

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

School: John Humbird Elementary School

Principal: Heather M. Morgan

Section	Table of Contents	Page
	Title Page	
I	Mission, Vision, Core Values	1-2
II	School Demographics	3-4
III	Attendance	5-9
IV	Graduation Rates (high school only)	N/A
V	School Safety/ Suspensions	10-11
VI	Early Learning (elementary only)	12-18
VII	Academic Progress	19-45
VIII	MD School Survey Results (student and staff)	46-52
IX	Positive Behavioral Intervention & Supports or Behavior Management Systems	53
X	Family and Community Engagement & Federal, State and Local Programs	54-59
XI	Professional Community for Teachers and Staff	60-61
XII	Management Plan	62-63

I. VISION, MISSION, AND CORE VALUE

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

Mission Statement

John Humbird Elementary School seeks to create an environment where high expectations are set and meets the needs of all students through differentiated instruction that will have them college and career ready. Our school will promote a safe, structured, and supportive environment by fostering positive relationships between students, staff, and school community.

Vision

John Humbird Elementary School students will read, write, and compute to the best of their abilities; will possess a lifelong love of learning; will have instilled and increased understanding and acceptance of diversified learners; will demonstrate respect for people of all genres, ages, religions, and ethnic backgrounds.

Core Values

John Humbird Elementary School provides a strong foundation for our students, as they become college and career ready. Our mission, vision, and core values inform our decisions and guide our staff and students daily. Our core values are *Positive Achieving Welcoming Students* (PAWS):

Positive – We strive to build positive relationships with all students, parents, and community. Our culture, interests, skills, and backgrounds is an advantage that makes us stronger.

Achieving – We work hard to improve academically, socially, and personally. Students are treated equitably to make every student successful every day.

Welcoming – In school and out of school, we display integrity, trustworthy, courtesy, kind, caring, appreciation, fairness, and openness. The diversity of our culture, interests, skills, and backgrounds is an advantage that makes us stronger.

Students – We have passion for our students. Students come first. We exhibit compassion, respect, and positive expectations for our students to excel.

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).					
Is this school identified as Additional Target Support of Improvement (ATSI) ?			x		
If yes, state the identified subgroup(s).	Special Education				
Is this school identified as Comprehensive Support and Improvement (CSI) ?	x				
If yes, state the identified area.					

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.

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

II. SCHOOL DEMOGRAPHICS
building? 11

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		21	21
Itinerant staff	9	1	10
Paraprofessionals	3	10	13
Support Staff	1	3	4
Other	4	8	12
Total Staff	17	45	62

Number of years the principal has been in the

B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	0	N/A
Hawaiian/Pacific Islander	0	N/A
African American	25	10
White	181	73
Asian	0	N/A
Two or More Races	30	12
Hispanic/ Latino	11	4
Special Education	68	28
LEP	<10	N/A
Males	131	53
Females	116	47
Gender X	0	N/A
Total Enrollment	247	
FARMS Rate (2024-2025)		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)	89.1	88.2	90.4
Grade 1	88.1	85.9	93.2
Grade 2	86.6	89.0	89.8
Grade 3	89.6	87.2	89.0
Grade 4	90.6	89.1	90.1
Grade 5	90.9	89.9	90.0

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	88.0	87.3	89.7
Hispanic/Latino of any race	85.3	88.8	89.5
American Indian or Alaska Native	86.1	82.8	N/A
Asian	N/A	N/A	N/A
Black or African American	90.0	88.5	86.1
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
White	87.7	87.2	90.6
Two or more races	87.8	86.5	88.5
Male	88.1	87.8	89.5
Female	87.8	86.7	90.0
EL	96.2	N/A	95.5

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

Special Education	86.2	88.0	88.4
Free/Reduced Meals (FARMS)	87.5	86.8	89.4

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)	42.19	50.7	74.8
Report Card Points Earned (out of 15)	1	1	7

ATTENDANCE FOCUS AREA Grade Band (s) or Subgroup (s)	Special Education
Focus Area Goal	By June 2026, the average daily attendance rate for students in the Special Education subgroup will increase from 88.4% to 90% through consistent monitoring, family engagement, and student incentive initiatives.
Root Cause(s):	2024-2025 attendance data shows a need for improvement in the subgroup of Special Education. Why? Students in the special education subgroup have lower attendance rates than their peers. Why? Students identified as Special Education often experience health issues and/or have difficulty with school routines. Why? Lack of adequate support systems and/or strategies to manage attendance barriers. Why? Communication regarding attendance is often reactive rather than proactive. Why? Attendance improvement efforts have traditionally focused on overall school averages rather than sub-group specific needs.
Barriers:	• Inconsistent home routines • Overlapping therapy/medical appointments during school hours • Limited parent awareness of attendance policies and long-term academic impact
Needed Resources:	• Collaboration with community service providers • Increase parent participation of school based workshops focusing on improving attendance and

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

	attendance related academic impact
Strategies	• Review attendance weekly to identify students under 90% • Make early parent contact to problem solve barriers including health concerns • Place identified students on Tier 2 attendance plan (daily CICO) • Celebrate individual and class progress toward attendance goals through PBIS incentives • Social Emotional Coach and School Counselor will make daily phone calls at 9:00 a.m. to touch base with parents/guardians with excessive attendance concerns. Families of tardy students will also be targeted with earlier phone calls checking in on student absences before the Board of Education phone calls go out.
How will it be funded?	Concentration of Poverty Grant and Title I funds
Steps towards full implementation with timeline:	• Community School Coordinator will be holding quarterly family involvement opportunities focusing on attendance. • PBIS attendance incentives will be held monthly • Daily attendance recognition on morning and afternoon announcements. • Monthly school newsletters highlighting attendance information using the attendanceworks website. • Monthly classroom attendance reward • Weekly co-planning between general education teachers and special education teachers to discuss individual special education attendance barriers.
Monitoring Procedure:	• Attendance data review by subgroup - weekly PST meeting • PBIS team monitors attendance at monthly meetings while examining and targeting students and families with excessive attendance issues.

ATTENDANCE FOCUS AREA 2: Grade Band (s) or Subgroup (s)	Black or African American
Focus Area Goal	By June 2026, the average daily attendance rate for African American students will increase from 86.1 to 90% through mentoring, family partnerships, and student incentive initiatives..
Root Cause(s):	2024-2025 attendance data shows a need for improvement in the subgroup of African American students. Why? African American students have lower attendance rates compared to the school average.

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

	Why? Limited communication with families due to past negative school experiences of parents. Why? Lack of adequate support systems and/or strategies to manage attendance barriers. Why? Communication regarding attendance is often reactive rather than proactive. Why? Attendance improvement efforts have traditionally focused on overall school averages rather than sub-group specific needs.
Barriers:	• Limited family-school communication or trust due to past experiences • Inconsistent home routines • Limited parent awareness of attendance policies and long-term academic impact
Needed Resources:	• Collaboration with community service providers • Increase parent participation of school based workshops focusing on improving attendance and attendance related academic impact • Culturally based mentorship programs
Strategies:	• Social Emotional Coach and School Counselor will make daily phone calls at 9:00 a.m. to touch base with parents/guardians with excessive attendance concerns. Families of tardy students will also be targeted with earlier phone calls checking in on student absences before the Board of Education phone calls go out. • Review attendance weekly to identify students under 94% • Make early parent contact to problem solve barriers including health concerns • Place identified students on Tier 2 attendance plan (daily CICO) • Celebrate individual and class progress toward attendance goals through PBIS incentives
How will it be funded?	Concentration of Poverty Grant and Title I funds
Steps towards full implementation with timeline:	• Social Emotional Coach and School Counselor will make daily phone calls at 9:00 a.m. to touch base with parents/guardians with excessive attendance concerns. Families of tardy students will also be targeted with earlier phone calls checking in on student absences before the Board of Education phone calls go out. • Community School Coordinator will be holding quarterly family involvement opportunities focusing on attendance. • PBIS attendance incentives will be held monthly • Daily attendance recognition on morning and afternoon announcements. • Monthly school newsletters highlighting attendance information using the attendance works website.

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

	• Monthly classroom attendance reward • Weekly co-planning between general education teachers and special education teachers to discuss individual special education attendance barriers.
Monitoring Procedure:	• Attendance data review by subgroup - weekly PST meeting • PBIS team monitors attendance at monthly meetings while examining and targeting students and families with excessive attendance issues.

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

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	42	31	60
All Suspensions	0	2	1
In School	0	0	0
Out of School	0	2	1
Sexual Harassment Offenses	0	1	1
Harassment/Bullying Offenses	0	0	0

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 total number of behavior referrals has increased from 31 in 2023-2024 to 60 in 2024-2025. Of the 60 total referrals, 26 were bus referrals. Twelve (12) bus referrals belonged to one student. This particular student has an IEP that addresses behavior as well as academics. Of the remaining referrals, 18 belonged to two students on Tier 3 behavior plans (9 referrals each).

John Humbird Elementary School will continue to put supports in place to decrease the number of behavior referrals for the 2025 - 2026 school year. Our plan includes the continued implementation of proactive behavior supports, consistent Tier I behavior expectations, and social-emotional learning (SEL) strategies. We will continue to revisit and strengthen our Tier I PBIS expectations as a school. Tier I expectations are explicitly taught using uniform lesson plans and modeled in all school settings. Refresher training is provided to staff during

Allegany County Public Schools

2025-2026 School Improvement Plan for Title I Schools

school-based staff development days. A behavior matrix is provided to and reviewed with staff. Behavior expectation visuals are posted throughout the building as a reference for students and staff members. Additional Tier I strategies include:

- Reward positive behavior with daily incentives such as PAWs coupons, Bulldog Bucks, and class dojo points.
- PBIS Kick-Off, “Dress the Principals”
- Monthly PBIS newsletter to inform parents of data and strategies
- Monthly school-wide PBIS behavior incentive
- Classroom PBIS behavior incentives
- Bus behavior incentives

Our Tier 2 behavior team meets weekly to discuss identified students who need additional support. Staff members can request assistance with student behavior by submitting a form to the team. Restorative practices are in place to assist students in developing strategies to work through behavior issues. Mentoring and problem-solving skills are the first steps in this process. John Humbird created a sensory room and hallway to provide a safe environment for students to de-escalate. Our mental health team provides support to students who struggle to manage emotions and resolve conflicts appropriately. SRSS data is disaggregated and supports are put in place as necessary. Lunch and social groups are led by the school counselor and social emotional coach as needed. Additional Tier 2 strategies include:

- Check In/Out Program
- Mentors
- Social Skills Groups
- Behavior contracts with students needing extra support
- Peer Tutoring
- Students can take structured breaks and visit the “sensory room” where they can spend 10-15 minutes performing activities and strategies to calm down.
- Restorative circles and reflection sheets
- Toolbox lessons
- Second step lessons
- Peer social groups
- Small groups
- Lunch groups
- Project Yes Jr.
- Safety Patrol
- Sensory opportunities (hallway, therapy putty, etc.)
- Behavior Specialist available for dispatch to provide strategies and classroom observations
- Threat risk assessment team
- Referrals to mental health specialist
- PST Referral

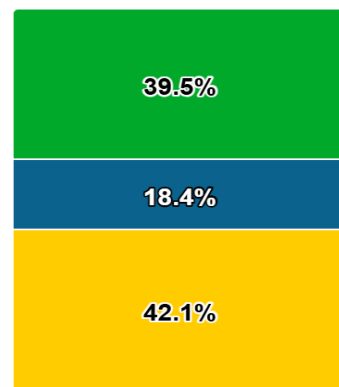
Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

VI. EARLY LEARNING

A. Kindergarten Readiness

Star Math Proficiency Rate (District Benchmark)

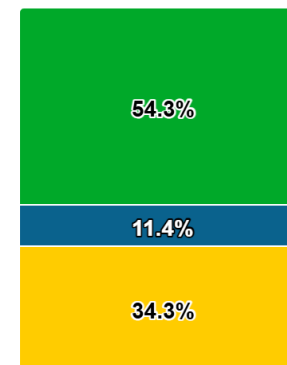
Fall 2025-2026



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

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

On the Star Early Literacy, 19 out of 35 students scored at or above the minimum district benchmark proficiency level (54.3%). 12 of 19 male students scored at or above the minimum district benchmark proficiency level which is 63.2%. 7 of 16 female students scored at or above the minimum district benchmark proficiency level which is 43.8%. The “other” subgroup scored 57.1% which is 16 of 28 students scored at or above the minimum district benchmark proficiency level. The additional subgroups had <10 students.

On the Star Math assessment, 15 out of 38 students scored at or above the minimum district benchmark proficiency level (39.5%). 10 out of 21 male students scored at or above the minimum district benchmark proficiency level which is 47.6%. 5 of 16 female students scored at or above the minimum district benchmark proficiency level which is 29.4%. The “other” subgroup scored at 41.4%, which was 12 of 29 students scoring at or above the minimum district benchmark proficiency level. The additional subgroups had <10 students.

KRA assessment data is used to determine small groups. Small group work consists of reviewing letters and sounds specifically the letters discussed during instructional time. Practicing and tracing letters and letters in names have been implemented daily.

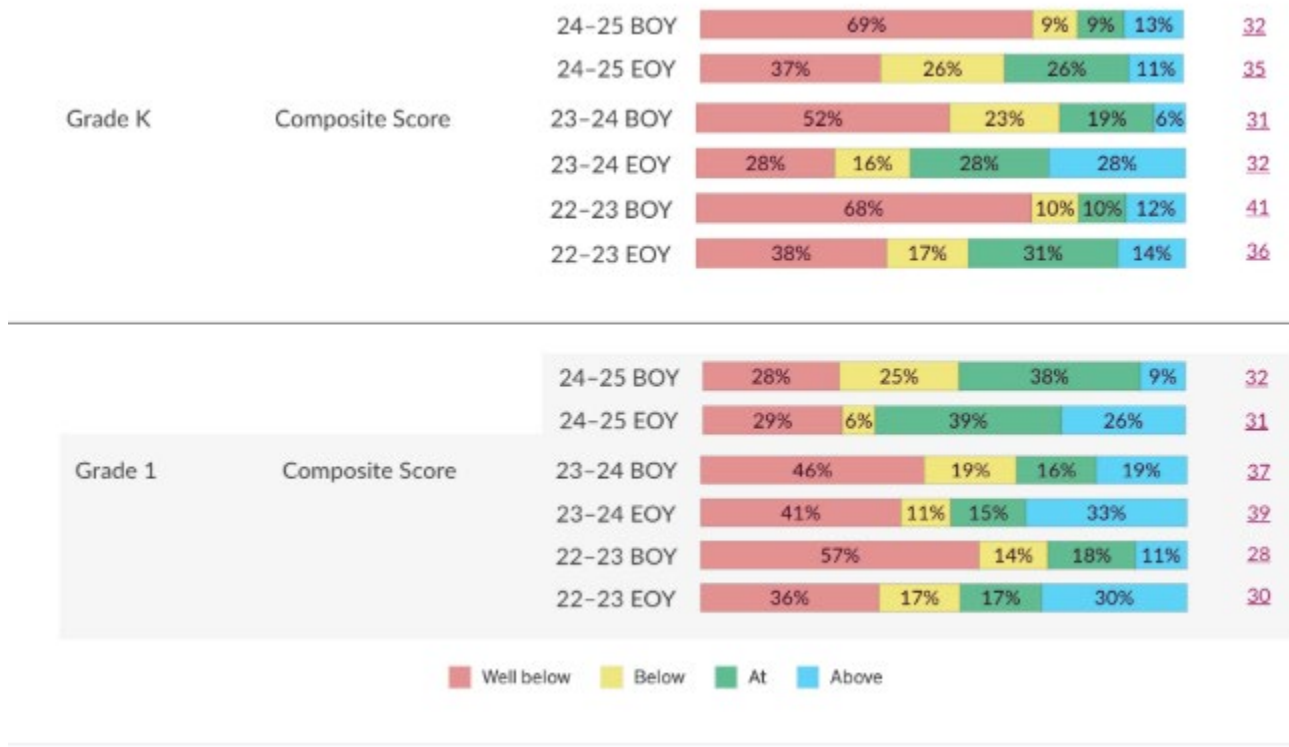
Math manipulatives are used to display the numbers and modeling the numbers. How to write the number correctly has been a focus. Fine motor work was planned in making line structures and numbers with putty and play dough.

- Use of formative and summative assessment data to form small groups
- Focus on foundational skills and number sense such as daily counting routines, subitizing activities, and number talks
- Use of Concrete-Representational-Abstract (CRA) Progression beginning with the use of concrete manipulatives
- Daily math talks and vocabulary development
- Family engagement activities to strengthen number sense and foundational skills

Kindergarten and Pre-kindergarten teachers will work collaboratively during vertical planning to discuss BOY data and identify ways to ensure students are prepared and ready for kindergarten. Pre-kindergarten PELI data will also be shared with kindergarten teachers and used to track student progress and steps towards readiness.

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

B. DIBELS-42



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

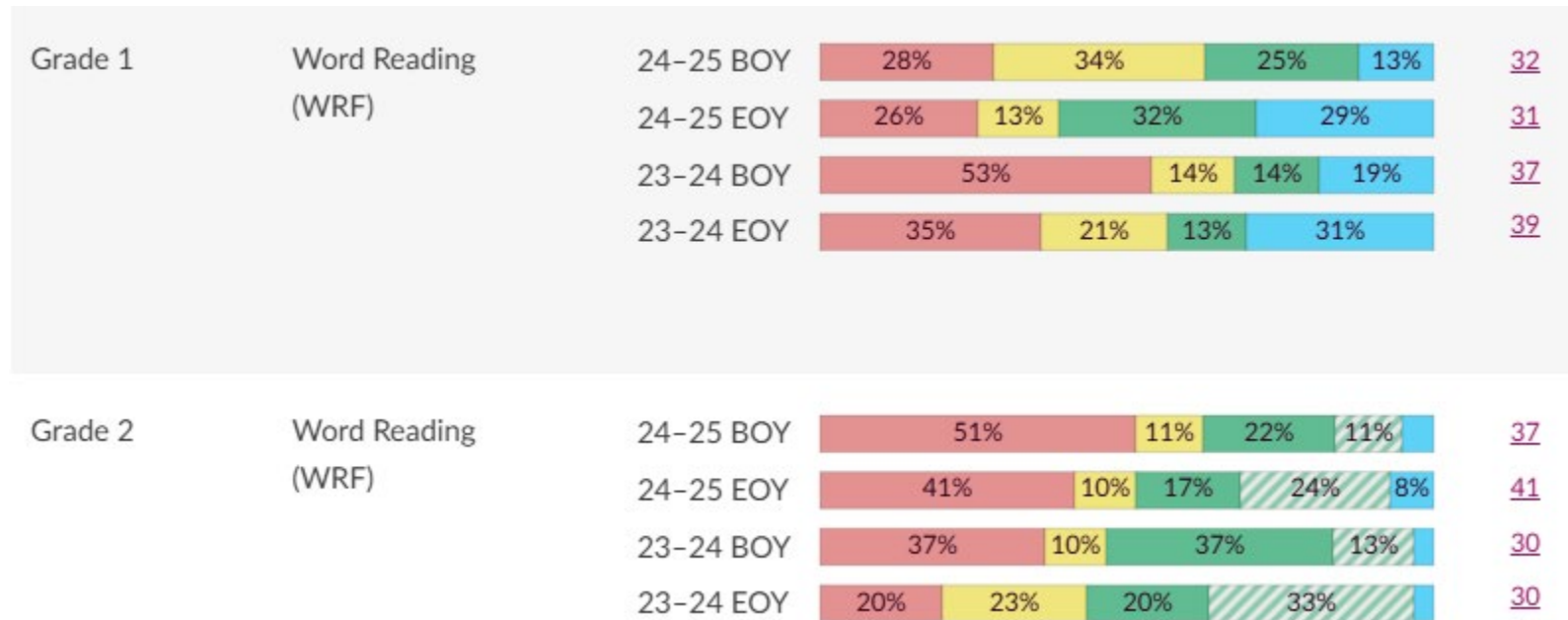


K-2 AREA 1:	Kindergarten Nonsense Word Fluency
Focus Area	Increase the percentage of students in grades Kindergarten who meet or exceed the grade -level benchmarks in Nonsense Word Fluency (NWF) as measured by DIBELS assessments.
Root Cause(s):	Why? Many students struggle with working memory of decoding and blending unfamiliar words Why? Early learning assessments (KRA/PELI) indicate the majority of students fall into the emerging or approaching category in the area of Reading Why? Foundational phonics and phonemic awareness skills are not yet automatic for students Why? Instructional time often interrupted due to behaviors, therapies, and absences Why? Irregular student attendance results in missing key phonics lessons and interventions

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

Focus Early Literacy Component:	Phonemic Awareness
Barriers:	• Chronic absenteeism • Limited instructional time for targeted phonics instruction • Variability in teacher experience
Needed Resources:	• Family engagement resources targeting attendance • Family engagement resources targeting the importance of early learning in the area of Reading
Strategies and/or evidence-based interventions:	• Implement systematic daily phonics instruction using CKLA • Provide tiered interventions for below benchmark students using Orton-Gillingham • Conduct biweekly progress monitoring and adjust groups based on data • Monthly collaborative planning will be held with the district literacy coach focusing on classroom observations and unit assessments to identify needs and small group instruction within the lesson. • Data meetings held to discuss intervention groups and adjust instruction based on student, group, or class needs.
How will it be funded?	• Instructional Funds
Steps towards full implementation with timeline:	• Ongoing - CKLA phonics instruction • Daily - Tiered reading interventions • Biweekly - Progress monitoring and communication with reading intervention teacher • Monthly - Collaborative planning with district literacy coach
Monitoring Procedure:	• DIBELS MOY and EOY screening and progress monitoring • KRA / PELI data • Intercycle data meetings - 2x/year • KCKLA Unit Assessments measuring foundational skills

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



K-2 AREA 2:	Grade 1 and 2
Focus Area Goal	Increase the percentage of students in grades 1-2 who meet or exceed the grade -level benchmarks in Word Reading (WR) as measured by DIBELS assessments.
Root Cause(s):	- Why? Students struggle in the area of decoding and phonemic awareness, therefore they also struggle in the area of Word Reading (WR) - Why? Decoding and phonemic awareness are prerequisite skills to reading words with fluency - Why? Phonics, phonemic awareness, and sight word skills are not yet fully mastered for all students, resulting in students who struggle reading whole words - Why? Instruction is often interrupted due to behaviors, therapies, and absences - Why? Irregular student attendance results in missing key CKLA lessons and tiered interventions
Focus Early Literacy Component:	Fluency
Barriers:	- Chronic absenteeism - Limited review time for targeted phonics instruction - Variability in teacher experience

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

Needed Resources:	• Family engagement resources targeting attendance • Family engagement resources targeting the importance of early learning in the area of Reading
Strategies and/or evidence-based interventions:	• Implement systematic daily phonics instruction using CKLA • Provide tiered interventions for below benchmark students using Orton-Gillingham • Conduct biweekly progress monitoring and adjust groups based on data • Monthly/weekly collaborative planning will be held with the district literacy coach to review integrity of instructional programs and pacing, analyze classroom-level data, and co-plan lessons • Data meetings held to discuss intervention groups and adjust instruction based on student, group, or class needs.
How will it be funded?	• Instructional Funds
Steps towards full implementation with timeline:	• Daily - Tiered reading interventions provided by reading interventionist and classroom teachers • Biweekly - Progress monitoring and communication with reading intervention teacher • Monthly/weekly - Collaborative planning with district literacy coach
Monitoring Procedure:	• DIBELS MOY and EOY screening and progress monitoring • 1-2 CKLA Unit Assessments measuring word reading

VII. ACADEMIC PROGRESS

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

A. ENGLISH LANGUAGE ART

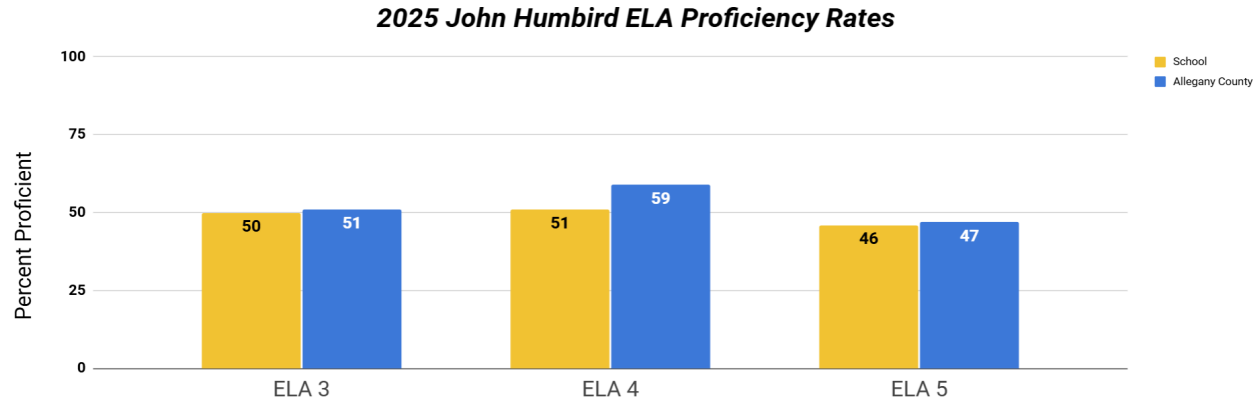
Long Term Goal: To prepare 100% of students to be college and career ready by graduation, to reduce the 2017 nonpass rate by 50% by the year 2030.

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)

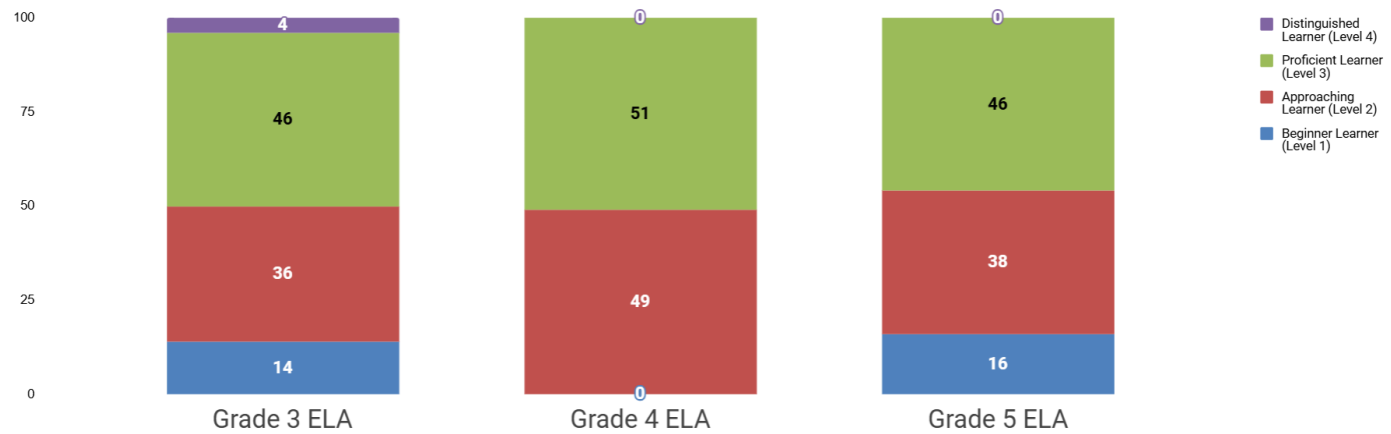
2025 ELA Report Card Results		
	2024	2025
ELA Proficiency out of 5	2	2.50
ELA Average levels out of 5	2.9	3.02
ELA Growth out of 12.5	7	7.00
Total ELA Report Card Points out of 22.5	11.9	12.52

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



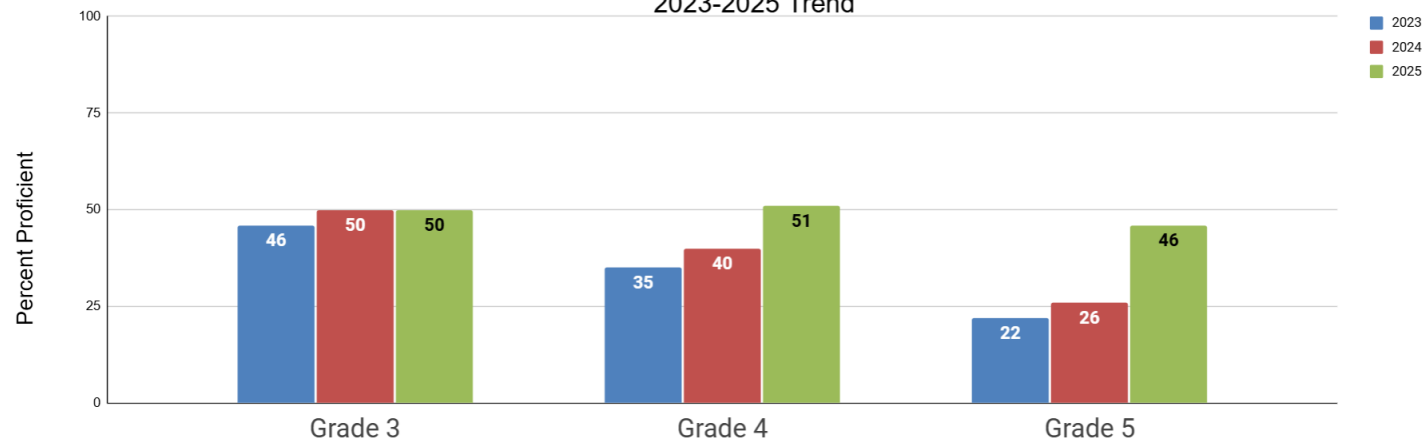
Allegany County Public Schools
2025-2026 School Improvement Plan for Title I Schools

2025 John Humbird MCAP ELA Proficiency Levels



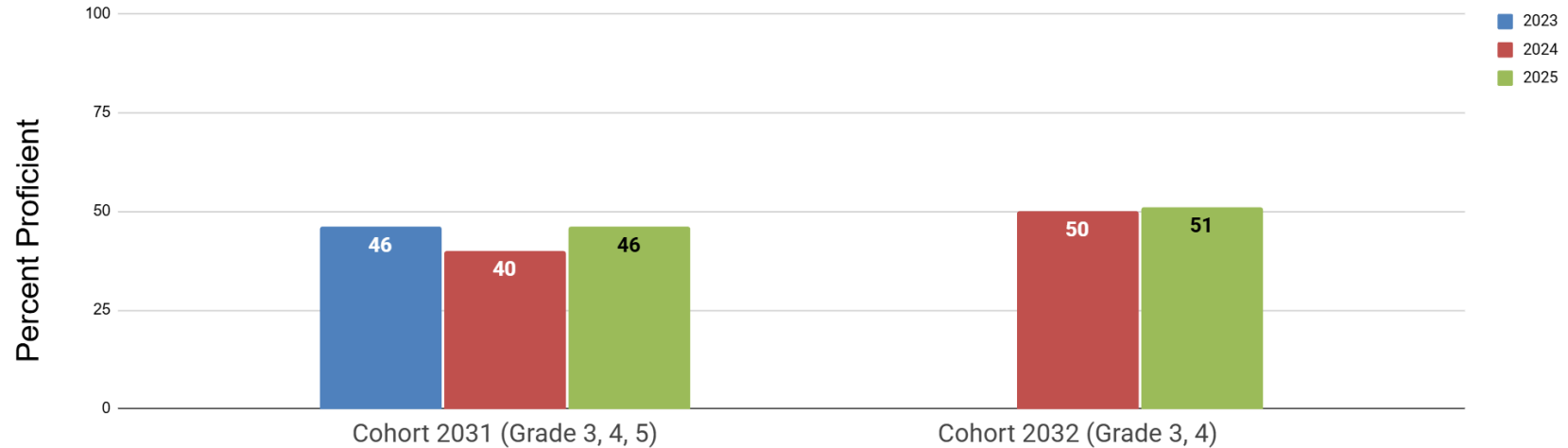
ELA John Humbird Proficiency Rate

2023-2025 Trend



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

ELA John Humbird Cohort Proficiency Growth



2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Grade 5 ELA proficiency
Focus Area Goal	According to Spring MCAP 2025 data, Grade 5 showed a 20% increase, but still fell below state and county ELA proficiency rates. The focus area will be all grade 5 students to show an increase of ELA proficiency by 10% from 46% to 56% proficient.
Root Cause(s):	Grade 5 students' performance on MCAP ELA shows a need for improvement. Why? Poor attendance rates Why? Missed instruction in core reading skills Why? Lack of targeted lesson focus during small group instruction Why? Lack of foundational reading skills inhibited comprehension including vocabulary

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

	comprehension Why? Lack of complex reading comprehension skills including comparing and contrasting
Focus Content Standard(s):	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. W.5.1 Opinion writing- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.2 Explanatory /Informative writing- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.3 Narrative writing- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Barriers:	● Attendance ● Transient student population in and out of the county ● Lack of print materials in the home environment ● Insufficient family engagement participation to highlight grade level expectations

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

Needed Resources:	Attendance incentives
Strategies and/or evidence-based interventions:	● Provide opportunities for students to engage in written tasks on a weekly basis ● Incorporate small group instruction each day to support students in learning and mastering reading and writing skills based on unit instruction and identified skill deficits. ● Writing conferences with meaningful feedback on Edcite and end of unit writing tasks using the MCAP rubrics provided to students. ● Fluency practice daily and feedback from teacher and peers weekly ● Consistently incorporate structures that require students to respond to text dependent and inference-based questions. Hold students accountable for going back into the text to locate answers and/or evidence to support clear and detailed responses. ● Special education students have access to sentence starters to help generate oral and written responses. For example, anchor charts, reference sheets, or teacher generated oral examples. ● Utilize a system of universal screening, data analysis, and collaborative planning to provide targeted Tier 2 and Tier 3 reading interventions for identified students. Incorporate progress monitoring to measure growth. ● Monitor student attendance and implement early interventions with students and parents to develop a plan for improvement.
How will it be funded?	Title I, Part A: Additional materials of instruction to support core reading, math, and social and emotional learning activities in grades K-5 (14 teachers x \$2,000.00 = \$28,000.00) and supplies to create materials of instruction for students in workshops (cardstock, paper, markers, envelopes, laminating film, etc. @ \$1,000.00).
Steps towards full implementation with timeline:	Weekly: Planning with literacy coach. Bi-Weekly: MCAP tasks completed bi-weekly. District literacy coach will model applying the rubric to writing pieces and select anchor papers. Students will have an opportunity to modify their writing tasks. Monthly: The literacy coach will provide monthly writing tasks using EDCITE assessments and/or

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

	CKLA materials Ongoing: The literacy lab structure targets reading deficits in identified students and provides enrichment opportunities for targeted students. Ongoing: Writing studio will be utilized. Ongoing: District Literacy Vision and Strategy will be introduced to staff. Learning walks and professional development opportunities will be aligned throughout the remainder of the year.
Monitoring Procedure:	Attendance - monitor days present, tardy, absent Weekly student conferences providing meaningful feedback Collaborative planning with targeted grade band teachers Collaborative planning meetings including range finding and collaborative scoring Formative Assessments - consistent use to form small groups and remediate Tutoring before and after school hours After School Program

ELA FOCUS AREA 2:	Grade 3-5 Written Expression and Conventions
Focus Area Goal	The focus area goal is for students in grades 3-5 to strengthen their understanding of the writing process and improve their understanding of language conventions. Students will develop skills in written expression, grammar, and clarity as they engage in writing tasks connected to the CKLA curriculum. Teachers in grades 3-5 will use Writing Studio to provide explicit, step-by-step instruction that supports literacy and prepares students for college and career readiness. Grade 3: Conventions proficiency will increase from 54% to 64% (above state average) and Written Expression proficiency will maintain or increase at 57% (above state average). Grade 4: Conventions proficiency will maintain or increase from 76% (above state average) and Written Expression proficiency will maintain or increase from 60% (above state average).

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

	Grade 5: Conventions proficiency will maintain or increase from 62% (above state average) and Written Expression proficiency will maintain or increase from 57% (above state average).
Root Cause(s):	Students' performance on MCAP writing shows a need for improvement in both written expression and conventions. Why? Poor attendance rates Why? Missed instruction and classroom discourse that increase background knowledge in writing due to poor attendance Why? Students have not built stamina for writing tasks Why? Students fail to see the importance and/or commitment to produce quality writing Why? Lack of application of foundational skills in writing due to missed instruction
Focus Content Standard(s):	L3.1, L3.2, L3.3, L4.1, 4.2, L4.3, L5.1, L5.2, L5.3 Writing Conventions- • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use knowledge of language and its conventions when writing, speaking, reading, or listening. W3.1, W4.1, W5.1 Opinion writing- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W3.2, W4.2, W5.2 Explanatory /Informative writing- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W3.3, W4.3, W5.3 Narrative writing- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.10, W4.10, W5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific

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

	tasks, purposes, and audience
Barriers:	● Attendance ● Transient student population in and out of the county ● Insufficient time spent on writing foundational skills and building stamina and typing skills ● Insufficient family engagement participation to highlight grade level expectations
Needed Resources:	CKLA activity book, Edcite written responses, graphic organizers, and Writing Studio
Strategies and/or evidence-based interventions:	● Incorporate small group instruction 4-5 days per week to support students in learning and mastering reading and writing skills based on unit instruction, grammar and morphology portions of EDCITE assessments and identified skill deficits. ● At the end of unit assessments, hold writing conferences with students using their Edcite written response and anchor papers to provide meaningful feedback to students. ● More intentional peer collaboration and discourse during the writing instructional time of CKLA with teacher feedback. ● Special education students will be provided guided practice with feedback. ● Utilize a system of universal screening, data analysis, and collaborative planning to provide targeted Tier 2 and Tier 3 reading interventions for identified students. Incorporate progress monitoring to measure growth. ● Utilize graphic organizers with scaffolding to support special education students. ● Utilization of Writing Studio in grades 3-5. ● Utilization of Typing Club by Media Specialist and supported by classroom teachers in grades 2-5. ● Monitor student attendance and implement early interventions with students and parents to develop a plan for improvement.
How will it be funded?	Title I, Part A: Additional materials of instruction to support core reading, math, and social and emotional learning activities in grades K-5 (14 teachers x \$2,000.00 = \$28,000.00) and supplies to create materials of instruction for students in workshops (cardstock, paper, markers, envelopes,

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

	laminating film, etc. @ \$1,000.00).
Steps towards full implementation with timeline:	Ongoing: Writing Studio will be utilized. Ongoing: The literacy lab structure targets reading deficits in identified students and provides enrichment opportunities for targeted students. Ongoing: District Literacy Vision and Strategy will be introduced to staff. Learning walks and professional development opportunities will be aligned throughout the year. Ongoing: Writing tasks will be collected and scored collaboratively in collaborative planning meetings. Monthly: Collaborative planning meetings to discuss reading and writing instruction Ongoing: MCAP aligned tasks in grades 3-5 that Literacy Coach shares and will follow up with discussion
Monitoring Procedure:	Student conferences providing meaningful feedback Collaborative planning meetings including range finding and collaborative scoring Learning Walks Formative Assessments - consistent use to form small groups and remediate Tutoring before and after school After School Program

B. MATHEMATICS

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

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

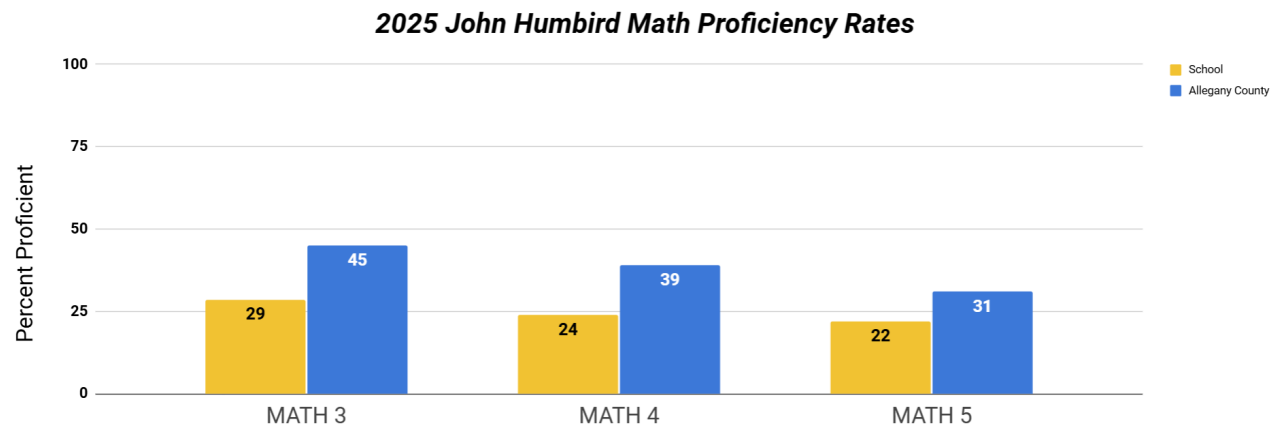
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Math Report Card Results

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

	2024	2025
Math Proficiency out of 5	1.3	1.22
Math Average levels out of 5	2.6	2.56
Math Growth out of 12.5	5.5	8.00
Total Math Report Card Points out of 22.5	9.4	11.78

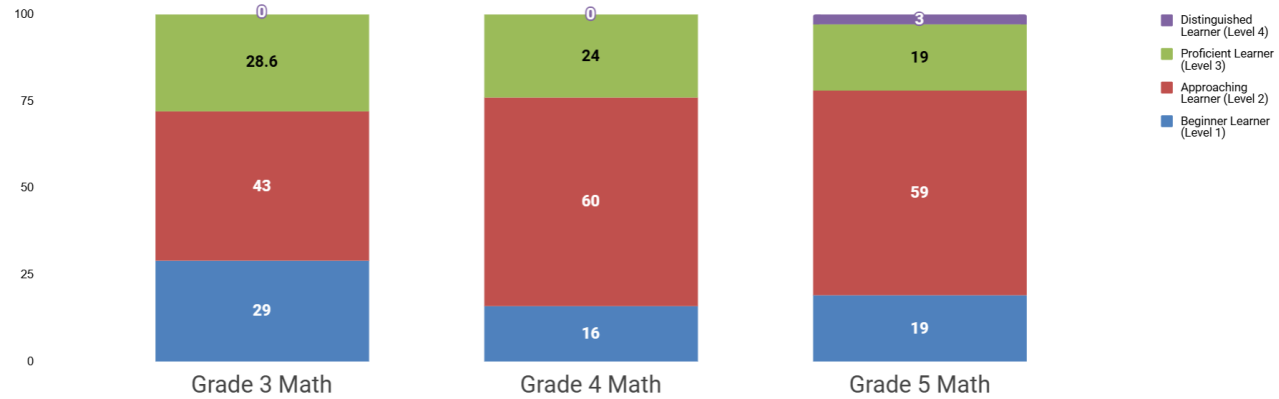
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph



Allegany County Public Schools

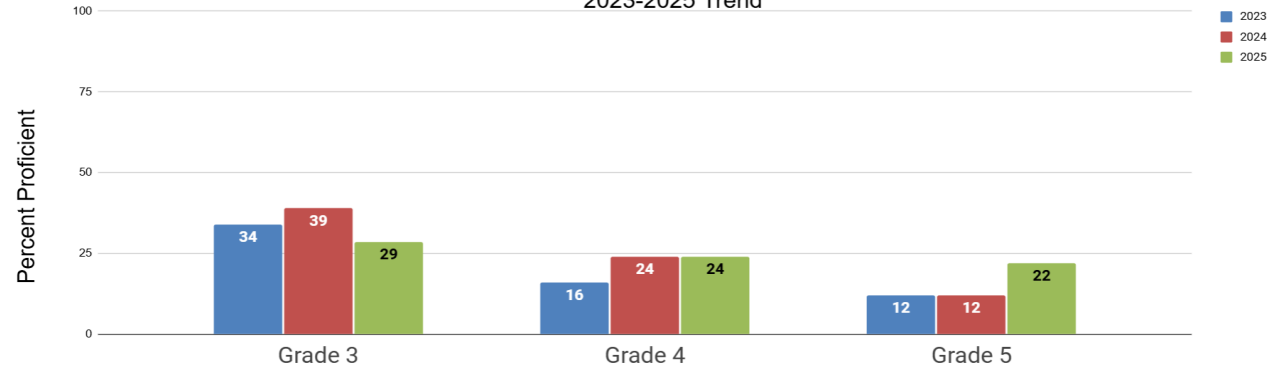
2025-2026 School Improvement Plan for Title I Schools

2025 John Humbird MCAP MATH Proficiency Levels



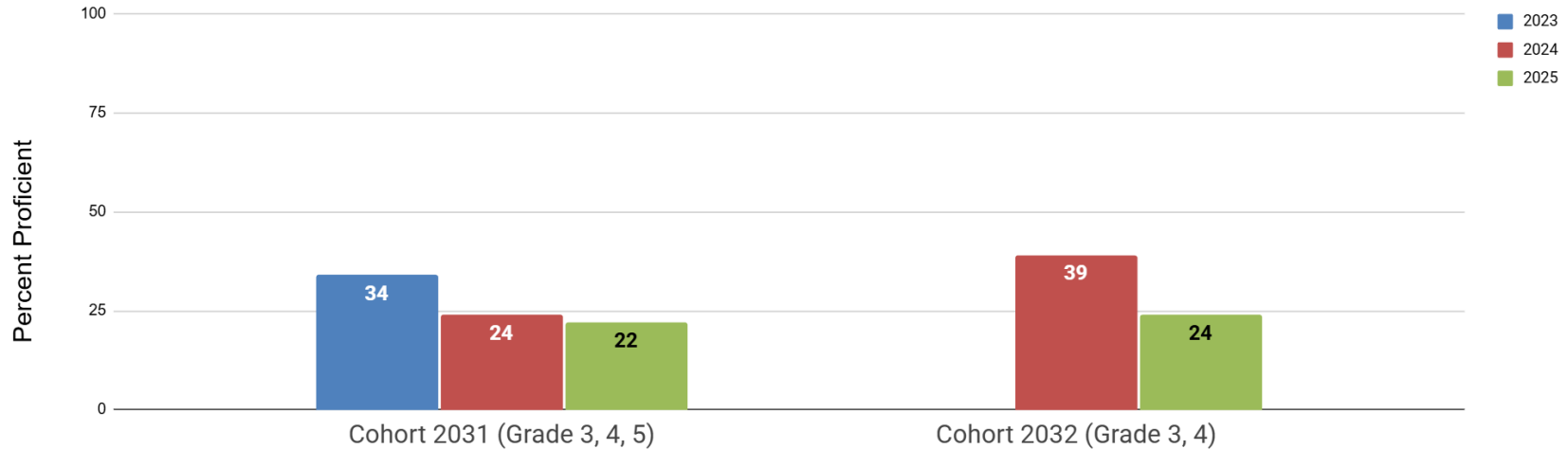
Math John Humbird Proficiency Rate

2023-2025 Trend



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

Math John Humbird Cohort Proficiency Growth



MATH FOCUS AREA 1:	Grade 3, 4, and 5 special education
Focus Area Goal	Our goal will be for grade 3, 4, and 5 special education to show an increase in math proficiency by 10% on the 2026 MCAP Math assessment. In 2025, 3rd grade had 0% of current special education students that were proficient. 4th grade had 23% of special education students that were proficient. 5th grade had 0% of special education students that were proficient.
Root Cause(s):	Math performance on MCAP Mathematics shows a need for improvement at each grade level and across cohorts. Why? Students struggle with engagement, accountability, and perseverance.

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

	Why? Students lack confidence with increased levels of math difficulty. Why? Students struggle with foundational math skills and number sense. Why? Students irregular attendance results in missing key math instruction. Why? Students lack a systematic math intervention program.
Focus Content Standard(s):	Grade 3 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers 3.OA.C7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 3.NF3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. 4.NF.A-C6 CCSS.Math.Content.4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ 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.NBT 1-2 CCSS.Math.Content.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. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i> 4 MD.C.7CCSS.Math.Content.4.MD.C.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

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

	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. 5.NBT.B7 CCSS.Math.Content.5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 5.NF.B.6 CCSS.Math.Content.5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. 5.OA..B.3 Read, write, and compare decimals to thousandths.
Barriers:	● Attendance
Needed Resources:	Attendance incentives, growth mindset activities / lessons, rewards for passing math lessons on individual pathways, and MCAP testing incentives and rewards, Multiple examples of multiple choice and written content tasks
Strategies and/or evidence-based interventions:	● Co-planning with general and special education teachers to discuss goals, modifications, and assessments. ● Utilize differentiated small groups, number talks, and or spiral reviews daily. ● iReady pathways and pass rates will be monitored and discussed. ● Teachers utilize the 3 Reads in math classrooms. ● Small group instruction for MCAP practice and review with a math coach. ● School counselor and mental health counselor to form small groups focusing on Toolbox

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

	strategies and growth mindset. • Students will be offered the opportunity to participate in afterschool tutoring and the after school program. Peer tutoring as needed. • Daily math songs to promote skip-counting. • Vertical math team planning (meet monthly w/ 1 representative from each grade level).
How will it be funded?	Title I, Part A: Additional materials of instruction to support core reading, math, and social and emotional learning activities in grades K-5 (14 teachers x \$2,000.00 = \$28,000.00) and supplies to create materials of instruction for students in workshops (cardstock, paper, markers, envelopes, laminating film, etc. @ \$1,000.00). Subs for vertical planning for prek-4 through grade 5 teachers to meet 1 day in December and 1 day in February to review data, adjust groupings, address gaps, discuss progressions, align standards, and plan lessons. (\$125 per sub x 2 days x 4 teachers = \$1,000.00.)
Steps towards full implementation with timeline:	Weekly: Math coach is in classrooms and assisting with small groups. Also, modeling math lessons, number talks, and strategies. Weekly: Targeted students are discussed at weekly Pupil Service Team Meetings to develop strategies for students and families. Weekly: Team planning to plan/create lessons and MCAP practice tasks Ongoing: Teachers participate in school specific PD supporting special education initiatives, district PD and data meetings. Ongoing: Grade level parent days/nights to encourage involvement, share grade level expectations, and improve student accountability. Monthly: Vertical team meeting to discuss task score, misconceptions, strengths, and weaknesses. Monthly: Administrative /math coach walkthroughs January: start MCAP practice and spiral review with math coach and classroom teachers.
Monitoring Procedure:	i-Ready diagnostics 3 times a year Monitor student pathways-time on task and passed lesson rates Attendance - monitor days present, tardy, absent

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

	Formative Assessments - consistent use to form small groups and remediation Tutoring before and after school hours After School Program Monitoring SLO data
MATH FOCUS AREA 2:	The content category on the MCAP reporting category roster sheet.
Focus Area Goal	The goal is to increase proficiency rates in grades 3, 4, and 5 by 10% in the content category, which is a scored area. In 2025 Grade 3 scored 29% proficient in the content category. Grade 4 scored 35% proficient in the content category. Grade 5 students scored 22% proficient in the content category. This is based on MCAP 2025 Math Roster Reports that showed an achievement gap between our school, the county, and the state averages.
Root Cause(s):	Why? Students are guessing at the questions Why? They give up and shut down without persevering Why? Students lack the skills needed to understand, solve, and explain thinking Why? They do not comprehend the vocabulary and steps needed to analyze the question Why? Students do not show their understanding of problem solving.
Focus Content Standard(s):	Grade 3 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers 3.OA.C7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 3.NF3a

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

	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. 4.NF.A-C6 CCSS.Math.Content.4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ 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.NBT 1-2 CCSS.Math.Content.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. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i> 4 MD.C.7 CCSS.Math.Content.4.MD.C.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. 5.NBT.B7 CCSS.Math.Content.5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 5.NF.B.6 CCSS.Math.Content.5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. 5.OA..B.3
--	--

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

	Read, write, and compare decimals to thousandths.
Barriers:	● Attendance ● Reading comprehension ● Students lack organization, skill of showing thinking on paper before answering questions, and lack ability to apply computational skills
Needed Resources:	Multiple examples of multiple choice and written content tasks, MCAP on-line practice tests, access to more fluency programs
Strategies and/or evidence-based interventions:	● Provide direct, explicit, and systematic math instruction using a gradual release of responsibility from teacher to student. ● Teachers utilize the 3 Reads in math classrooms. ● Targeted small group instruction to focus on content standards. ● Utilize differentiated small groups, number talks, and or spiral reviews daily. ● Daily math songs on announcements to practice skip-counting. ● Vertical team monthly meetings to focus on strengths, weaknesses and math tasks. ● Same terminology and routines utilized throughout the school. ● Lunch time/morning tutoring ● Concrete models for computational purposes (CRA model moving to representation)
How will it be funded?	Title I, Part A: Additional materials of instruction to support core reading, math, and social and emotional learning activities in grades K-5 (14 teachers x \$2,000.00 = \$28,000.00) and supplies to create materials of instruction for students in workshops (cardstock, paper, markers, envelopes, laminating film, etc. @ \$1,000.00). Subs for vertical planning for prek-4 through grade 5 teachers to meet 1 day in December and 1 day in February to review data, adjust groupings, address gaps, discuss progressions, align standards, and plan lessons. (\$125 per sub x 2 days x 4 teachers = \$1,000.00.)
Steps towards full implementation with timeline:	Weekly: Math coach is in classrooms and assisting with small groups. Also, modeling math lessons, number talks, and strategies. Modeling top responses, anchor sets, and slowing transitioning from

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

	paper/pencil to typed responses. Weekly: Team planning to create/organize lessons and tasks. Collaborative planning with special education and general education teachers. Monthly: Vertical team meeting to discuss task scores, misconceptions, strengths, and weaknesses. Monthly: Administrative/math coach walkthroughs.
Monitoring Procedure:	Monthly team meetings to analyze task scores Monitoring SLO data i-Ready diagnostic three times a year Monitor student pathways-time on task and passed lesson rates

C. SCIENCE

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

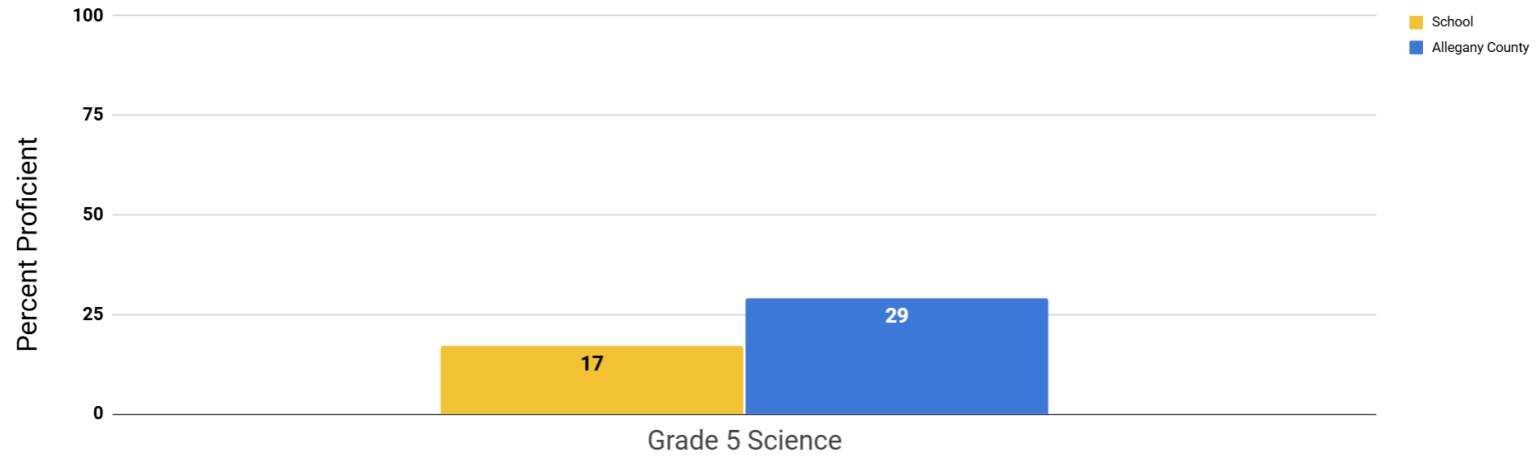
Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 5	.9	.3	.88

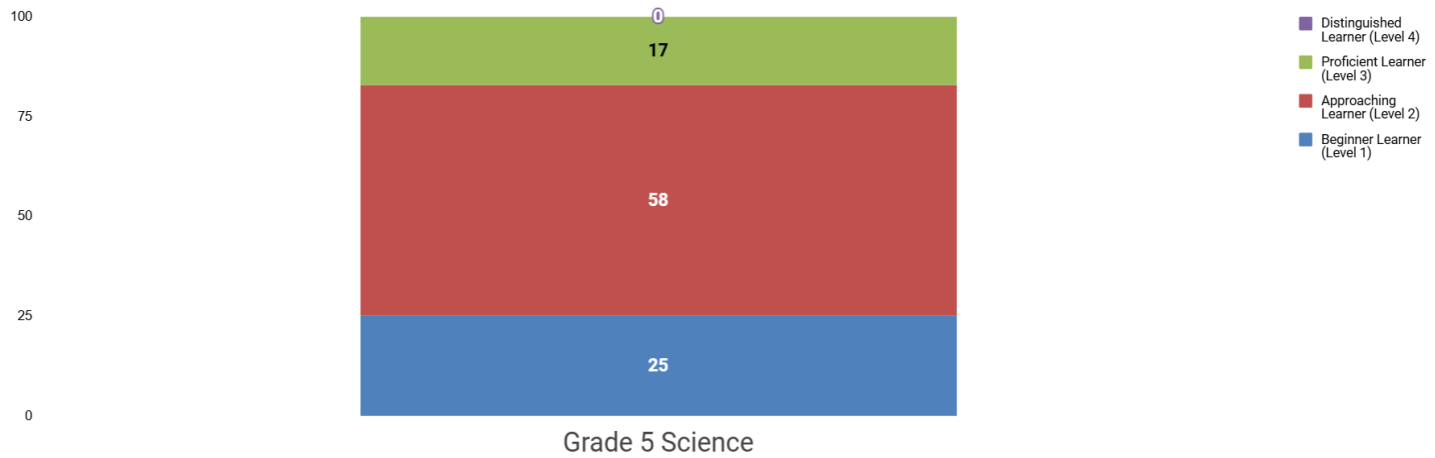
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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

2025 John Humbird Science Proficiency Rates

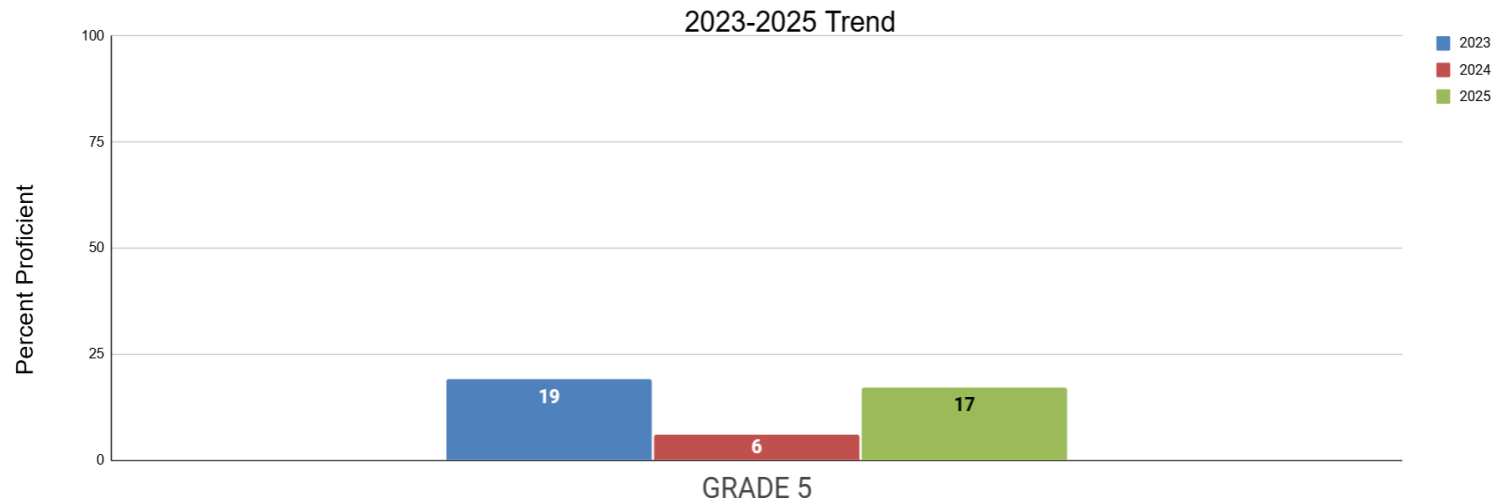


2025 John Humbird MCAP Science Proficiency Levels



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

John Humbird Science Proficiency Rate



FOCUS AREA 1:	Grades 4 and 5 Earth and Space Science
Focus Area Goal	Our goal is to increase the proficiency rate of students in grade 5 science by 12%, from 17% to 29% proficient in 2026. John Humbird scored below the state proficiency level by 18% and below the county proficiency level by 17%. Additionally, students scored below the county and state on the majority of Earth and Space Science standards. Students will increase the proficiency rate in the area of Earth and Space Science and close the gap between John Humbird and the county and state.
Root Cause(s):	Why? Less instructional time is spent on Science than other content areas Why? ELA and Math are prioritized, leaving less time for in-depth science instruction. Why? Limited instructional time in the area of science leads to less time for hands-on investigations. Why? Evidence statement analysis indicates that students need improvement in Earth and Space Sciences Why? Students scored below the county and state on half of Earth and Space Science standard test

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

	items.
Focus Content Standard(s):	4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. 5-ESS1-1. Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth. 5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. 5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
Barriers:	● Attendance ● Less instructional time spend on science content area ● Lack of guidance in the content area of science ● Tested content is from grades 3 and 4 as well as grade 5
Needed Resources:	Vertical planning time, grade-level science planning time, Discovery Ed professional development, NGSS professional development for inexperienced teachers, MISA practice assessment
Strategies and/or evidence-based interventions:	● Departmentalize science units within grade levels to allow for mastery of content ● Vertical alignment of grade 5 Earth Space Science bundle by classroom teachers ● Additional hands-on science lessons
How will it be funded?	Title I Concentration of Poverty Grant Instructional Funds from the Board of Education
Steps towards full implementation with timeline:	BOY: Meet as a grade level and select units for classroom teachers to specialize in BOY: Plan for instruction using NGSS standards

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

	MP1: Disaggregation of MISA Data, grade level planning and vertical alignment of science standards MP2: Meet with grade level teams to co-plan and develop lessons, spiral review of grade 3 and 4 science standards MP3: MISA test prep, complete practice tests, additional planning with grade levels and vertical teams MP4: Reflection with classroom teachers/special education teachers, team planning
Monitoring Procedure:	Formative and summative assessment throughout the year

FOCUS AREA 2:	Grade 3 and 5 Life Science
Focus Area Goal	Our goal is to increase the proficiency rate of students in grade 5 science by 12%, from 17% to 29% proficient in 2025. John Humbird scored below the state proficiency level by 18% and below the county proficiency level by 12 %. Additionally, students scored below the county and state on the majority of Grade 3 Life Science standards. Students will increase the proficiency rate in the areas of Grade 3 and 5 Life Science.
Root Cause(s):	Why? Less instructional time is spent on Science than other content areas Why? ELA and Math are prioritized, leaving less time for in-depth science instruction. Why? Limited instructional time in the area of science leads to less time for hands-on investigations. Why? Evidence statement analysis indicates that students need improvement in Life Science. Why? Students scored below the county and state on Life Science standard test items.
Focus Content Standard(s):	3-LS2-1. Construct an argument that some animals form groups that help members survive. 3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. 3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 3-LS4-2 Use evidence to construct an explanation for how the variations in the characteristics among

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

	individuals of the same species may provide advantages in surviving, finding mates, and reproducing 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 3-LS4 -4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment
Barriers:	● Attendance ● Less instructional time spend on science content area ● Lack of guidance in the content area of science ● Tested content is from grades 3 and 4 as well as grade 5
Needed Resources:	Vertical planning time, grade-level science planning time, Discovery Ed professional development, NGSS professional development for inexperienced teachers
Strategies and/or evidence-based interventions:	● Review grades 3 and 4 Life Science standards in grade 5 ● Departmentalize science units within grade levels to allow for mastery of content ● Vertical science planning time in grades 3, 4, 5 ● Additional hands-on science lessons ● Schoolwide Science Expo focused on the Life Science standards
How will it be funded?	Title I will fund substitute teachers in order for grades 3-5 teachers to plan for pre-MISA and MCAP prep lessons. Concentration of Poverty Grant Instructional Funds from the Board of Education
Steps towards full implementation with timeline:	BOY: Meet as a grade level and select units for classroom teachers to specialize in BOY: Plan for instruction using NGSS standards MP1: Disaggregation of MISA Data, grade level planning and vertical alignment of science standards

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

	MP2: Meet with grade level teams to co-plan and develop lessons, spiral review of grade 3 and 4 science standards MP3: Schoolwide Science Expo, MISA test prep, complete practice tests, additional planning with grade levels and vertical teams MP4: Reflection with classroom teachers/special education teachers, team planning
Monitoring Procedure:	Formative and summative assessment throughout the year

FOCUS AREA 3:	Grade 4 and 5 Physical Science
Focus Area Goal	Our goal is to increase the proficiency rate of students in grade 5 science by 12%, from 17% to 29% proficient in 2026. John Humbird scored below the state proficiency level by 18% and below the county proficiency level by 12 %. Additionally, students scored below the county and state on the majority of Grade 3 Physical Science standards. Students will increase the proficiency rate in the area of Grade 3 Physical Science.
Root Cause(s):	Why? Less instructional time is spent on Science than other content areas Why? ELA and Math are prioritized, leaving less time for in-depth science instruction. Why? Limited instructional time in the area of science leads to less time for hands-on investigations. Why? Evidence statement analysis indicates that students need improvement in the area of Grade 5 Physical Science Why? Grade 5 students scored below the county and state averages on the majority of Grade 5 Physical Science standards
Focus Content Standard(s):	4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

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

	5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
Barriers:	● Attendance ● Less instructional time spend on science content area ● Lack of guidance in the content area of science ● Tested content is from grades 3 and 4 as well as grade 5
Needed Resources:	Vertical planning time, grade-level science planning time, Discovery Ed professional development, NGSS professional development for inexperienced teachers
Strategies and/or evidence-based interventions:	● Review grades 3 and 4 Physical Science standards in grades 4 and 5 ● Departmentalize science units within grade levels to allow for mastery of content ● Vertical science planning time in grades 3, 4, 5 ● Additional hands-on science lessons
How will it be funded?	Title I will fund substitute teachers in order for grades 3-5 teachers to plan for pre-MISA and MCAP prep lessons. Concentration of Poverty Grant Instructional Funds from the Board of Education
Steps towards full implementation with timeline:	BOY: Meet as a grade level and select units for classroom teachers to specialize in BOY: Plan for instruction using NGSS standards MP1: Disaggregation of MISA Data, grade level planning and vertical alignment of science standards MP2: Meet with grade level teams to co-plan and develop lessons, spiral review of grade 3 and 4 science standards MP3: MISA test prep, complete practice tests, additional planning with grade levels and vertical teams MP4: Reflection with classroom teachers/special education teachers, team planning
Monitoring Procedure:	Formative and summative assessment throughout the year

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

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

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

- 9. Emotional Safety
- 10. Substance Abuse

2025 Educator Survey Results		
	2024	2025
School's Educator Score	9.0	9.0
ACPS All Educator Score	7.20	8.20

<i>Staff Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Relationships Topic: Student-Student Relationships Avg. Score: 7.14
Topic Description:	The topic of Student Relationships describes the degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another
Strategies:: What steps will be taken in order to obtain the desired outcome..	● Social Emotional Coach peer remediation ● Tool Box ● Targeted social groups ● Second Step ● Project Yes, Jr. ● Restorative practices
Initiative leader and team: Who is responsible and involved in the work?	PBIS team, Social and Emotional coach, Mental Health Counselor, School Counselor

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

Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Project Yes, Jr. lunch groups (weekly) - SEC ● Social Groups: morning meetings, lunch/recess meetings (daily/weekly) - guidance and mental health counselor, SEC ● Toolbox training with students: classroom guidance lessons (weekly) with school counselor ● PBIS expectations of school wide rules - classroom teacher (daily) ● Second step: social groups (weekly) - guidance counselor, SEC ● Restorative practices - classroom teachers, mental health staff (daily)
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Continued increase of score in the Domain of Relationships and Topic of Student - Student Relationships on the 2026 Maryland Educator Survey. The number of referrals reflecting student conflict will continue to decrease.
Timeline: Include dates for implementation of action steps.	Beginning of the year implementation and throughout the school year as needed Begin implementation August 2025 ● PBIS expectations - August 2025 - EOY daily throughout the school year ● Project Yes, JR. - October 2025 identify students - EOY (meet weekly) ● Social Groups - Identified through SRSS screener in November, realign groups at MOY/EOY SRSS administration or as needed. Meet weekly as needed. ● Toolbox Student and Parent Training - August - EOY (weekly) ● Second Step - BOY - EOY weekly social groups ● Restorative Practices - BOY - EOY as needed
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Safety Topic: Substance Abuse Average Score: 7.69
Topic Description:	The topic of Substance Abuse describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies:: What steps will be taken in order to obtain the desired outcome..	● Students participate in the DARE program ● Health Department vaping lessons

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

	• Social and Emotional groups • Second Step lessons targeting peer pressure
Initiative leader and team: Who is responsible and involved in the work?	Mike Wagus, SSE, Office Beck, SRO, health department staff, social and emotional coach, school counselor, mental health counselor, social-emotional coach
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• DARE program: Officer Beck, SRO, 2 week DARE prevention curriculum to teach students good decision making skills • Health Department vaping lessons: Health Department staff provides vape prevention curriculum for several days • Social and Emotional Groups: School counselor, mental health counselor, Mike Wagus (SSE), students grouped based upon results of SRSS and PST referrals to target area of need using lessons planned by school counselor/mental health counselor • Second Step lessons: School counselor and social-emotional coach to teach second step lessons targeting peer pressure and decision making based on SRSS data, PST referrals, and teacher concerns
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Increase in the Domain of Safety and the <i>Topic of Substance Abuse</i> on the 2025 Maryland Educator Survey.
Timeline: Include dates for implementation of action steps.	• DARE - Fall 2025 • Vape Curriculum - Spring 2026 • Social/Emotional Groups - BOY-EOY • Second Step - BOY-EOY

2025 Student Survey Results		
	2024	2025

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

School's Student Score	6.7	5.24
ACPS Elementary Student Score	7.06	7.09
ACPS All Student Score	5.70	5.95

<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score out of 10	Domain: Safety Topic: Physical Safety Average Score: 1.11
Topic Description:	The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	● Social Emotional Coach peer remediation ● Tool Box ● Targeted social groups ● Second Step ● Project Yes, Jr. ● Restorative practices
Initiative leader and team: Who is responsible and involved in the work?	PBIS team, Social and Emotional coach, Mental Health Counselor, School Counselor

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

Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Project Yes, Jr. lunch groups (weekly) - SEC ● Social Groups: morning meetings, lunch/recess meetings (daily/weekly) - guidance and mental health counselor, SEC ● Toolbox training with students: classroom guidance lessons (weekly) with school counselor ● PBIS expectations of school wide rules - classroom teacher (daily) ● Second step: social groups (weekly) - guidance counselor, SEC ● Restorative practices - classroom teachers, mental health staff (daily)
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Increase in score in Domain of Safety and <i>Topic of Physical Safety</i> on the 2026 Maryland Student Survey. The number of referrals reflecting student conflict will continue to decrease.
Timeline: Include dates for implementation of action steps.	● PBIS expectations - August 2025 - EOY daily throughout the school year ● Project Yes, JR. - October 2025 identify students - EOY (meet weekly) ● Social Groups - Identified through SRSS screener in November, realign groups at MOY/EOY SRSS administration or as needed. Meet weekly as needed. ● Toolbox Student and Parent Training - August - EOY (weekly) ● Second Step - BOY - EOY weekly social groups ● Restorative Practices - BOY - EOY as needed
Secondary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Bullying Average Score: 2.31
Topic Description:	The bullying topic describes the degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	● Social Emotional Coach peer remediation ● Tool Box ● Targeted social groups ● Second Step

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

	● Project Yes, Jr. ● Restorative practices
Initiative leader and team: Who is responsible and involved in the work?	PBIS team, Social and Emotional coach, Mental Health Counselor, School Counselor
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Project Yes, Jr. lunch groups (weekly) - SEC ● Social Groups: morning meetings, lunch/recess meetings (daily/weekly) - guidance and mental health counselor, SEC ● Toolbox training with students: classroom guidance lessons (weekly) with school counselor ● PBIS expectations of school wide rules - classroom teacher (daily) ● Second step: social groups (weekly) - guidance counselor, SEC ● Restorative practices - classroom teachers, mental health staff (daily) ● Guidance lessons focusing specifically on bullying and online safety - guidance counselor
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Increase in score in Domain of Safety and <i>Topic of Bullying</i> on the 2026 Maryland Student Survey. The number of referrals reflecting student conflict will continue to decrease.
Timeline: Include dates for implementation of action steps.	● PBIS expectations - August 2025 - EOY daily throughout the school year ● Project Yes, JR. - October 2025 identify students - EOY (meet weekly) ● Social Groups - Identified through SRSS screener in November, realign groups at MOY/EOY SRSS administration or as needed. Meet weekly as needed. ● Toolbox Student and Parent Training - August - EOY (weekly) ● Second Step - BOY - EOY weekly social groups ● Restorative Practices - BOY - EOY as needed ● Guidance lessons focusing specifically on bullying and online safety - Embedded in guidance and technology lessons throughout the year

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

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.

- Additional materials of instruction (books, cardstock, markers, chart paper, etc.) to support the use of the 12 Tools for self-regulation. (Funded by Title I)
- PBIS team shares monthly meeting information with grade level teams and staff
- Check in Check out fully implemented and data shows majority of students in the intervention had a decrease of problem behaviors and reached goal
- Booster incentives in between PBIS incentives planned
- Grade levels have adopted incentives for students to work towards a goal
- Teachers make phone calls home for attendance in addition to the board of education generated daily call

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

- Character trait recognition program, safety patrol, student of the week, resource class of the week
- Bus of the week or bus student of the week - we would like to implement this due to the increase number of bus issues / referrals
- Bulldog bucks and incentive program

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

- Check in check out
- Re-teach the school rules / lessons with the rules
- Modeling
- Social skills groups
- Attendance bulldog bucks

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 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?

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

A Title I Spring meeting was held on Monday, June 2, 2025 from 2:30-3:30 p.m. during which parents and community members participated in providing input towards the development of the plan. In addition, a Title I Spring Parent Interest Survey was given, so that parents had an opportunity to evaluate the effectiveness of last year's plan and give input on the new plan. Also, on Wednesday, August 27, 2025 from 3:30-5:30 p.m. during the school's Back to School Bash, parents were provided information on the school's Title I program and had the opportunity to review and make comments on the School-Parent Compact, the school-level parent and family engagement plan, and the spending of the 1% reservation for parent and family engagement. 80 adults signed in, and 43 completed meeting evaluations which included making comments/suggestions for the plan.

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

Teachers are involved in the development of the School Improvement Plan by providing input during faculty, team, and data meetings, by serving as co-chairs of the SIT, and by working with the administration to create the Title I budget. The principal and assistant principal oversee the creation and implementation of the plan by scheduling and facilitating decision-making meetings and by collaborating with district-level staff such as ACPS literacy and math coaches and the Title I school support specialist. Other staff such as the Community School Coordinator, the Title I Family Engagement Coordinator, and the PBIS chairperson provide input. On October 31, 2025 at Principal's Staff Development day, staff met in small groups and discussed the SIP data, strategies, and resources needed. All members of the school were present to provide input.

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 (Title I funds will be used to pay stipends for teachers to present to parents during after school hours @ \$28.05 rate x 1 hour x 14 teachers = \$392.70).	August 27, 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 reaches out to hard-to-reach parents/families.	Weekly as needed (Monday, Tuesday, Wednesday)
K-5 teachers will be paid stipends to plan and present and for fixed charges for grade level parent sessions (virtual or in-person) to build parental capacity. (Funded by Title I @ \$28.05 rate x 2 hours of presenting x 14 teachers = \$785.40 and \$26.51 rate x 1 hour of planning x 14 teachers = \$371.14.)	Monthly throughout the school year starting in November 2025
Teachers will be paid stipends to plan after school for a schoolwide ELA/Math event which will be held during the regular school day to build parental capacity. (Funded by Title I @ \$26.51 x 1 hour x 15 teachers = \$397.65.)	April 2026
Materials such as books, journals, math manipulatives, games, workbooks, and school supplies will be purchased for parents to use at home with their students following the grade-level and/or schoolwide sessions. (Funded by Title I @ \$415 per event x 6 events = \$2,490.)	Throughout the 2025-2026 school year as planned
Organization crates and paints and brushes to decorate them will be used for parents and students to create home libraries. Title I funds will be used to purchase these materials. Parents will receive training in how to use the crates to organize any books provided by the many resources such as by the school community coordinator, the Raising a Reader events, church book give-aways, and Title I funded literacy events.	TBD
School-Parent Compacts will be used.	Introduced Back to School Night and then reviewed at Parent Conferences in October 2025 and March 2026
The Title I Family Engagement Coordinator will facilitate weekly volunteer workshops.	Wednesdays throughout the 2025-2026 school year

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

Report Cards will be printed for all parents.	All report cards will be printed for the first marking period and then as requested.
Grandparent's Day with an activity, craft, photo and snack will be held.	September 29, 2025
Veteran's Day Assembly will be held.	November 11, 2025
Student of the Month Character recognition assemblies where families are invited to attend.	Every month September - June
Principal's Monthly Newsletter, <i>The Bulldog Buz</i> , the school counselor's <i>John Humbird PBIS Newsletter</i> and the Pre-K Frogstreet newsletters are distributed to all parents.	Monthly
The Title I family engagement coordinator works with volunteers to create prek and kindergarten readiness packets to be provided to parents during spring orientation meetings.	Spring 2026

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)

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

Service	Provider	Explanation of Services
Raising a Reader	ACPS Early Childhood Office	Students in grades Pre-k3, Pre-k4, and kindergarten take home bags with books and activities for the week to foster literacy at home. The books are changed each week.
Community Schools	Concentration of Poverty Grant, Julian Gates, Community School Coordinator	The CoP grant provides wrap-around services to improve educational resources for neighborhoods and schools. The CSC is assigned to the school fulltime and collaborates with other school programs and plans and implements activities such as free haircuts for students, providing clothing, hygiene items, and food for families in need. CoP also funded T-shirts for 5th graders for completing the DARE (Drug Abuse Resistance Education) program and a Literacy Nights.
Flumist & Dental Clinics	Allegany County Health Department	With parental permission, students receive free flumist and teeth cleaning.
ACPS After School Program	John Humbird Teachers	Students are provided educational and nutrition services beyond the regular school day.
ACPS Summer School Program	Site based teachers	Students are provided education and nutrition services in the summer.
Fresh Fruits and Vegetables Program	ACPS Nutrition Office/MSDE Grant	All students in the school receive free, fresh fruit and vegetable snacks.
ACPS before and after school tutoring	ACPS certified teachers	Students are provided educational tutoring

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

		to close the academic gap.
Friday Food Bags	Western Maryland Food Bank through Emmanuel United Methodist Church	Identified students receive bags of food to take home for the weekends.
Outdoor School	5th grade teachers and Assistant Principals Parent Chaperones	All fifth grade students in ACPS have the opportunity to attend a week-long residential outdoor school at the 4-H Center in Garrett County, Maryland.
Mobile Science Lab/Ag Lab	Maryland Agricultural Education Foundation	Students visit an onsite mobile Science lab to participate in hands-on themed lessons such as "Ag Products."
Career Day	School Guidance Counselor	Career Day will take place in the spring of the 25-26 school year. This will provide opportunities for students to explore postsecondary education and the workforce. This will be a school wide event.
Additional Targeted School of Improvement (ATSI)	Board of Education staff, School Administration, and staff	Lowest performing 5% of Title I schools in the state, as determined by the state's accountability system based on factors like student achievement data; the school has a significantly underperforming student group compared to other Title I schools

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

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

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
---------------------------------	-----------------------

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

Professional Learning Title	Title I will fund stipends and fixed charges for additional articulation meetings and preparation time for the articulation meetings for teachers of grades 1-5 during after school hours.
Date(s), Time, and Location	April - May 2026, John Humbird Elementary School
Intended Audience	General Education Teachers of grades 1-5 and Special Education Teachers paired with caseload grade band
Method of Funding	Title I funding will be used to pay stipends for after school hours planning sessions and meetings for teachers of grades 1-5 @ \$768.79. In addition, \$32.40 will be used to provide chart paper, post-it notes, and highlighters.
Changes to occur as a result of Professional Learning	Individual Student Information Forms will be completed prior to the meetings. Class lists and informed groupings will be made.
Knowledge and skills the participant will attain	Grade level teachers will meet with advancing grade level teams to review the Individual Student Information Forms to attain data and inform groupings.
Method to measure implementation of knowledge and skills in the classroom	Student Information Forms, Sign-In Sheet, Class Lists and Groupings/Notes, Meeting Evaluation

Professional Learning 2:	Book Study
Professional Learning Title	<i>The Teacher Clarity Playbook: A HandsOn Guide to Creating Learning Intentions and Success Criteria for Organized Effective Instruction</i> for a Book Study.
Date(s), Time, and Location	TBD (tentatively scheduled for principal PD times and after school stipends)

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

Intended Audience	Teachers of Pre-k4 - Grade 5, ELA and Math Coaches, Literacy Lab teacher, and special education teachers
Method of Funding	ATSI funds
Changes to occur as a result of Professional Learning	Evidence based strategies will be gained and implemented to increase student academic achievement.
Knowledge and skills the participant will attain	Evidence based strategies such as creating learning intentions and success criteria.
Method to measure implementation of knowledge and skills in the classroom	School-level data as determined by the principal. Walk through observations.

XII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
The plan will first be shared with the School Improvement Team (SIT) at which time leadership chairs and grade level teams will have a chance to discuss their plans for implementing their particular roles. Leadership teams will meet to discuss what forms of data they will need to collect and analyze this year. Faculty meetings will be used to share school data. Math and ELA data meetings will review the ELA and Math portion of the plan and monitor data collections. Grade 5 teachers will review the Science section of the plan with the grade 3 teachers. Teachers may access the plan on our school website page once reviewed.

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

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

The plan will be posted on the school web page, and a copy of the plan in its entirety will be available in the school office. The School Improvement Plan was initially shared at the Title I Parent Meeting where the data from the previous year's data was also presented. Activities will be reviewed by leadership team chairpersons at their monthly meetings, which community team members will be invited to attend. Parents on our school improvement team will have the opportunity to review the plan and provide feedback and suggestions. This will be shared by our Title I family school coordinator. Statements will be placed in monthly school newsletters to welcome parents and community members to view and provide feedback to our school improvement plan. Our school improvement plan is available for preview at any time. We have a sign in sheet for parents to sign and provide any feedback or suggestions.

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

The SIT has been divided into reading and math teams. These teams will review the reading and math activities and milestones monthly to assess and update what is in the plan. The PBIS Committee will review the attendance activities and goals monthly. The Pupil Service Team (PST) and Family Support Team (FST) will discuss student discipline and attendance. Family and student needs will also be discussed and a plan in place for support. Data will be monitored and analyzed by the SIT co-chairs and administration. Trend data is analyzed and instructional practices are modified for student needs. Documentation from all meetings will be stored in the Title I binder.

4. How will the administration monitor the plan?

The data will be compiled at grade level team meetings using DIBELS assessment scores, progress monitoring reports, and reading/math/science benchmarks. Writing tasks will be collected, scored, and discussed at grade level meetings. This data will be analyzed by the appropriate grade band teams and reading/math specialists. The final evaluations of this data will be discussed and milestones revised at monthly leadership team meetings, grade level meetings, monthly SIT meetings, and at weekly faculty meetings when relevant. Data will drive individual SLOs and will be analyzed. The data will be used to improve instruction and to differentiate instruction.

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

School Improvement Plan for Title I ATSI School - SIGN OFF SHEET		
Name	Signature	Role
Heather Morgan	<i>Heather M Morgan</i>	Principal
Melissa Moran	<i>Melissa Moran</i>	Assistant Principal
Morgan Cranford	<i>Morgan Cranford</i>	School Counselor/PBIS Chairperson
Krista Farrell	<i>Krista Farrell</i>	Grade 2 Teacher
Wendy Kutcher	<i>Wendy Kutcher</i>	Special Education Facilitator/After School Program Co-Coordinator
Kelly Oyer	<i>Kelly Oyer</i>	Grade 4 Teacher/After School Program Co-Coordinator
Tracy Whetzel	<i>Tracy Whetzel</i>	Title I Instructional Assistant
Michele Deatelhauser	<i>Michele Deatelhauser</i>	ACPS Literacy Coach
Amanda Boone	<i>Amanda Boone</i>	ACPS Math Specialist
Amy Cianelli	<i>Amy Cianelli</i>	Reading Interventionist/SIT Chairperson
Laura Michael	<i>Laura Michael</i>	Title I School Support Specialist
Samantha Moon	<i>Samantha Moon</i>	Title I Family Engagement Coordinator
Katie Knippenberg	<i>Katie Knippenberg</i>	Parent/Family Member
Destyni McRobie	<i>Destyni McRobie</i>	Parent/Family Member
Julian Gates	<i>Julian Gates</i>	Community School Coordinator
Roberta Hammond	<i>Roberta Hammond</i>	Community Member/Emmanuel Bethel United Methodist Church
Alyssa Collins	<i>Alyssa Collins</i>	Parent / Family Member