
	MCAP like activities will be shared with parents.	On-Going throughout the year	Classroom teachers
	Information shared with parents will be shared in a parent friendly manner during parent/teacher conferences and throughout the school year. Educational terms will be simplified and explained when necessary.	Parent - Teacher Conference Days (October & March) On-Going throughout the year	Classroom teachers

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	Repeated assistance for parents such as English Learning Classes, translators, and materials. STEM Night - exposure to multiple careers based in scientific fields via hands-on activities.	On-Going throughout the year April 2026	William Dwyerl, Princip Kelli Clark, Counselor Molly Taylor, PPW FSU Faculty Volunteers Parent Volunteers
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you conta for more information?
III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed.	The Frost Elementary Partnership Action Team survey will be utilized to evaluate activities.	Spring 2026	Partnership Action Team Faculty and Staff
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Parents volunteer at holiday activities and the book fair. Local high school National Honor Society students read to classrooms. Parents volunteer bi-monthly to assist in creating classroom materials every other Wednesday and Friday.	Fall/Winter/Spring 2026 April 2026 September 2025 - April 2026	Faculty and Staff, Parents, Grandparents Laurie Lohnas PTA Officers

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	Parents volunteer to share their profession for Career Day.	Spring 2026	Kelli Clark
	Parents volunteer and support the annual Color Run.	Spring 2026	Family engagement te
	Parents volunteer to assist with Track and Field Day activities.	Spring 2026	Daniel Wright -Phys. Ed Teacher
	Parents volunteer to help organize robotics team	On-going	Lori Norris

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:	Teacher Clarity
Professional Learning Title	The Teacher Clarity Playbook
Date(s), Time, and Location	December 3 and 17, 2025, January 7 and 21, 2026, February 11 and 25, 2026, March 11 and 25, 2026, April 8 and 22, 2026

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Intended Audience	All Frost Elementary instructional staff
Method of Funding	School
Changes to occur as a result of Professional Learning	Empower teacher targeted instruction that positively impacts student engagement, deepening student understanding, and increased student achievement.
Knowledge and skills the participant will attain	Increase teacher understanding in creating and communicating learning intentions and success criteria.
Method to measure implementation of knowledge and skills in the classroom	- Walk through and formal observations by administration. - Results of inferential note taking by instructional coaches. - BOY, MOY and EOY mClass and iReady assessments

XII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
The plan will be shared in person on December 23, 2025 during a faculty meeting. The digital presentation utilized during the meeting will also be shared with faculty and staff.

2. How will the plan be shared with parents and community members? Please include approximate dates.
The plan will be shared with parents and community members via the monthly Parent Teacher Association meeting in January 2026.

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4. How will student progress data be collected, reported, and evaluated by the SIT?
Data from BOY, MOY and EOY iReady and mClass assessments will be collected upon completion and analyzed to identify trends and shared with instructional staff in person and digitally.
5. How will the administration monitor the plan?
Administration will monitor the plan via walkthrough and formal observations, results of instructional coaches inferential not taking and the quarterly data meetings with grade level teams and instructional coaches.

School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
		Principal
NA		Assistant principal
Colleen Greig		Other School Leader
Amy Eber		Teacher

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Tiffanie Hardman		Teacher
Kristie Spiroff		Instructional Assistant
Michele Deatelhauser		ACPS/School Reading Coach or Specialist
Leslie Roser		ACPS/School Math Coach or Specialist
Beth Hotchkiss		Reading Interventionist
NA		Title I School Support Specialist
NA		Title I Family Engagement Coordinator
Katie Gares		Parent/Family Member
Kasey Stafford		Parent/Family Member
Maxine Miller		Community Member
Donna Johnson		Community Member
Alexis Pfeiffer		Other School Staff