

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

School: George's Creek Elementary

Principal: Shannon Green

Section	Table of Contents	Page
	Title Page	0
I	Mission, Vision, Core Values	1-2
II	School Demographics	2-3
III	Attendance	4-7
IV	Graduation Rates (high school only)	
V	School Safety/ Suspensions	8-9
VI	Early Learning (elementary only)	9-14
VII	Academic Progress	15-32
VIII	MD School Survey Results (student and staff)	32-37
IX	Positive Behavioral Intervention & Supports or Behavior Management Systems	38-39
X	Family and Community Engagement & Federal, State and Local Programs	40-43
XI	Professional Community for Teachers and Staff	44-46
XII	Management Plan	47-48

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

I. VISION, MISSION, AND CORE VALUE

Mission Statement

At George's Creek Elementary School we work collaboratively to plan and implement systematic and explicit instruction based on Maryland state standards and utilizing consistent core instructional programs. We guide and support our students to meet their own individual learning targets by engaging them in higher level thinking and rigorous learning experiences. We also meet our students' individual needs by providing interventions, supports, and enrichment opportunities. While providing a safe and nurturing learning environment, our mission is to build strong partnerships between school, families, and community members, in order to develop college and career ready students with strong social and emotional skill sets.

Our goal is to increase student achievement as we work toward all students reading at or above grade level. We also will work toward all students reaching proficiency in mathematics and science as well and closing the achievement gap amongst our subgroups of students. We will strive to achieve this by providing a safe and nurturing learning environment which recognizes and celebrates achievements and successes. At George's Creek, we want all students to feel valued as individuals, to show respect for diversity, and to engage in positive behaviors, social interactions, and kindness both inside and outside of the school setting.

Core Values

At George's Creek Elementary School we believe...

- In promoting positive interactions among all members of the school community in order to create an atmosphere of acceptance and support
- Strengthening relationships with all stakeholders will allow for our school community to thrive
- In recognizing that physical safety and emotional well-being are critical for student growth
- Modeling and teaching of school rules: being safe, responsible, and respectful will build positive character and citizenship
- All students can learn and should be given learning opportunities that meet their needs with appropriate support in place to challenge and provoke higher level thinking daily.

School Motto:

GC is the place to be!

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

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).	Students with Disabilities				
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.

II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the

building? 4

Table 1			
School-based Personnel	Part Time	Full Time	Total

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

Administrators		2	2
Teachers		18	18
Itinerant staff		10	10
Paraprofessionals	4	3	7
Support Staff		6	6
Other		15	15
Total Staff	4	54	58

Demographics

A. Staff Demographic

B. Student

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	N/A	N/A
Hawaiian/Pacific Islander	N/A	N/A
African American	N/A	N/A
White	251	93%
Asian	N/A	N/A
Two or More Races	N/A	N/A
Hispanic/ Latino	N/A	N/A
Special Education	54	20%
LEP	N/A	N/A
Males	147	54%
Females	123	46%
Gender X	N/A	N/A
Total Enrollment	270	100%
FARMS Rate (20242025)	273	100%

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

III. ATTENDANCE

Table 4a	2022-2023	2023-2024	2024-2025
Grade Level – School Level	Attendance Rate	Attendance Rate	Attendance Rate
All (Excluding PreK & K)	91.0%	92.1%	92.6%
Grade 1	90.2%	90.8%	93%
Grade 2	90.2%	91.3%	92.9%
Grade 3	91.9%	93.0%	91.8%
Grade 4	91.8%	92.4%	93.7%
Grade 5	91.4%	93.4%	92%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	90.2%	91.2%	91.7%
Hispanic/Latino of any race	78.3%	91.5%	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	93.9%	85.6%	N/A
Black or African American	94.5%	N/A	N/A

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

Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
White	90.3%	91.2%	91.8%
Two or more races	85.0%	90.6%	N/A
Male	89.7%	91.1%	91.5%
Female	90.8%	91.4%	91.9%
EL	N/A	N/A	N/A
Special Education	88.3%	90.4%	91.0%
Free/Reduced Meals (FARMS)	89.1%	90.4%	90.9%

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)	61.2%	64.9%	74.4%
Not Chronically Absent (student count)	150	146	183
Report Card Points Earned (out of 15)	1.5	3	6.5

ATTENDANCE FOCUS AREA 1: Grade Band (s) or Subgroup (s)	Students with Disabilities-Grades K-5
Focus Area Goal	Students in this subgroup will improve their attendance at the end of the year by 3% from 91% to 94%.
Root Cause(s):	Limited transportation opportunities for students that miss the bus, limited understanding of the ACPS attendance policy
Barriers:	Limited options for transportation of students if they miss the bus to get to school (walking is not an option for our school due to being on the main road with no sidewalks or side street access and limited public

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

	transportation options in our area).
Needed Resources:	More clear and consistent communication of the ACPS attendance policy in easy to access formats- newsletter, class dojo, phone calls, texts Transportation method to pick up students who miss the bus and parents cannot transport Building of relationships with parents and school staff through mentoring program, SEL coach parenting programs
Strategies	Phone Calls Home: If a student is absent for several days and no communication has occurred a staff member will reach out to the family asking if they need assistance. Attendance Meetings: Conducted as needed and as a follow-up to Pupil Services Team meetings. A letter is sent home to parents notifying of attendance concerns and PPW and Principal schedule attendance meetings with parents when needed. Individual ized attendance incentive charts for chronically absent students with disabilities facilitated by special education teachers with weekly monitoring by this staff and communication with parents on whether these weekly attendance goals have been met. Communication of ACPS attendance policy -via home visits by PPW and Social Worker to parents needing better understanding of the policy and impact of attendance on academics
How will it be funded?	School funds for incentives, COP grant funds for incentives
Steps towards full implementation with timeline:	Students will be identified at the end of each week by administration in communication with special education staff for implementation of individual ized attendance charts for the following week. Adding attendance monitoring to the SIP
Monitoring Procedure:	Monthly monitoring of this subgroup at School Improvement Team meeting and presented to staff in the minutes
ATTENDANCE FOCUS AREA 2: Grade Band (s) or Subgroup (s)	All student groups are below the 94% goal, therefore, all students in grades K5 will be targeted for this attendance goal.
Focus Area Goal	The attendance rate for all students in grades K-5 will improve 2.3% from 91.7% to 94%.
Root Cause(s):	Transportation issues, lack of understanding of attendance impact on school success
Barriers:	Walking is not an option for students in our area due to the location of school, it is on a main road with no

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

	sidewalks or side street access. Limited public transportation options in our area as well for parents with no transportation and the student misses the bus.
Needed Resources:	Attendance Works strategies, additional transportation options (possible second run for identified students)
Strategies:	Tier 1 strategies: <u>Attendance is Important Messaging</u>- beginning of the year flyer to all parents, newsletter graphic communicating to families data for the impact of attendance on academics, phone calls home for daily attendance check ins <u>Attendance Incentives</u>- monthly attendance celebrations for the family of students meeting the perfect attendance goal. Random drawing of 30 students for an attendance field trip monthly. Drawing occurs during the family dinner celebration. Recognize bronze (94%96%), silver (97%99%) and gold (100%) attendance winners at the end of each school year. Individual incentives given to students who earn perfect attendance for the month -placard placed on their desk for recognition and a prize. <u>Attendance Works Resource</u> monthly communication to parents using this resource. These are sent home and address the importance of good attendance. There are also posters and banners available that we have hung in the main entry of the school. These are reminders of the importance of good attendance. Tier 2 strategies : <u>Small group morning meetings</u> with Social Emotional Learning Coach for targeted students to give them an incentive to get to school on time and to set goals for their day. Tier 3 strategies: <u>Attendance Meetings</u>: Conducted as needed and as a follow-up to Pupil Services Team meetings. A letter is sent home to parents notifying of attendance concerns and PPW and Principal schedule attendance meetings with parents per attendance policy protocols. <u>Goal setting</u> by Social Emotional Learning Coach and/or social worker with parents of identified attendance students with incentives when goals are met.
How will it be funded?	COP grant, school funds
Steps towards full implementation with timeline:	• At the end of each month the attendance report is given to the Community School Coordinator so that invites to the family celebration can be made for families of those meeting the monthly attendance goal. • Weekly Pupil Service Team Meeting beginning in September and held every Thursday morning to identify students with attendance concerns and to identify tiered supports to assist families with improving attendance.

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

	• Inclusion of Social Emotional Learning Coach in PST meetings weekly with implementation beginning in November of goal setting with identified families, as well as to form morning small groups based on targeted attendance students.
Monitoring Procedure:	• Monthly monitoring of attendance and attendance reporting at SIT meetings and communication with faculty • Weekly monitoring of attendance at PST meetings

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	97	98	88
All Suspensions	6	9	4
In School	1	0	0
Out of School	5	9	4

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

Sexual Harassment Offenses	0	2	0
Harassment/Bullying Offenses	1	0	1

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.

The number of school-wide office referrals has decreased since the prior school year in 2023-24 from 98 to 88 referrals, and is also down from the number of referrals two years ago. Our PBIS program and mental health supports have contributed to this decrease. Resources for teachers are introduced/reintroduced during PD sessions at the beginning of the school year. Weekly PST meetings utilize the MTSS to address student needs. Schoolwide PBIS programs and tiered interventions will continue to decrease the number of overall referrals. The students who were suspended had Tier II and Tier III plans put in place as well as counseling services as followup support.

VI. EARLY LEARNING

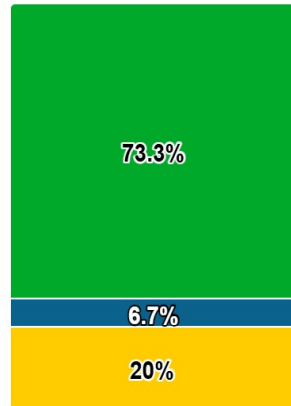
A. Kindergarten Readiness

Allegany County Public Schools

2025-2026 School Improvement Plan for Title I Schools

Star Math Proficiency Rate (District Benchmark)

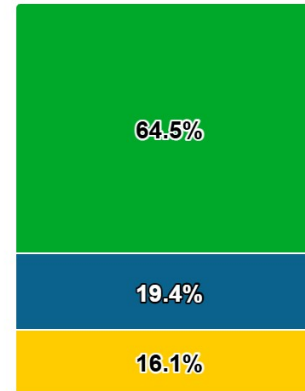
Fall 2025-2026



- Demonstrating Readiness
- Approaching Readiness
- Emerging Readiness

Star Early Literacy Proficiency Rate (District Benchmark)

Fall 2025-2026



- Demonstrating Readiness
- Approaching Readiness
- Emerging Readiness

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

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

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

KRA data indicates that 8.8% more of our Kindergarten students are demonstrating readiness in math compared to literacy. However, when looking at those students demonstrating readiness and those approaching readiness, there is a 3.9% difference favoring literacy over math, which does not indicate a significant gap between the two domains. Therefore, consistent implementation of both the core math and core reading program with a focus on Tier 1 instructional strategies and identifying interventions for support of identified needs will continue to build academic foundations for our Kindergarten students in both of these areas.

Data also suggests that there is a readiness gap between male and female students in the area of math with a 20% gap but no significant gap exists between genders in the area of literacy readiness.

Specific evidence based practices our school will implement to address the gaps and readiness level of our Kindergarten students are:

- Identify students at risk in weekly PST meetings in order to provide support from school counselor, mental health worker, and social worker to support students in their academic, physical and social development
- Use of ELA and Math formative assessments in Pre-K and Kindergarten and analyze data by subgroup (including a focus on gender gap) in order to form small group instruction and differentiated instruction.
- DIBELS and progress monitoring for students in Kindergarten and identify intervention and enrichment needs
- Flex groups for math in order to differentiate instruction for students in order to close the gap between genders and increase overall math proficiency

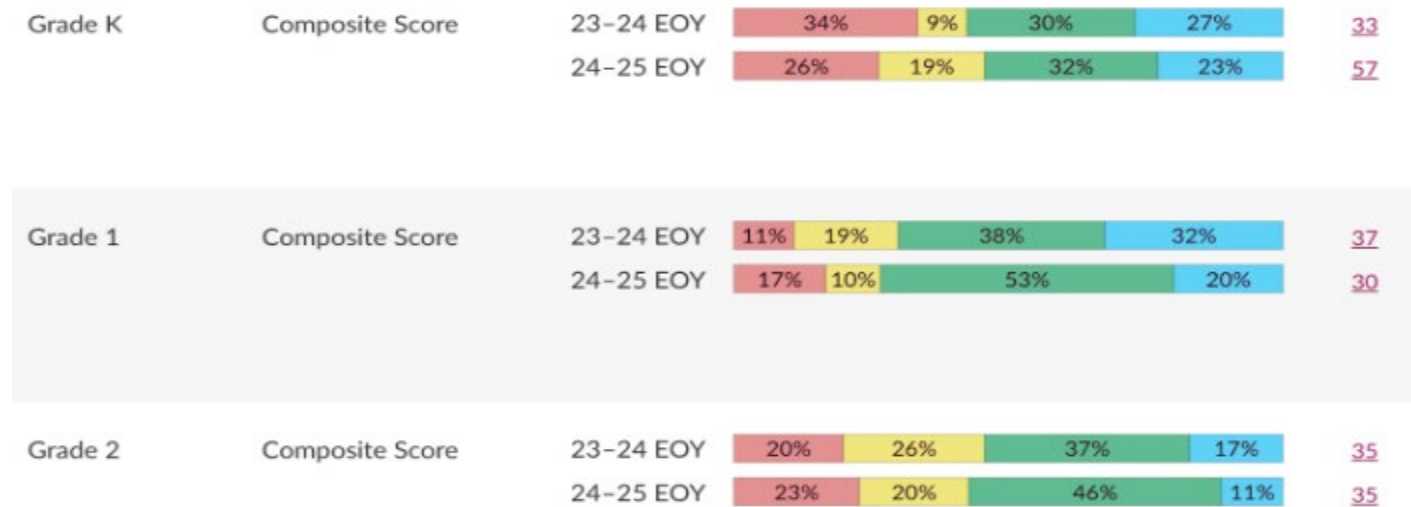
B. DIBELS 42

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

Year over Year K-2 Composite Scores

Population ↕	Measure		Well below ↕	Below ↕	At ↕	Above ↕	Students ↕
Grade K	Composite Score	21-22 EOY	26%	9%	51%	14%	<u>35</u>
		22-23 EOY	29%	13%	42%	16%	<u>38</u>
Grade 1	Composite Score	21-22 EOY	20%	20%	44%	16%	<u>25</u>
		22-23 EOY	12%	18%	46%	24%	<u>34</u>
Grade 2	Composite Score	21-22 EOY	53%	22%	16%	9%	<u>43</u>
		22-23 EOY	42%	31%	12%	15%	<u>26</u>

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



K-2 AREA 1:	Literacy
Focus Area Goal	By the end of the 2025-2026 school year, the percentage of students K-2 decoding at or above benchmark will increase from 43% to 67% using the DIBELS End of Year composite score as a measure.
Root Cause(s):	Gaps created by the transition From SuperKids to CKLA Rigor of the prior program
Focus Early Literacy Component:	Decoding
Barriers:	Students do not recognize all letters and/or know the sounds; proficiency in blending is lacking
Needed Resources:	Summer Literacy Pop Ups to Support Literacy over the summer
Strategies and/or evidence -based interventions:	Lit Lab and small group instruction to help with letter naming, sounds, and blending Fluency folders that incorporate NWF decoding NWF decoding on the morning message each day to decode 5 NWF words that reflect the current skill in CKLA units Incorporate 15 minutes 3 times a week into the knowledge portion of literacy instruction to use mClass

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

	instructional lessons or additional support materials from CKLA Specially Designed Instruction within the inclusive classroom setting for our students with disabilities along with supports given as needed and appropriate.
How will it be funded?	Local budget, COP grant for Literacy Pop up materials
Steps towards full implementation with timeline:	Beginning in the fall, Lit Lab and small groups will incorporate letter naming and sounds, along with blending routines to increase student proficiency throughout the year After the Fall DIBELS administration, NWF will be added to fluency folders Ongoing throughout the year, NWF reflecting the current skill in CKLA units will be added to the morning message Beginning in January, mClass instructional lessons or additional support materials from CKLA will be identified with the help of the Literacy Coach to be taught 15 minutes 3 times a week during the knowledge portion of literacy instruction
Monitoring Procedure:	Fluency folders: NWF pages will be incorporated into the folder Morning message will incorporate NWF based on current skills Lesson plans will identify mClass instructional lessons or CKLA additional support lessons being taught during the knowledge block 15 minutes 3 times a week. NWF data will be reviewed to determine if students are progressing toward the benchmark goal.
K-2 AREA 2:	Literacy- Gr. K-2
Focus Area Goal	By the end of the 2025-26 school year, the percentage of K-2 students reading at benchmark or above will increase from 43% to 67% using the DIBELS End of Year composite scores as a measure.
Root Cause(s):	Gaps created by the transition from SuperKids to CKLA Rigor of the prior program
Focus Early Literacy Component:	Word Reading
Barriers:	Fatigue with 120 minutes of instruction at this age level. Need to separate the 120 minute reading

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

	instructional block into two 60 minute blocks: skills and knowledge blocks in two segments of instruction to keep students focused and engaged. Sight (tricky) word reading is not proficient
Needed Resources:	
Strategies and/or evidence-based interventions:	Fluency passages that are based on classroom or intervention reading progress are sent home with all students grades 1 and 2 weekly Fluency folders utilizing CKLA materials are used in first grade classrooms Word list folders will be utilized in grades 1 and 2 Boost pathway and student progress analysis implemented in all grade levels with teachers using data to inform tier 2 instruction.
How will it be funded?	Local Budget/Title I funds to buy the folders for the fluency and word list folders
Steps towards full implementation with timeline:	Fluency passages will be sent home each week with students in grades 1 and 2, cold & hot reads will be recorded to show evidence of completion. Students not completing it at home, will be identified and reading will be done with support staff at school. Fluency folders will be made for each student in grade 1 for students to practice Word List folders will be made and students will be assessed on progress bi-weekly Boost pathways will be used by all students
Monitoring Procedure:	Classroom teachers will monitor the student's fluency using cold and hot reads to make instructional changes to classroom instruction. Classroom teachers and support staff will monitor first and second grade word folders to improve word reading, and reward progress Interventionists and classroom teachers will monitor DIBELS Progress Monitoring and Benchmark scores for review at data meetings with teachers Specialists, Classroom teachers and Administration will review BOOST Pathway Progress Specialists and teachers will review Pacing of CKLA Collaborative Planning Minutes and Feedback form

VII. ACADEMIC PROGRESS

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

A. ENGLISH LANGUAGE ARTS

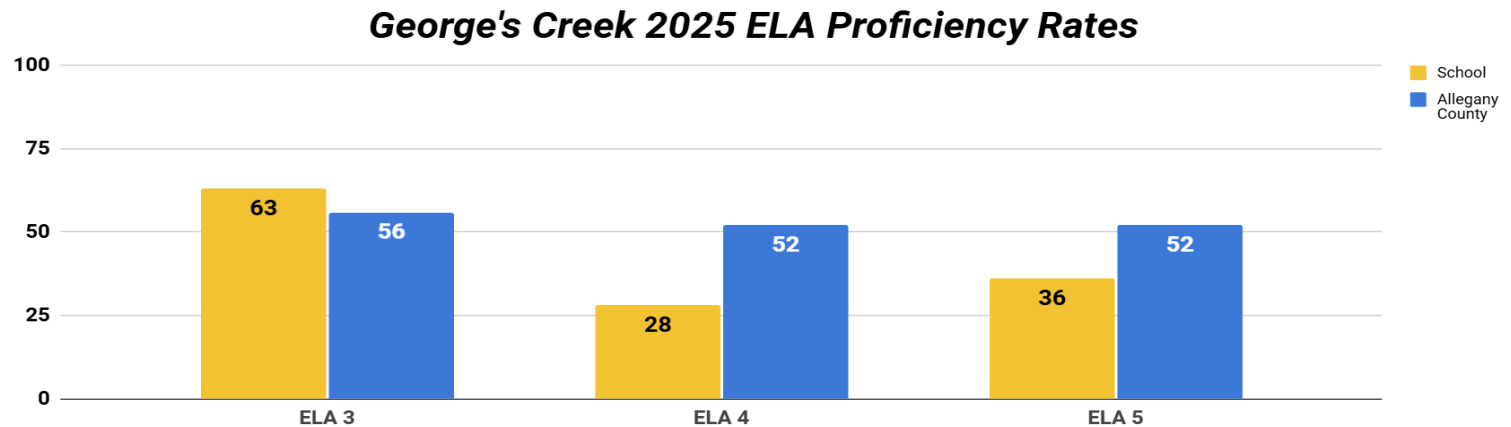
Long Term Goal: To prepare 100% of students to be college and career ready by graduation, to reduce the 2017 nonpass rate by 50% by the year 2030.

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

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	1.3	2.17
ELA Average levels out of 5	2.7	2.92
ELA Growth out of 12.5	5.5	4.5
Total ELA Report Card Points out of 22.5	9.5	9.59

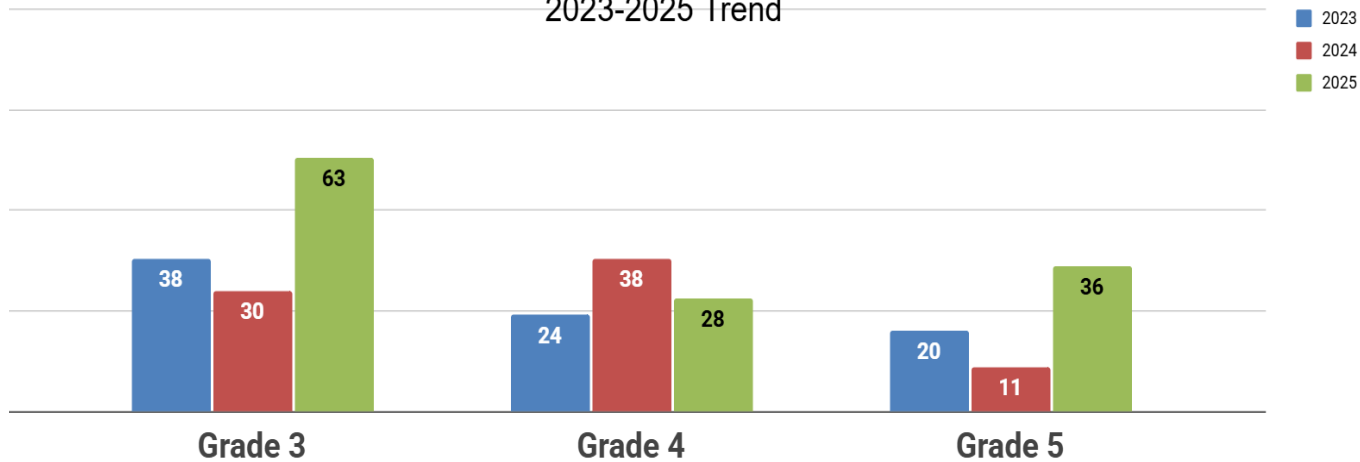
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph



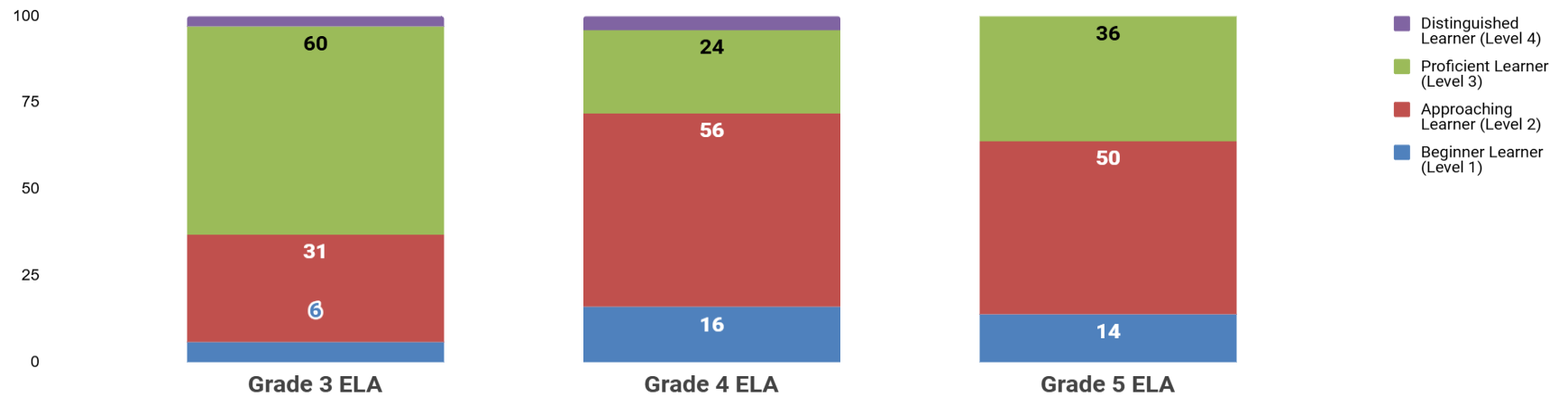
Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

George's Creek ELA Proficiency Rate Trend

2023-2025 Trend

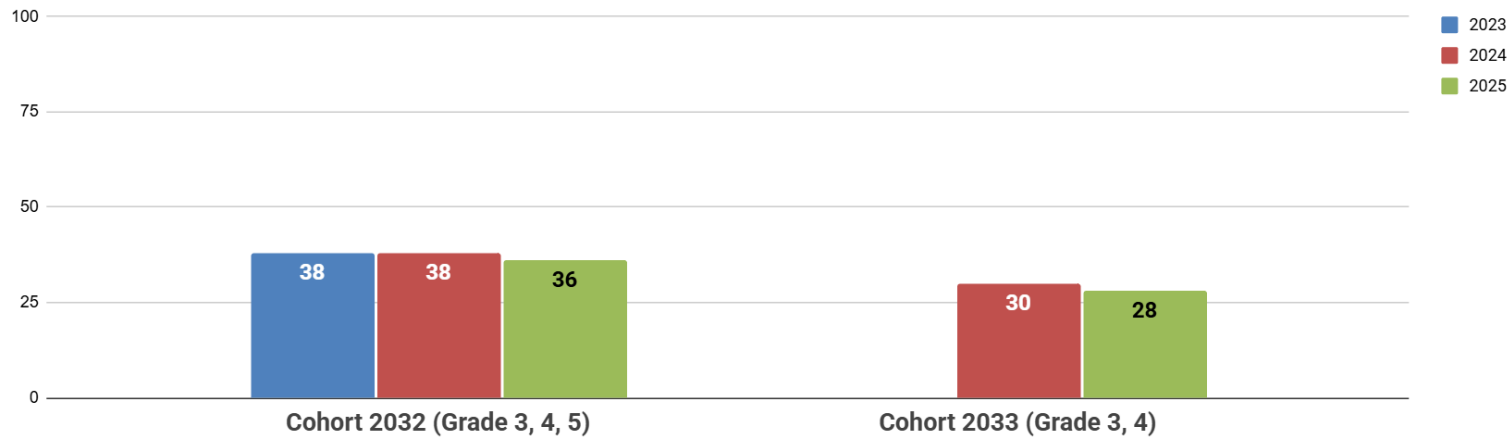


George's Creek 2025 MCAP ELA Proficiency Levels



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

George's Creek ELA Cohort Proficiency Growth



2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	All Students in Grades 4 & 5 including students with disabilities will improve with reading and comprehending literary text.
Focus Area Goal	Students will increase performance on MCAP in each grade level by at least 10% in 2026. The proficiency rate in grade 4 will increase from 28% to 38%, and grade 5 will increase from 36% to 46%.
Root Cause(s):	Lack of opportunities to frequently engage with greek and latin roots in a variety of formats to understand some vocabulary used in text Growth is needed in use of high leverage instruction involving vocabulary Lack of previous experience tracing the science of reading vocabulary strands in the curriculum
Focus Content Standard(s):	L.3.4 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. 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.

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

Barriers:	-Lack of understanding of key vocabulary and being able to apply it without using simpler terms -Teachers aren't consistently using the language of the standards during instruction -Vocabulary at the beginning of instruction should be explicit, during reading vocabulary should be referenced within the context of the reading -Word work activities are being sacrificed for the sake of pacing
Needed Resources:	County provided resources
Strategies and/or evidence-based interventions	-Teaching students how to use tools within the structure of the EdCite assessments -Utilizing annotation strategies when using texts -Learning intentions and success criteria incorporated into lesson planning and delivery of instruction -Explicit vocabulary instruction at the beginning of instruction and during reading and student discourse using vocabulary during reading as well.
How will it be funded?	Local funds
Steps towards full implementation with timeline:	Teaching EdCite assessment tools ongoing throughout the year Monitoring annotations in texts during collaborative planning throughout the year Use of assessment tools with grades 3 and 4 students with additional focus on students with disabilities. Development of learning intentions and success criteria for each lesson
Monitoring Procedure:	-Monthly collaborative planning agenda -CKLA (on Edcite or paper/pencil) morphology and comprehension assessments -Walk through documentation of incorporated learning intentions and success criteria in instructional planning and delivery. -Teacher record keeping of Edcite Assessment Tools usage
ELA FOCUS AREA 2:	All Students in Grades 4 & 5 including students with disabilities will improve with reading and comprehending informational text.
Focus Area Goal	Students will increase performance on MCAP in each grade level by at least 10% in 2026. The proficiency rate in grade 4 will increase from 28% to 38%, and grade 5 will increase from 36% to 46%.
Root Cause(s):	-Rigor of CKLA core instruction and supports needed for students requires all instructional time -Need for consistent amount of time students could be spending on BOOST and the pacing of CKLA

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

	-Pacing guide isn't always followed
Focus Content Standard(s):	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 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.
Barriers:	-CKLA pacing is not always utilized as written which would allow for time to meet weekly Boost usage goals. -Some teachers find it difficult to carve out time for BOOST -BOOST participation hasn't been a priority, so monitoring is not a weekly habit
Needed Resources:	BOOST program Computers Time to complete quests
Strategies and/or evidence-based interventions:	-Increased participation in the Boost reading program. -Literacy Coach will adjust the Boost pathways for identified students -Supports given to identified IEP students when participating in BOOST program. -Incorporation of learning intentions and success criteria in lesson planning and implementation. -Increase in student discourse opportunities during instruction.
How will it be funded?	County Provided Materials
Steps towards full implementation with timeline:	Teachers will monitor student Quest access weekly to ensure that students are working for 45 minutes weekly. The Literacy Coach as well as the administrators will monitor students progress towards their Boost Quest Pathway ongoing throughout the year Review BOOST Teacher Dash Boards and reports during benchmark and mid-cycle data meetings with follow-up during collaborative planning
Monitoring Procedure:	-Weekly reports will be reviewed on Mondays in order to identify students who need conferenced with regarding their progress

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

	-Students will achieve the target usage on Quest each week (45 minutes) -Agendas from the mid-cycle and benchmark data meetings -Collaborative planning agendas -Increasing Participation in Boost Quest Completion will be monitored with a goal of 80%of students will meet their individual Quest Goal by the end of May 2026 as determined by their individualized Boost Quest Pathway -Walk throughs to observe learning intention and success criteria implementation in lesson planning and delivery. -Walk throughs to observe student discourse throughout instruction.
--	--

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

B. MATHEMATICS

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

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

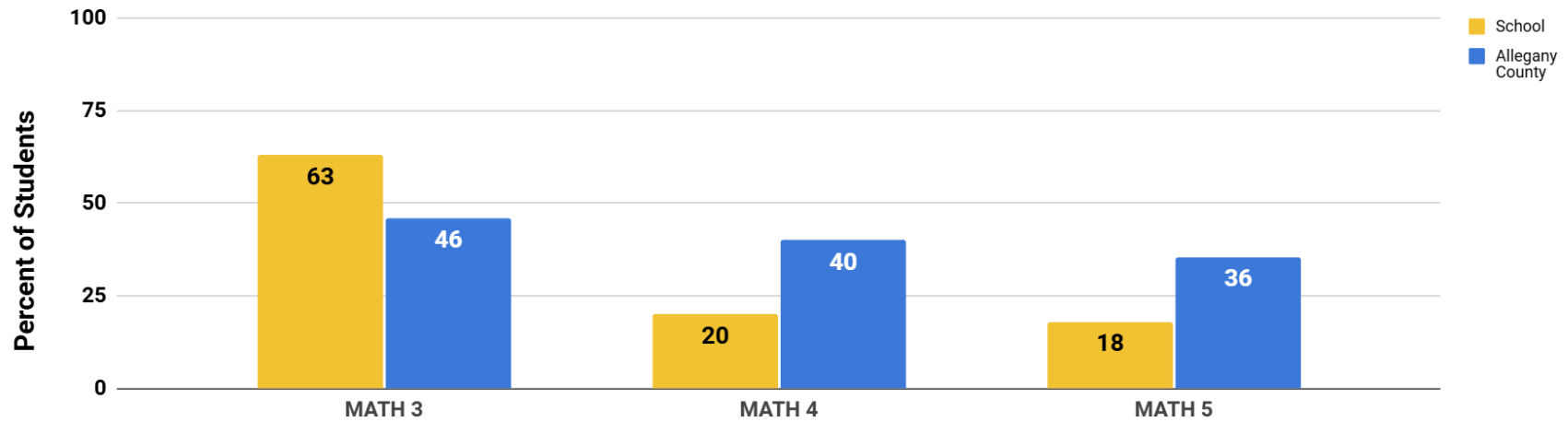
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Math Report Card Results		
	2024	2025
Math Proficiency out of 5	1.3	1.65
Math Average levels out of 5	2.6	2.68
Math Growth out of 12.5	8.0	4.0
Total Math Report Card Points out of 22.5	11.9	8.33

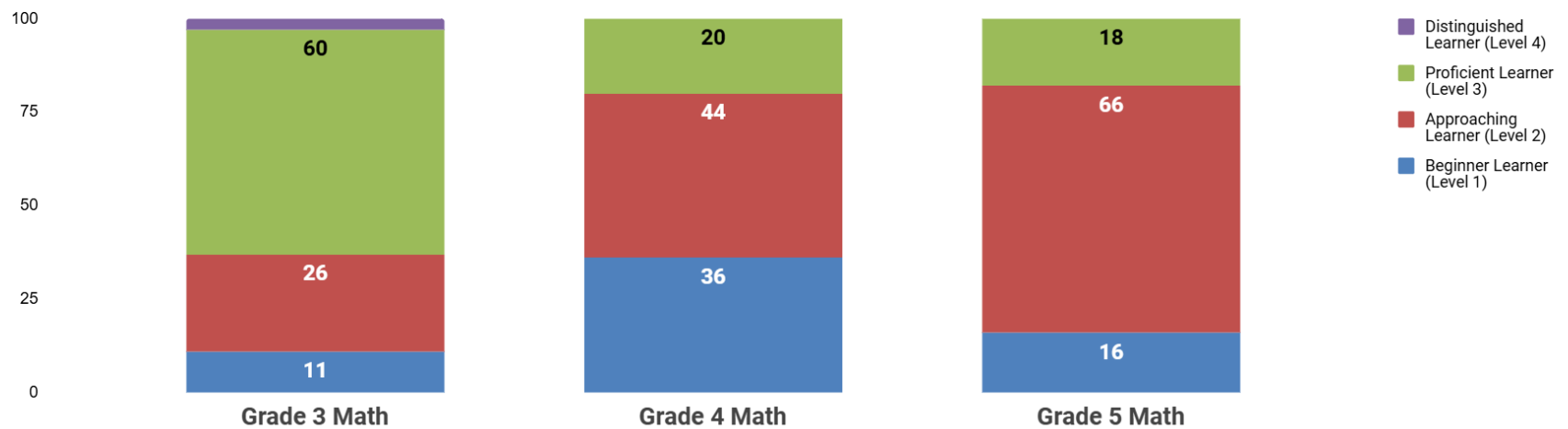
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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

George's Creek 2025 Math Proficiency Rates

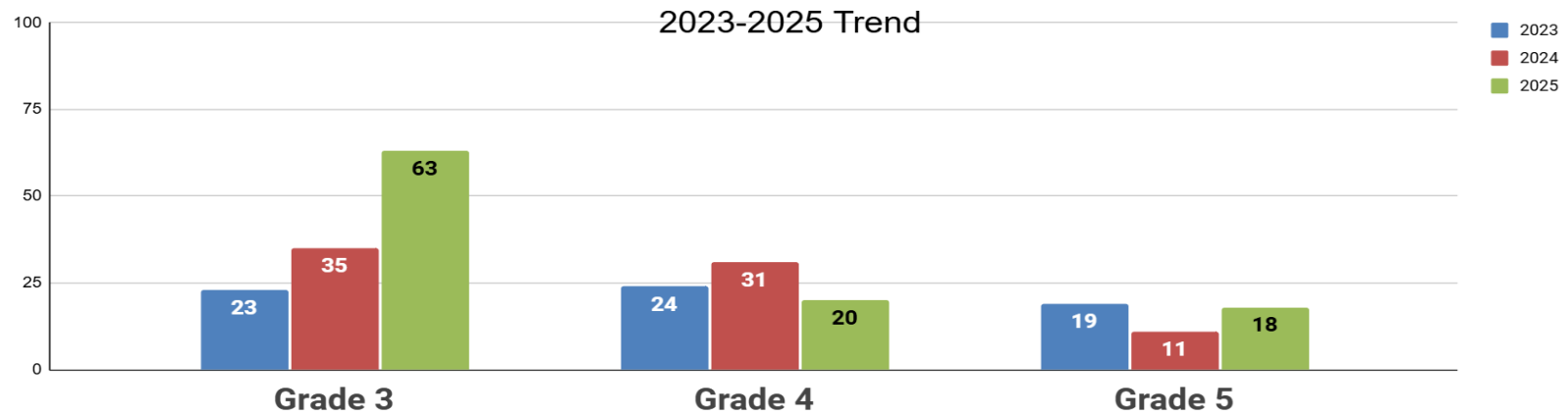


George's Creek 2025 MCAP MATH Proficiency Levels

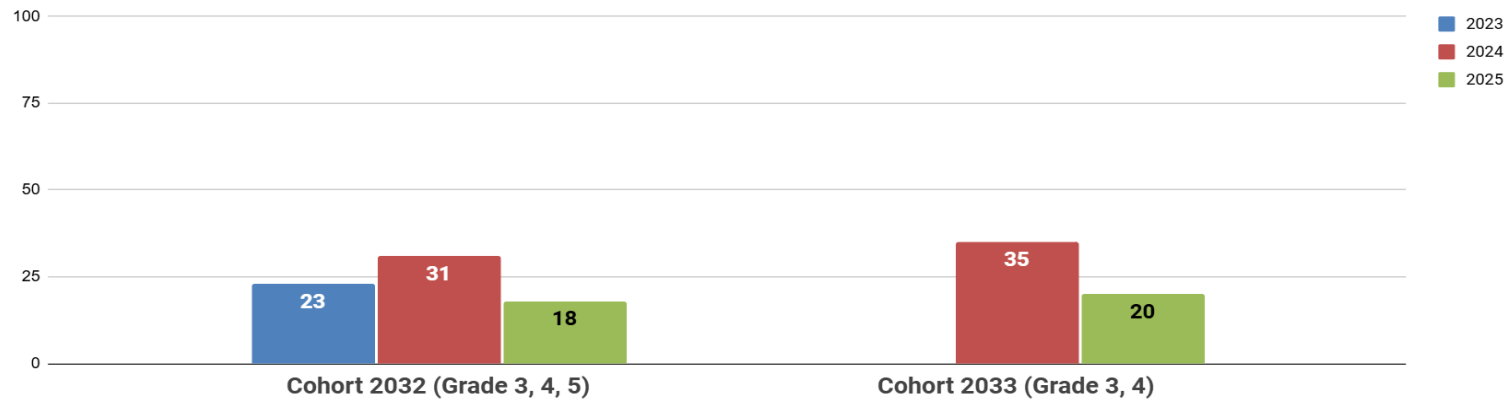


Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

George's Creek Math Proficiency Rate Trend



George's Creek Math Cohort Proficiency Growth



MATH FOCUS AREA 1:

All students in grade 3 through 5 including students with disabilities

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

Focus Area Goal	Measurement and Data Students in grades 3, 4, and 5 will demonstrate growth in the area of measurement and data by 25% at the MOY diagnostic and an additional 25% by the EOY I-Ready Diagnostic for an overall growth of 50% by May 2026 based on individual performance.
Root Cause(s):	- Students demonstrate a deficit in the area of mathematics vocabulary - Units are taught later in the academic calendar - Measurement and Data are not identified as major standards - Standards are not spiraled enough during instruction
Focus Content Standard(s):	3.MD.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 3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. 4.MD.5.a. An angle is 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. 4.MD.5.b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. 4.MD.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. MD-A2 Solve problems involving measurement and conversion of measurements for a larger unit to a smaller unit. 4.MD.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. 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. 5.MD.5.a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by

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

	multiplying the height by the area of the base. Represent threefold whole number products as volumes, e.g., to represent the associative property of multiplication.
Barriers:	-Measurement and Data isn't spiraled more often -Measurement and Data is taught later in the year, and material isn't front loaded for students.
Needed Resources:	Lesson Overview which include math vocabulary, review vocabulary, and academic language Pre-requisite Data Comprehension Checks, sometimes using other grade levels and ones that address other domains; Summative reviews that go across grade levels and are standard specific based on teacher observations
Strategies and/or evidence-based interventions:	-Comprehension Checks, digital practice and standards mastery in addition to the end of the lesson assessment, will be used for each lesson. (I-Ready) -Standards Mastery to increase rigor of instruction and MCAP testing style (I-Ready) -I-Ready Pathway Usage- 10 per month -Teachers will review pre-requisite skills to establish small group instruction. Then they can be front loaded prior to the lesson being taught as a spiral preview.
How will it be funded?	Local budget/Title I- math manipulatives
Steps towards full implementation with timeline:	-Beginning in September, teachers will use comprehension checks at the completion of each lesson either using digital or print format and then reflect on the data during collaborative planning. -October, 2025 Digital practice became available for students in grades 2-5 -November, 2025 and March, 2026: Progress monitor small student groups -Beginning in January of 2026, teachers in grades 2-5 will use Standards Mastery to assess specific skills remediated during small group instruction and reflect on the data during collaborative planning. -January following the Mid-year Diagnostic teachers participate in a deep dive of data to determine adjustments needed for small group participants and establish remediation and extension direction for all students -I-Ready Reports bi-weekly- recognition given to students monthly (certificates and announcements) -Progress Monitoring Meeting with the Math Coach; twice a year between diagnostics
Monitoring Procedure:	-Comprehension Check Data will be completed at the end of each lesson. -Standards of Mastery Data will be completed at the end of each unit. -I-Ready Reports

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

	- Collaborative Planning Protocol Sheets - MOY I-Ready Diagnostic Data - EOY I-Ready Diagnostic Data - Small group monitoring of performance on current connected lessons is based on prerequisite skills used to form the small group.
--	--

MATH FOCUS AREA 2:	All students in grades 3, 4, and 5 including students with disabilities
Focus Area Goal	Fractions Students in grades 3, 4, and 5 will demonstrate growth in the area of fractions by 50% by the EOY I-Ready Diagnostic by May 2026.
Root Cause(s):	- Visuals are more abstract than manipulatives - Students struggle with making real world connections to fractions - First time seeing division with fractions (grade 4), may need to front load some content
Focus Content Standard(s):	3.NF.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 $\frac{1}{b}$. 3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. 3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. 4.NF.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. 4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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, e.g., by using visual fraction model. 4.NF.4.a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. 4.NF.4.b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. 4.NF.4.c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

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

	4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. 4.NF.6. Use decimal notation for fractions with denominators 10 or 100. 4.NF.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, e.g., by using a visual model. 5.NF.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. 5.NF.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. 5.NF.3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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. 5.NF.4.a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. 5.NF.7.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.
Barriers:	- Division with fractions is not introduced until mid-January - Consistency of pacing within classrooms
Needed Resources:	Plan for front loading material Pre-requisite guide and Tools for Instruction Comprehension Checks, (other grade level comprehension checks to address other domains)
Strategies and/or evidence-based interventions:	- Reduce quantity of problems in order to bridge the gap between concrete and abstract - Using I-Ready lessons from other grade levels to scaffold students to grade level - Comprehension Check and Achieve the Core lessons - Comprehension Checks used for each lesson. (I-Ready) - Standards Mastery (I-Ready) - IReady Pathway Usage- 10 per month (Recognition given monthly when goals reached- certificates and

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

	announcement) - Plan for front loading material - Spiral review - Development of learning criteria and success criteria to be implemented in instructional delivery to students - Small instructional groups driven by the data
How will it be funded?	Local funding/Title I funds- math manipulatives
Steps towards full implementation with timeline:	- Beginning in September of 2025 teachers will use comprehension checks at the completion of each lesson and reflect on the data during collaborative planning with general education, special education, and mathematics specialists. - Beginning in October, grade 2-5 teachers will use Standards of Mastery to assess specific skills remediated and assessed during small group instruction. They will reflect on data during collaborative planning with general education, special education, and mathematics specialists. - Digital Practice will be available to grades 2-5 in October, 2025 - Progress Monitoring for small student groups will occur in November and March. - On-going data review of Digital Practice, Comprehension Checks, and Standards Mastery results provide information needed to form intentional remediation groups, this information will also be shared with special educators. - January following the Mid-year Diagnostic teachers will participate in a deep dive of data to determine adjustments needed for small group participants and establish remediation and extension direction for all students. - I-Ready Reports bi-weekly

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

Monitoring Procedure:	Monitoring of Pacing through Planbook Monitoring of Grade Book Learning Walks with Administrative Feedback Comprehension Check Data Standards of Mastery Data I-Ready Reports Collaborative Planning Protocol Sheets EOY I-Ready Diagnostic Data Walk through documentation of learning intentions and success criteria
-----------------------	---

B. SCIENCE

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

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

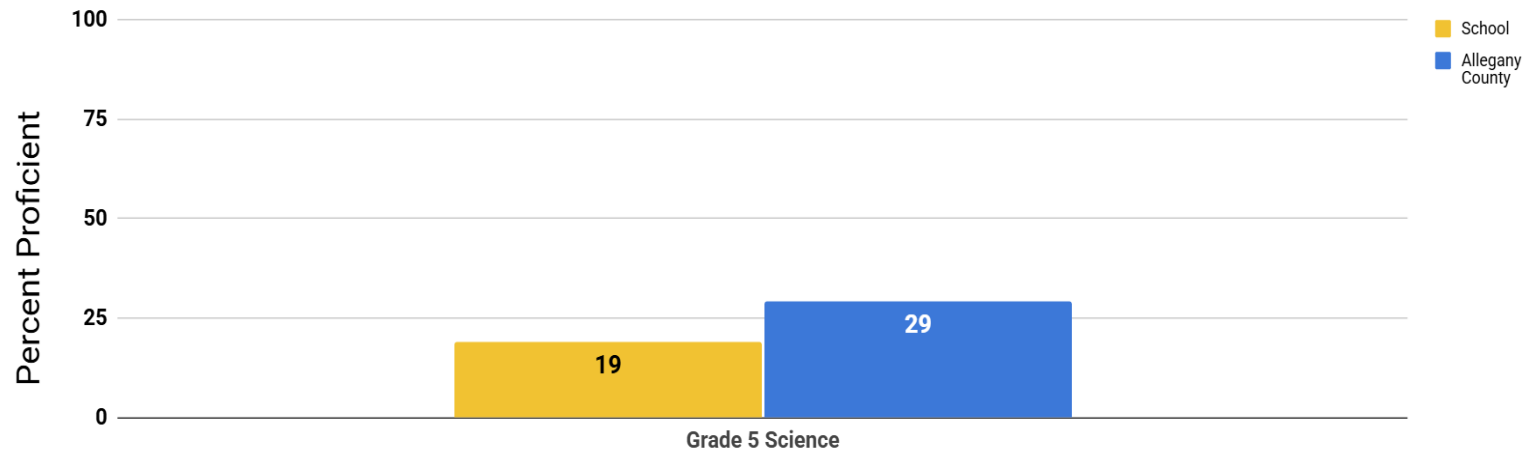
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 5	1.5	0.6	0.9

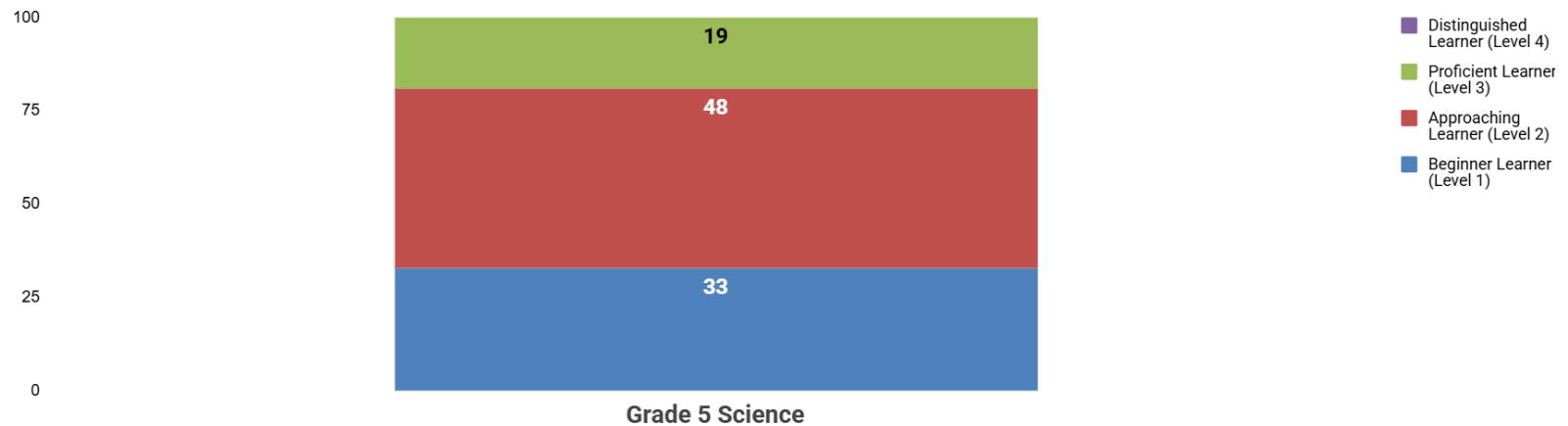
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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

George's Creek 2025 Science Proficiency Rate

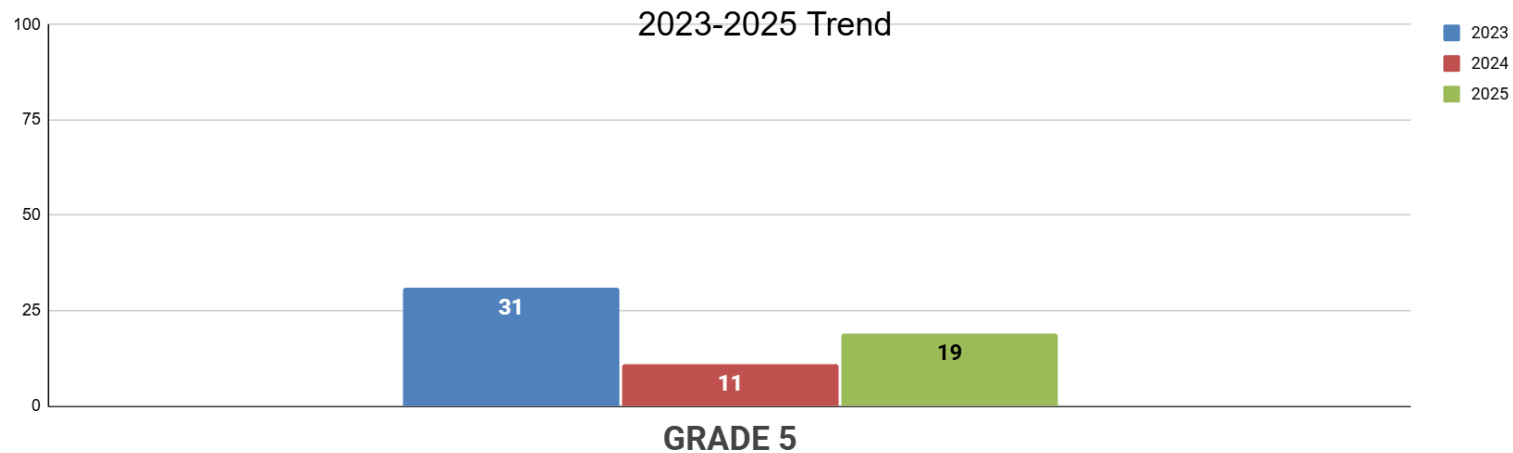


George's Creek 2025 MCAP Science Proficiency Levels



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

George's Creek Science Proficiency Rate Trend



FOCUS AREA 1:	All students in grade 5
Focus Area Goal	The one year goal is to increase the proficiency attainment of all grade 5 students on MISA by at least 10% from 19% to at least 29% through an increase in comprehension of informational text and science content knowledge.
Root Cause(s):	Students struggle to extract proper information from the text Students need practice constructing responses based on the information within the text Students lack stamina to persevere when material and tasks become difficult
Focus Content Standard(s):	5.PS12.2d Students use measurements and descriptions of weight, as well as the assumption of consistent patterns in natural systems, to describe* evidence to address scientific questions about the conservation of the amount of matter, including the idea that the total weight of matter is conserved 5-ESS 2 1.3.a.v.1 Students use the model to describe* a variety of ways in which the parts of two major Earth systems in the specific given example interact to affect the Earth's surface materials and processes in that context. Students use the model to describe* how parts of an individual Earth system: i. Work together to affect the functioning of that Earth system 5-ESS 3 1.1.a.1 . How a given human activity (e.g., in agriculture, industry, everyday life) affects the Earth's

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

	resources and environments. 5-LS2-12.a.14 Students describe*the relationships among components that are relevant for describing*the phenomenon, including: i. The relationships in the system between organisms that consume other organisms, including: The movement of matter between organisms during consumption.
Barriers:	-Time, constraints in scheduling; prep time for hands on activities; time to reflect on writing; rubrics and graphic organizers are non-existent -Students don't know how to find text evidence -Students struggle with basic concepts such as find text evidence while MISA expects them to make connections, find relationships and obtain information while analyzing the information which is a complex skill -Teachers need to provide time for students to struggle and dive deep into the material rather than leading them to 4 paragraphs to find the answer
Needed Resources:	Time to prepare for hands-on activities, Cross walk of science/ELA unit
Strategies and/or evidence-based interventions:	-Close reading support in science to build stamina -Incorporate reading of informational text into small groups and Lit Lab enrichment groups using Read Works, NewsELA, and Scholastic Super STEM -Utilizing the building sub to support whole group activities while small group experiments take place - Implement cross walk of science/ela units -Utilize the Frayer Model for Tier 3 Vocabulary Words related to science units -Initial implementation of learning criteria and success criteria as an instructional approach for student success. -Students with disabilities will be supported with reading, writing, and comprehension of informational text.
How will it be funded?	Local funds/Title I funds for the SuperStem subscription
Steps towards full implementation with timeline:	-Use of CKLA, SuperStem, Read Works, and NewsEla to expose students in the primary grades to informational texts linked to science in all grade levels ongoing throughout the year -iTempra.com tasks for grades 3 through 5 public release tasks will be used quarterly or as appropriate to grade level science content -GIZMOS or PHET simulations that show the principles of science will be used when appropriate throughout the year
Monitoring Procedure:	-Collaborative planning session agenda to include close reading and connections to CKLA and Science Curriculum

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

	-Utilize crosswalk reference document with checklist and identify in collaborative planning feedback -Lesson plans will identify use of informational text during the small group time or Lit Lab Enrichment time -Assessment data from Super STEM will be used when appropriate -Examples of learning criteria and success criteria to begin to be implemented in lesson planning.
--	--

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 for educators and students, and then create an action plan for improvement.

Community

1. Participation and Engagement
2. Respect for Diversity

Environment

3. Behavior and Academic Supports
4. Physical Environment

Relationships

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

Safety

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

2025 Educator Survey Results		
	2024	2025

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

School's Educator Score	7.9	8.8
ACPS All EducatorScore	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.	Relationships, Student-to-Student Relationships, 7.27 out of 10
Topic Description:	Student to student relationships- this domain assesses the nature of interactions between students and staff, and among students themselves. It also looks at whether there is a culture of caring and respect within the school community.
Strategies: What steps will be taken in order to obtain the desired outcome..	- Implement training for restorative practices and share information from SEL Cohort - PBIS program implementation- modeling of expected behaviors in the domain of student to student relationships as well as Booster activities to promote and reward positive behaviors during designated timeframes based on referral data needs. - Possible changes for Fall, 2026 to increase positive behaviors throughout the year not just during the designated timeframes
Initiative leader and team: Who is responsible and involved in the work?	PBIS Team, Administrative Team, SIT 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)?	- The GC SEL staff will pull students 1:1 and in small groups to work on restorative practice - Administrative team will use GC discipline guidelines and state discipline guidelines during faculty meeting or staff development to inform faculty to process and procedures

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

Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	- Original staff response survey (October 2025) - Evaluation of the closure of staff development - Post-staff survey mid-March to see if progress has been achieved
Timeline: Include dates for implementation of action steps.	- Staff Survey (October 2025) - Faculty Meeting/Staff Development on process and procedures (December 2025/January 2026) - Evaluation of the Closure of Staff Development (December 2025/January 2026) - Post Staff Survey (March 2026)
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Instructional Feedback, 7.73 out of 10
Topic Description:	The quality of instructional feedback topic for instructional staff describes the degree to which they receive useful, actionable, adequate feedback from school leadership to improve their teaching.
Strategies:: What steps will be taken in order to obtain the desired outcome..	- Administrative walk -throughs with more frequent feedback about instructional practices - sticky notes given to teachers with positives and think abouts listed weekly for all teachers - Learning walk tools presented and shared with staff as a means of delivering instructional feedback. - Staff surveys about support needs - More consistent leadership team meetings with support given to staff.
Initiative leader and team: Who is responsible and involved in the work?	PLC Team, Administration
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	- Staff feedback "sticky notes" labeled with two positives and one thing to think about (non - evaluative) quick feedback to staff (used by admin and specialists) - Walk throughs accompanied by the Walk through checklist on TPE - Checklist for admin to monitor frequency of feedback - Follow up survey addressing instructional feedback
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	- Monthly feedback to staff - Follow up survey addressing instructional feedback (March 2026)

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

Timeline: Include dates for implementation of action steps.	- Administrative and specialist feedback monthly monitoring calendar - Follow up survey addressing instructional feedback (March 2026)
---	---

2025 Student Survey Results		
	2024	2025
School's Student Score	8.15	6.63
ACPS Elementary Student Score	7.06	7.09
ACPS All Student Score	5.70	5.95

<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score out of 10	Safety, Physical Safety, 2.98 out of 10
Topic Description:	Safety assesses students' perception of their physical and emotional safety at school and addresses issues like bullying and substance abuse.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	- Revamp routines for traveling in the hallways, bathroom traffic, cafeteria and playground monitoring procedures - Daily reminders to students about expectations on the bus - Lesson addressing survey topics provided by the school counselor or SLE Coach to students with follow - up by classroom teachers - Parent Presentation about Bullying afterschool (SLE Coach) - Parent Newsletter about Bullying

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

Initiative leader and team: Who is responsible and involved in the work?	PBIS, Guidance, SIT, Administration
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	-Online Survey Platforms -Lessons addressing survey topics -Posters on Bullying -Newsletter about Bullying
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Pre and Post Student and Parent Surveys
Timeline: Include dates for implementation of action steps.	-Grades 3-5 Student Survey (December 2025) -Parent Survey on Safety (January 2026) -Lesson addressing survey topics provided by the school counselor or SLE Coach to students (beginning January 2026) -Parent Presentation about Bullying afterschool (SLE Coach) (by end of April 2026) -Follow-up Survey about Safety (student) (March 2026) -Follow-up Survey about Safety (parent) (April, 2026) -Parent Newsletter about student safety (January 2026)
Secondary Area of Need State the Domain, Topic, and Score	Relationships, Student to-Student Relationship, 3.09 out of 10
Topic Description:	Student to student relationships- this domain assesses the nature of interactions between students and staff, and among students themselves. It also looks at whether there is a culture of caring and respect within the school community.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	-Lessons addressing survey topics provided by the school counselor or SLE Coach to students. -Implementation of Restorative Practices -Teachers will incorporate lesson topics From Guidance Counselor related to empathy and school expectations into the morning message

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

	- Monthly Team Building within the school to build relationships
Initiative leader and team: Who is responsible and involved in the work?	PBIS, Guidance, SIT, Administration
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	- Online Survey Platforms - Lessons addressing survey topics - Student Relationship Building Activities (indoor recess/outdoor recess bi-weekly)
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Online Pre and Post Surveys
Timeline: Include dates for implementation of action steps.	- Grades 3-5 Student Survey (December 2025) - Parent Survey on Relationships (April 2026) - Lesson addressing survey topics provided by the school counselor or SLE Coach to students. (by end of April 2026) - Follow-up Survey about Relationships (student) (March 2026)

IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I

PBIS Tier II

PBIS Tier III

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

Allegany County Public Schools

2025-2026 School Improvement Plan for Title I Schools

The number of school-wide office referrals has decreased since the prior school year in 2023-24 from 98 to 88 referrals and is also down from the number of referrals two years ago. Our PBIS program and mental health supports have contributed to this decrease. Resources for teachers are introduced/reintroduced during PD sessions at the beginning of the school year as part of the PBIS school-wide program. Data is collected by the PBIS team and shared at monthly meetings. Booster week incentives are planned based on the needs of the data to support high frequency behavior concerns during specific months. Booster incentives will be held according to the following schedule:

- Booster dates:
 - 1st nine weeks- Friday, October 17, 2025 (½ day)
 - Theme: Joint Training Facility
 - Earning Dates: September 8th – October 15th
 - Winter Break Booster- Tuesday, December 23, 2025 (½ day)
 - Theme: Christmas Minute to Win It Games
 - Earning Dates: November 11- December 19
 - 2nd nine weeks - Wednesday, February 4th 2025
 - Theme: School Dance
 - Earning Dates: January 5th – February 3rd
 - 3rd nine weeks - March 23rd or March 25th, 2025

Allegany County Public Schools

2025-2026 School Improvement Plan for Title I Schools

- Theme: Science Museum
- Earning Dates: February 17th – March 20th
- 4th nine weeks- Tuesday, June 2nd
 - Theme: Color Run
 - Earning Dates: April 20th – May 29th
 - WELC students will be participating in this event.

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

Check - In/Check - Out is an intervention used for Tier II behavior support for students with identified behavior needs. Students are referred to the CICO coordinator based on identification of the Pupil Service Team. They are assigned to a staff member who will check in with them at the beginning and end of each day to review behavior goals for each student and incentive given when students meet the goal. Data will be collected and tracked for these students. Individual informal behavior plans with data collection are another Tier II strategy being implemented. Formal individualized behavior plans are implemented as a Tier 3 strategy with data collected and incentives given when goals are met.

X. Parent and Family Engagement & Federal, State and Local Programs

TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

The Title I School Improvement Plan includes the Title I Four Components requirements. This plan was developed with the engagement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible, tribes and tribal organizations present in

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

the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.
(Reference the sign-off sheet at the end of this plan.)

- How were parents, families, and community members involved in developing the School Improvement Plan?

Parents and families were invited to participate in a Spring Title 1 Meeting to review the Title 1 Four Components Plan and to evaluate the effectiveness of the plan to make adjustments for 2025 -2026. Parents provide input on key Title 1 documents such as the parent family engagement plan, the parent and family engagement budget, and the school parent compacts. In addition, parents and family members were invited to a Back to School Night/Annual Title 1 Meeting on Thursday, August 26, 2025 during which parents were presented information about Title 1 and were invited to provide input into the plan. 232 parents and family members were in attendance at the event. Parents are also asked to complete surveys and participate in the school improvement team meetings. Parents, families, and community members are involved in developing the schoolwide plan by participating in Title 1 parent meetings multiple times throughout the year. They meet at the annual Title 1 meeting, in the middle of the year, and in the spring. Parents are also asked to complete surveys and participate in the school improvement team meetings.

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

Teachers, principals, and other school staff are involved in developing the School Improvement Plan. ACPS Math, ELA and Title 1 Specialists work with the administration to compile data. The Leadership Team composed of teachers and administrators analyze the data to determine strategies and activities to be included in the plan that best meets the needs of students.

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

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

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

Title I Spring Meeting with Parents	May, 2026
Title I Family Engagement Coordinator works with parent volunteers to create prek and kindergarten readiness packets which are provided to parents during spring orientation meetings.	Spring 2026
Stipends for teachers to plan for and to present beyond the regular duty day. Holiday Books Before Bedtime Reading Night (and fixed charges)	Dec. 4, 2025
Stipends for teachers to plan for and to present to parents beyond the regular duty day. Munchable Math Night (and fixed charges)	March 12, 2026
Use of Parent Compacts	Parent Conference Days and Ongoing throughout the year
Weekly Volunteer Workshops	Ongoing Thursdays throughout the year or options for take home packets
Title I Family Engagement Coordinator reaches out to engage underserved parents and families, including parents of English Learners	Ongoing throughout the year
The School Community Coordinator collaborates with the Title I Family Engagement Coordinator in planning and implementing parent and family engagement activities.	Ongoing throughout the year
Parents, family members, and community members are invited to participate in decision making teams such as SIT, Leadership, Parent and Family Engagement, PBIS, and others.	Aug. 26, 2025
Parent/Family Engagement - SMORE Interactive newsletter (includes smart links and videos as well as upcoming events and student celebrations) Cost \$79.00	Ongoing throughout the year
Career Day Activity with Parents Invited in as Presenters	May, 2026
Use of daily parent/school communication folders to send home important information to	Ongoing throughout the year

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

families	
----------	--

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

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

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

Service	Provider	Explanation of Services
Raising a Reader	Pre-K3, PreK, and Kindergarten teachers, Dr. Cherie Helmstetter, Early Elementary Programs Specialist	The Raising a Reader program is a reading at home program that provides students and families with bags of books that are rotated each week to promote a love of literacy.
Community Schools	Concentration of Poverty Grant, Autumn Symons	Community schools promote positive, equitable outcomes by providing students and families with the physical and mental health, academic, and extracurricular support needed to thrive.
Judy Center	Samantha Kennedy	The Judy Center provides programs that will give parents the knowledge, skills, and resources to meet their children's basic needs; provides affordable high - quality early childhood programs; provides quality health services, which promote the healthy lifestyle.
ACPS After School Program	ACPS Teachers	ACPS provides After School opportunities to all students

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

ACPS Summer School Program	ACPS Teachers	ACPS provides Summer School opportunities to all students
Westmar Early Learning Center	ACPS	The Early Learning Center provides educational programs and support for PreK3 and PreK4 students.
Western Maryland Food Bank	Western Maryland Food Bank	Western Maryland Food Bank
George's Creek Food Pantry	Community Schools Coordinator- Autumn Symons in conjunction with local churches	Reference point for families who need services.
Health Care	ACPS	The school nurse provides health support to students and families.
Dental Screening	Allegany County Health Department	Students are provided with dental screenings and sealants.
Vision Screening	Lions Club	Lions Club provides the screening and glasses.
Nutrition Support	ACPS Food Service	ACPS is providing free meals to all families.
Clothing	Social Services	The Safe and Snug Program by Allegany County Social Services provides coats, gloves, and scarves to identified students.
School Supplies	ACPS and various community groups	Schools, through local funding, provide basic school supplies to students. The Stuff the Bus Program also provides school supplies and backpacks to identified students. Faith-based partner: First Presbyterian Church-Lonaconing: Thomas Morgan and Jane Ann McAlpine; First Presbyterian Church-Barton: Thomas Morgan and Barb DeShong; Bethel Holiness Church: David Schoch; Bikers for Christ Church: Russell Blubaugh; Midland Methodist Church: Glenda Morton; Divine Mercy Parish: Alison Lyons provide school supplies.
Social and Emotional Support	Allegany County Health Department, outside agencies	Mental health counselors schedule appointments with identified students.

The supervisor of federal and state programs meets regularly with the instructional supervisory staff to ensure the coordination and integration of funding. During these staff meetings, personnel assignments, professional development

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

opportunities, budget expenditures, and student assessment are discussed. The supervisor of federal programs also completes the Annual Comparability Report.

Additionally, supervisors hold monthly council meetings. The supervisor of federal programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Titles I, II, and IV, and Raising a Reader funding is utilized to supplement the local funding.

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? (Please include Title I funded professional development activities.)

Professional Learning 1:	Articulation Meetings
Professional Learning Title	Title I funded articulation meetings to be held beyond the regular duty day (stipends, fixed charges and materials)
Date(s), Time, and Location	May, 2026, afterschool hours, GC conference room
Intended Audience	K-5 Teachers, Reading Interventionists
Method of Funding	Title I Funds

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

Changes to occur as a result of Professional Learning	Evidence based reading intervention (literacy lab) groupings and class rosters will be created
Knowledge and skills the participant will attain	Individual student performance data and groupings
Method to measure implementation of knowledge and skills in the classroom	Literacy Lab rosters and classlists

Professional Learning 2:	MTSS Academic & Behavioral Support
Professional Learning Title	MTSS Academic and Behavioral Support Review
Date(s), Time, and Location	December Faculty Meetings from 8:15-8:35 on Tuesday, Dec. 2, 9, and 16
Intended Audience	Faculty
Method of Funding	None necessary
Changes to occur as a result of Professional Learning	- Teacher understanding of the procedures and policies of the MTSS and Behavioral Support Tiers - Increase of feedback from PST and behavioral referrals that clearly identifies the tiers or step - Teacher knowledge of various behavior management techniques increases - Development a schoolwide behavior log to address daily classroom assistance calls

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

Knowledge and skills the participant will attain	- Creation of a schoolwide behavior log - Procedures for tiered support within the building - Knowledge of management techniques that can be used in the classroom - Feedback tool to follow-up on PST and Behavior Referrals
Method to measure implementation of knowledge and skills in the classroom	- Reduction in the number of radio calls or referrals - Increase in the feedback to PST and Behavioral Referrals

Professional Learning 3:	Visible Learning
Professional Learning Title	Visible Learning- <i>Teacher Clarity Playbook</i> review with staff and collaborating in writing learning intentions and utilizing success criteria in lesson planning collectively in grade level teams Book study held last year for overview of learning intention and success criteria definitions. This will be the next step in professional development in order for teachers to practice with a model writing these in their lesson planning.
Date(s), Time, and Location	Collaborative Planning during grade level team meetings in Literacy Coach's area- February 26, 2026, March 12, 2026, April 16, 2026
Intended Audience	Grades K-5 classroom teachers
Method of Funding	None necessary
Changes to occur as a result of Professional Learning	- Teachers will be able to write learning intentions and success criteria while lesson planning collaboratively together for all subject areas in order to set students up for success during each lesson which will increase understanding of concepts and skills and ultimately higher achievement scores in ELA, Math, and Science.

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

Knowledge and skills the participant will attain	- Teachers will be able to communicate with clarity the learning intentions and success criteria to students in order to increase student achievement goals outlined in the ELA, Math, and Science goals listed in this plan.
Method to measure implementation of knowledge and skills in the classroom	- Literacy Coach will model use of learning intention and success criteria in the classroom and administration will observe one lesson this spring with teacher implementing this approach.

XII. Management Plan

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

A hard copy of the plan will be stored in the office and an electronic copy will be stored on the school's server. Faculty and staff will review the plan during staff meetings once it has been reviewed. Any changes or additions made to the plan will be shared with the faculty and staff during staff meetings. Early December, 2025

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 by being posted on the school web page, posted on the school's Title I bulletin board (snapshot brochure), and by being made available in both paper and an electronic version in the school office.

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

Student progress data will be collected during team meetings. It will then be shared and reported to the SIT team at the monthly meeting at which time it will be evaluated to see if the strategies put in place are working.

4. How will the administration monitor the plan?

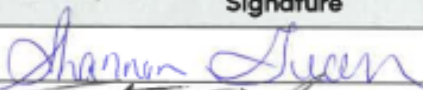
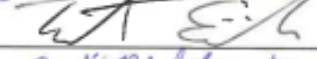
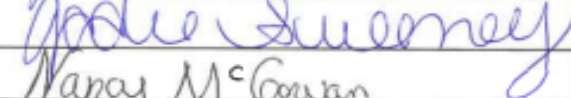
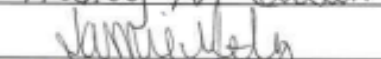
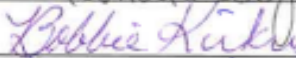
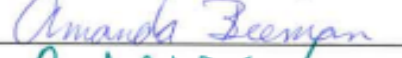
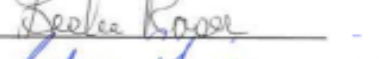
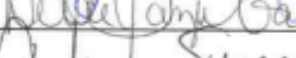
The administration will monitor the plan by presenting the plan to all stakeholders and making the plan available to these stakeholders as well. The plan will be published on the school webpage and will also be reviewed at monthly SIT meetings for monitoring and updates to be made as needed. Data will be analyzed quarterly and presented at grade level team meetings

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

and will be referred back to the monitoring of the plan during these data analysis meetings as well. Administrators will be responsible for monitoring teacher lesson plans and their alignment to the goals outlined in this plan as well as by conducting learning walks. Routine formal and informal observations will also be conducted by the administration and with feedback aligned to the goals of this plan as well to determine that initiatives are evident at the classroom level.

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

School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Shannon Green		Principal
Trenton Eirich		Assistant Principal
Jodi Stanton		SIT Chair, Reading Interventionist
Jodie Sweeney		Kindergarten Teacher
Nancy McGowan		First Grade Teacher
Jamie Metz		Second Grade Teacher
Bobbie Kirkwood		Third Grade Teacher
Diane Sipple		Fourth Grade Teacher
Julie Baker		Fifth Grade Teacher
Samantha Kyle		Special Education Teacher
Amanda Beeman		Instructional Assistant
Rachel Winebrenner		ACPS/School Literacy Coach
Leslie Roser		ACPS/School Math Specialist
Betsy Green		Title I School Support Specialist
Delsie Fazenbaker		Title I Family Engagement Coordinator
Autumn Symons		Community Schools Coordinator

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

Charlae Hawkins	<i>Charlae Hawkins</i>	Parent/Family Member
Mandy Faith	<i>Mandy Faith</i>	Parent/Family Member
Tina Blubaugh	<i>Tina Blubaugh</i>	Community Member
Terran Beeman	<i>Terran Beeman</i>	Community Member
Brian Grove	<i>Brian M. Grove</i>	School Counselor