

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

School: Mount Savage Elementary

Principal: Laura Holland

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I. VISION, MISSION, AND CORE VALUE

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Mission Statement

Students and staff at Mount Savage School will strive to ensure every student has a promising and thriving future.

Vision

With the support of families and the community, Mount Savage School creates enriching and diverse paths leading students toward success. We are committed to upholding an environment that fosters mutual respect among members of our learning community, which include students, parents, teachers, administrators, and other stakeholders.

Our vision is to create a school environment that provides engaging instruction in a safe environment, where students and teachers feel secure in taking instructional and learning risks in order to promote learning to a higher level. We believe that all students can learn, and therefore we will hold them to high expectations.

Core Values

- Focused instruction will be consistently based on the Maryland State Standards and MCAP assessment items.
- Through effective planning and preparation, learning intentions and success criteria will be evident in classroom instruction.
- Students and staff will exhibit safe, respectful, and responsible behaviors.
- Staff will fairly and consistently enforce behavioral expectations.
- Effective and consistent communication with a variety of communication tools will be utilized with staff, students, parents, and the school community.

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

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

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	3	19	22
Itinerant staff	5	3	3
Paraprofessionals		4	4
Support Staff		5	5
Other		20	20
Total Staff	8	53	56

Number of years the principal has been in the building?

B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	≤10	N/A
Hawaiian/Pacific Islander	N/A	0%
African American	≤10	N/A
White	203	98%
Asian	N/A	N/A
Two or More Races	≤10	N/A
Hispanic/ Latino	N/A	0%
Special Education	41	19%
LEP	10	N/A
Males	97	46.6%
Females	111	53.4%
Gender X	N/A	0.00%
Total Enrollment	208	
FARMS Rate (2024-2025)	179	81.74

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III. ATTENDANCE

Table 4a	2022-2023	2023-2024	2024-2025
Grade Level – School Level	Attendance Rate	Attendance Rate	Attendance Rate
All (Excluding PreK & K)	92.2%	93.2%	93.6%
Grade 1	90.7%	92.5%	93.5%
Grade 2	92.1%	92.8%	94.8%
Grade 3	92.1%	93.8%	92.1%
Grade 4	93.2%	93.8%	93.9%
Grade 5	93%	93.3%	93.6%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	92.0%	92.5%	93.1
Hispanic/Latino of any race	91.7%	n/a	88.8%
American Indian or Alaska Native	95.0%	n/a	96.1%
Asian	n/a	n/a	n/a
Black or African American	96.0%	n/a	94.9%
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a
White	91.2%	92.5%	93.3%
Two or more races	92.1%	90.3%	90.0%
Male	92.1%	92.3%	93.5%
Female	91.9%	92.7%	92.8%
EL	n/a	n/a	n/a
Special Education	91.4%	92.6%	92.9%

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Free/Reduced Meals (FARMS)	90.6%	915%	916%
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Chronically Absent

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

MD Report Card reports students NOT chronically absent.

Table 5	2023	2024	2025
Not Chronically Absent (percentage)	73.5	78.7	79.7
Report Card Points Earned (out of 15)	6.5	8.5	8.5

ATTENDANCE FOCUS AREA Grade Band (s) or Subgroup (s)	Special Education
Focus Area Goal	The goal is to improve the attendance rate of the special education subgroup by 2% through the use of targeted interventions.
Root Cause(s):	• Lack of academic skills for school success • Lack of social and emotional development with regard to the importance of attending school • Lack of confidence in families to support their students • Students and families may not fully comprehend the value of daily attendance.
Barriers:	• Lack of family support and value of academics • Lack of positive personal successes in academic areas • Social and emotional development can be lacking for some students who may experience separate anxiety from their parents or caregivers
Needed Resources:	• COP Steering Committee, • Partnerships with school and community representatives to build relationships with families • Guidance support, • Relationship building with at least one adult at the school-based level

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	• Incentive programs at the school-based level
Strategies	• Provide resources for family engagement • Provide family and parent engagement after-school activities • Provide information regarding the importance of attendance with parents, students, and school staff • Attendance rewards within the school. • Tiered Response system built within the school
How will it be funded?	• Community of Poverty (COP), Allegany County Public Schools (ACPS), • Positive Behavior Intervention Strategies (PBIS),
Steps towards full implementation with timeline:	• Beginning-of-the Year Parent Meeting- Families are provided with brochures and a program explaining the importance and value of attending school each day. In addition, parents are provided informational fact sheets that show how missing school affects overall learning. • Identification of students missing 5-9 days for small group meetings/discussions. • Midyear staff meeting to review strategies, incentives, and timeline • Midyear Student meeting to review strategies, incentives, and timeline • Year-Long attendance recognition-Each morning, during announcements, classrooms and grades with the highest attendance rate from the previous day are announced. At the end of each nine weeks, the grade with the highest attendance rate is recognized with a classroom pizza party. • Attendance Recognition Party- Students who reach their individual attendance goal of 94% or higher receive a Recognition Party. These students' names are added to a bi-weekly drawing. Chick-fil-a, Sheetz, and Walmart gift cards are given to student winners. In addition, students may also use cards to purchase ice cream in the cafeteria. • Brochures-Three times a year, elementary students are given "Expect Regular Attendance" and "Middle School Success" brochures to take home to discuss strategies with parents. • Targeted drawings- Beginning second semester, targeted drawings will begin to occur.

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	● Tiered Response Form- The Pupil Service Team designed a Tiered Response Form to address absenteeism. Designated staff are assigned duties of response based on the number of absences a student has acquired. The goal of the Tiered Response form is to intervene when possible to change behavior that leads to absenteeism. Provided below is an example of the headings and how each student transitions through tiers. This allows the PST team to: 1. Focus on students’ needs at each level. 2. Make informed decisions prior to moving a student to the next Tier. 3. Review all information before moving a student to Tier 3, where charging or more punitive steps occur. <table><tr><td>ELEME NTARY ATTEN DANCE</td><td>GRADE</td><td>Date</td><td>Total</td><td>Unexcused</td><td>Tier 1 (secretary)</td><td>Notes</td><td>Next Tier</td><td>Tier 2 (guidance counselor)</td><td>Notes</td><td>Next Tier</td><td>Tier 3 (vice principal)</td><td>Notes</td></tr></table> ● Attendance Contracts- With regard to Tier 2, meetings are scheduled where parents and students meet with the guidance department and administration. The objective for these meetings is to develop independent family strategies to improve student attendance. During these meetings, attendance contracts are developed and signed. ● Home Visits- The school PPW will make home visits to investigate possibilities of truancy.	ELEME NTARY ATTEN DANCE	GRADE	Date	Total	Unexcused	Tier 1 (secretary)	Notes	Next Tier	Tier 2 (guidance counselor)	Notes	Next Tier	Tier 3 (vice principal)	Notes
ELEME NTARY ATTEN DANCE	GRADE	Date	Total	Unexcused	Tier 1 (secretary)	Notes	Next Tier	Tier 2 (guidance counselor)	Notes	Next Tier	Tier 3 (vice principal)	Notes		
Monitoring Procedure:	Attendance is monitored through the MTSS process. ● Phone calls are made after a student misses two days of school. ● Students meet with the school guidance counselor to discuss causes for absences.strategies such as check in/check out are implemented. ● A conference with parents is scheduled.													

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ATTENDANCE FOCUS AREA	
Grade Band (s) or Subgroup (s)	The goal is to improve the attendance rate by 2% in grades K-5 by 2%
Focus Area Goal	Improve whole-school attendance from the 2024-25 school year to the 2025-26 by 2%
Root Cause(s):	• Family Circumstance • Lack of perception of the value of school attendance and the impact of absenteeism. • Lack of family relationships within the school
Barriers:	• Parent/guardian support systems not in place; transportation, childcare • Prior to COP initiatives, lack of parent engagement in school-based activities
Needed Resources:	• COP Steering Committee • Guidance support • Continued attendance monitoring procedures
Strategies:	• Tiered response system with regard to absenteeism • The PST will establish specified groups of students who are accruing multiple absences • Provide family and parent engagement after-school activities • Weekly attendance drawing and lunch incentives, • Battle of the schools, quarterly rewards, • Attendance WORKS handout, Friday Friends, • Clash of the Classes
How will it be funded?	• Community of Poverty Grant (COP), • Allegany County Public Schools (ACPS), • Positive Behavior Intervention Strategies (PBIS)
Steps towards full implementation with timeline:	• Beginning-of-the Year Parent Meeting- Families are provided with brochures and a program explaining the importance and value of attending school each day. In addition, parents are provided information fact sheets that show how missing school affects overall learning. • Year-Long attendance recognition- Each morning, during announcements, classrooms and grades with the highest attendance rate from the previous day are announced. At the end of each nine weeks, the grade with the highest attendance rate is recognized with a classroom pizza party.

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- **Homeroom attendance competition** - Homerooms of target groups are participating in a monthly classwide attendance competition. The winning class will receive a class party.
- **Attendance Recognition Party**- Students who reach their individual attendance goal of 94% or higher receive a Recognition Party. These students' names are added to a bi-weekly drawing. Chick-fil-a, Sheetz, and Walmart gift cards are given to student winners. In addition, students may also use cards to purchase ice cream in the cafeteria.
- **Brochures**-Three times a year, elementary students are given "Expect Regular Attendance" and "Middle School Success" brochures to take home to discuss strategies with parents.
- **Targeted drawings**- Beginning second quarter, targeted drawings will begin to occur.
- **Tiered Response Form**- The Pupil Service Team designed a Tiered Response Form to address absenteeism. Designated staff are assigned duties of response based on the number of absences a student has acquired. The goal of the Tiered Response form is to intervene when possible to change behavior that leads to absenteeism. Provided below is an example of the headings and how each student transitions through tiers. This allows the PST team to:
 1. Focus on students' needs at each level.
 2. Make informed decisions prior to moving a student to the next Tier.
 3. Review all information before moving a student to Tier 3, where charging or more punitive steps occur.

ELEME NTARY ATTEN DANCE	GRADE	Date	Total	Unexcused	Tier 1 (secretary)	Notes	Next Tier	Tier 2 (guidance counselor)	Notes	Next Tier	Tier 3 (vice principal)	Notes
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	● Attendance Contracts- With regard to Tier 2, meetings are scheduled where parents and students meet with the guidance department and administration. The objective for these meetings is to develop independent family strategies to improve student attendance. During these meetings, attendance contracts are developed and signed. ● Home Visits- The school PPW will make home visits to investigate possibilities of truancy.
Monitoring Procedure:	Attendance is monitored through the MTSS process during PST. A tiered-response system is in place that monitors individual student attendance. ● Phone calls are made after a student misses two consecutive days of school. (Tier I). If it is determined, through PST, that a student has developed a pattern of absences, that student will be referred to the guidance counselor. ● Students meet with the school guidance counselor to discuss causes for absences.strategies such as check in/check out are possibly implemented.(Tier I, II) ● A conference with parents is scheduled.with administration/PPW. (Tier II) ● A home visit is made by the PPW. (Tier II)

IV. GRADUATION RATE– High Schools Only

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V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2022-2023	2023-2024	2024-2025
Total Referrals	81	63	55
All Suspensions	2	1	0
In School	0	0	0
Out of School	2	1	0
Sexual Harassment Offenses	0	0	0
Harassment/Bullying Offenses	2	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.

Mount Savage Elementary School is a PBIS school where a Multi-Tiered System of Response (MTSS) for behaviors is implemented. All students are active participants in the PBIS program and recipients of the incentives. In addition, the school guidance counselor provides weekly lessons and life skills from the accredited curriculum, Toolbox Project, to help students navigate difficult situations. Daily announcements and motivational reminders are used as a Tier 1 strategy to achieve success. Moreover, all teachers are provided instruction and professional development on classroom management skills and are offered strategies to manage difficult students with regard to Tier 1 responses.

The number of Mount Savage Elementary School referrals from the 2023-2024 school year to the 2024-2025 school year decreased by eight referrals. The number of suspensions from the 23-24 school year to the 24-25 school year decreased from one

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suspension to zero suspensions. Disrespect and disruptions are the most frequent coded behaviors. Incidents of disrespect decreased from 20 to 8 referrals; incidents of disruption increased from 23 to 25 referrals; however, still down from the 22-23 school year of 44 disruption referrals. The more severe offenses, such as fights and attacks on others, occurred on the playground. Mount Savage Elementary School continues to implement the following strategies to improve and change overall behavior:

Disrespect and Disruption

- Character Express
- Restorative Practices through guidance lessons
- Implementing the Toolbox Project in kindergarten through fifth grade
- Promoting characteristics of our PBIS character traits: Respect, Responsibility, and Safety
- Chief Citizens of the Week
- Classroom Dojo points for appropriate behaviors
- Extra Effort Award to recognize individuals going above and beyond
- Building classroom communities - for example, Kindness Fridays
- Problem solving strategies in small groups with Guidance Counselor
- Principal Choice Awards
- Continued professional development geared toward classroom management
- Continued Ruby Payne training to change classroom climates by creating an awareness of student demographics and family dynamics
- During time of recess- Buddy Bench

Mount Savage Elementary School will reduce the number of referrals in the listed locations by implementing the following:

Bus

- Bus rules are sent home with every student at the beginning of the year.
- Bus expectations are presented by administration twice a year to students.
- Annual bus orientation with pre-k and kindergarten is provided.
- Review of bus expectations with all elementary parents prior to the start of school is provided.

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- Seating charts developed by bus drivers with the assistance of administration and guidance are created.
- PBIS incentives are offered to students based on bus behaviors.
- Personal connections with bus drivers are facilitated by the administration.
- ACPS Transportation Supervisor provides a presentation on bus safety, which includes Buster the Bus.
- Meet the Bus Driver Night will be implemented.

Playground

- Partnership with the Mount Savage Middle School “Crew” members to create a more interactive playground has been established.
- Staff supervision has increased during recess with the addition of Guidance Counselor.
- PBIS Golden Whistle Project has been initiated.
- Outdoor chalkboard flowers have been installed for child play.
- Buddy Bench is utilized to offer resolution during recess time.
- More activities have been provided on playground (Pavilion with table and chairs, playground library, butterfly garden)
- Indoor recess on a rotation schedule provide small group access to gymnasium, art classroom, and auditorium

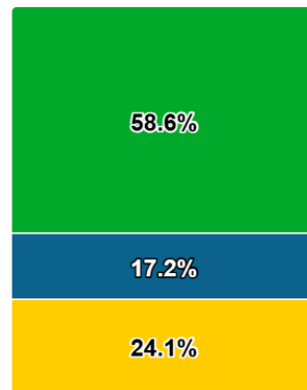
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VI. EARLY LEARNING

A. Kindergarten Readiness Assessment

Star Math Proficiency Rate (District Benchmark)

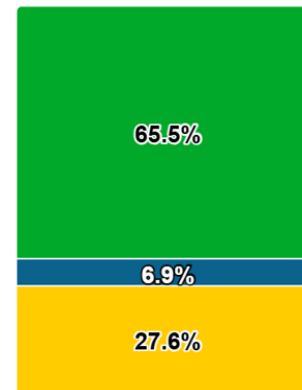
Fall 2025-2026



● Established Skills
● Developing Skills
● Beginning Skills

Star Early Literacy Proficiency Rate (District Benchmark)

Fall 2025-2026



● Established Skills
● Developing Skills
● Beginning Skills

1. 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 collaboration with early learning partnerships.

Mount Savage Elementary School will continue to monitor student progress by providing Literacy Lab and reading intervention instruction, implementing explicit instruction, and providing high-quality materials for literacy and math. The STAR Literacy and Math assessment results helped target students who scored developing and beginning skills and identified late and

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early emergent readers based on school readiness before entering kindergarten. We will focus on literacy and math skills that students need to improve by providing additional support in flex groups.

After analyzing the BOY DIBELS literacy screener, kindergarten students showed an academic need for letter sounds and phonemic awareness. We will add CKLA additional support lessons and implement Amplify mCLASS recommended activities to support flex groups and Literacy Lab time. Kindergarten teachers will continue to implement different UDL strategies and continue with tiered instruction in daily instruction. Reading intervention teachers will progress monitor well below and below benchmark students to track their individual progress every 2 weeks. Teachers will collaborate with the reading specialist and reading intervention teacher for suggested activities and provide extra support for these targeted students. Teachers will also monitor CKLA unit assessments to adjust daily instruction to help targeted students to meet their academic goals. In addition, kindergarten students will participate in centers to help improve social emotional foundation skills that reflect upon their SAEBRS assessment scores.

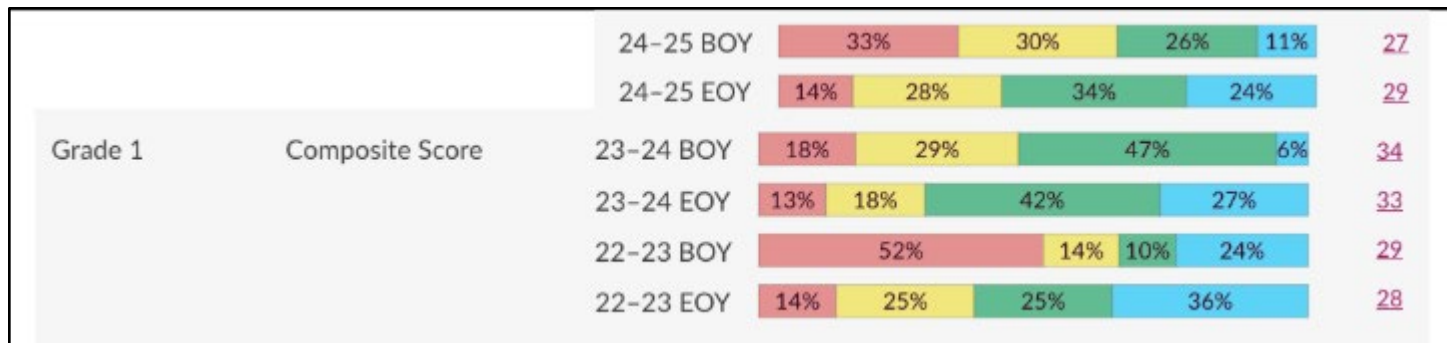
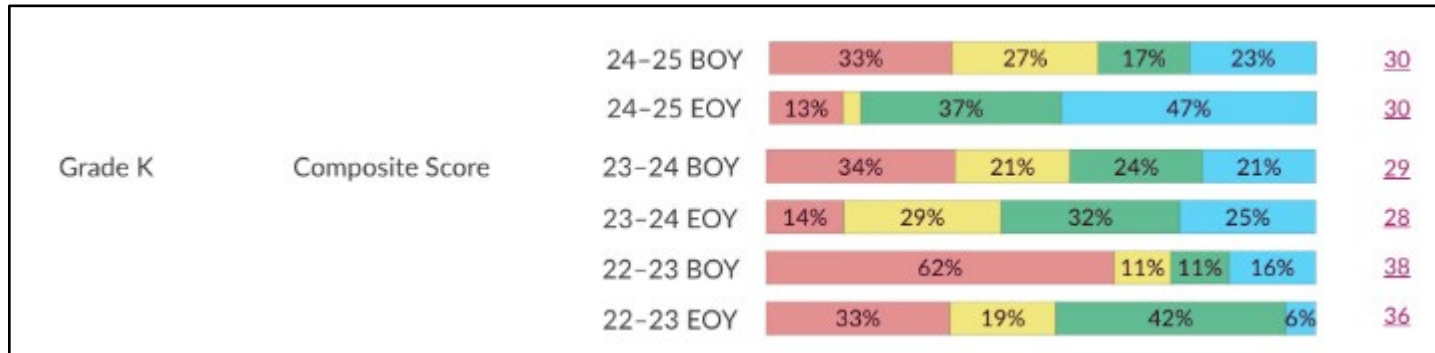
With regard to math, kindergarten teachers will continue to implement i-Ready tiered instruction as well as i-Ready Math Pathways, differentiated teacher assignments, and student-led instruction. Kindergarten teachers will collaborate with the math specialist to discuss math diagnostics assessments, small group achievements, and plan for tiered instruction. We will include number talks, small group instruction, i-Ready math unit assessments, SLO instruction, Math Reads, and implement socialization skills into math activities in our daily instruction. Kindergarten teachers will collaborate together with grade-level planning to discuss prerequisite activities to help target student's academic needs. Also, teachers will discuss students' assessment results and reflect on this data to help make future instructional decisions.

For collaboration with early partnerships, we will continue articulation meetings with the pre-k teacher to discuss upcoming students for their literacy and math academic needs and behaviors. Kindergarten teachers will meet with the pre-k teacher to collaborate and discuss our curriculum needs such as: academic strengths and needs for students. For social emotional foundation skills, we will collaborate with the guidance counselor to help align with social emotional needs with their lessons. From the support of our local library system, we will continue monthly readers to visit our classrooms to share read alouds and provide a positive reading experience. For parent connection, we will continue to participate in Raising a Reader program and provide at-home connection activities. Mount Savage Elementary school will continue to collaborate with the Community School Coordinator to provide reading and math based events to promote community involvement. Also, we will

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have involvement with Frostburg State University Children's Literature Centre in our future events to help promote a positive reading environment for all families and students.

B. Dibels K2



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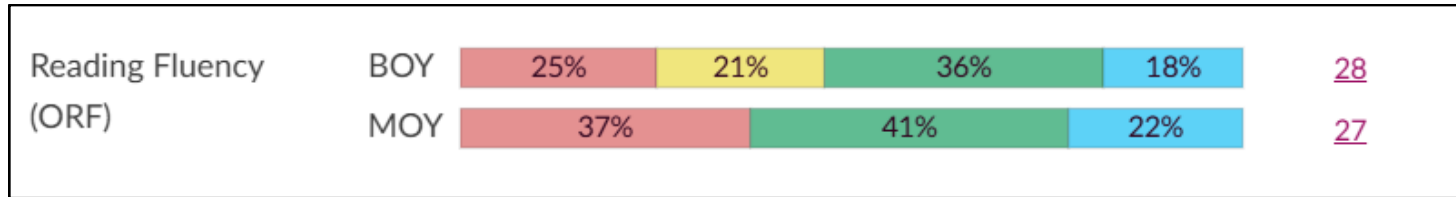
Grade 2	Composite Score	24-25 BOY	34%	9%	48%	9%	<u>35</u>
		24-25 EOY	18%	18%	46%	18%	<u>34</u>
		23-24 BOY	31%	25%	19%	25%	<u>32</u>
		23-24 EOY	17%	23%	30%	30%	<u>30</u>
		22-23 BOY	38%	20%	20%	22%	<u>41</u>
		22-23 EOY	37%	18%	20%	25%	<u>40</u>

Grade 2 ORF Trend Data

Reading Fluency (ORF)	23-24 BOY	43%	13%	25%	19%	<u>32</u>
	23-24 EOY	29%	17%	27%	27%	<u>30</u>
	24-25 BOY	34%	17%	43%	6%	<u>35</u>
	24-25 EOY	35%	18%	32%	15%	<u>34</u>

Grade 2 ORF 25-26 Data

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K-2 FOCUS AREA 1:	Literacy - Oral Reading Fluency
Focus Area Goal	The goal is to increase the proficiency rate of ORF in 2nd graders by 10% - At the beginning of the year, 54% of second graders were proficient in ORF. - Data trends for 2nd grade ORF 2025-2026 BOY 54% were proficient in ORF vs 63% at MOY 2024-2025 BOY 49% were proficient in ORF vs 47% at EOY 2023-2024 BOY 44% were proficient in ORF vs 54% at EOY
Root Cause(s):	- At the Kindergarten level in our previous Tier I ELA program, there were alimited number of tricky/high frequency words taught - Lack of vocabulary and background knowledge in previous Tier 1 reading program - Some students are still working on early foundational literacy skills which will cause difficulties with reading fluency.
Focus Early Literacy Component:	Fluent Oral Reading

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Barriers:	• This is year 2 of CKLA implementation and there are skill, knowledge, and vocabulary gaps as students move into the next grade level. • Difficulty finding ample opportunities for small group fluency practice
Needed Resources:	• Opportunities to collaborate with the Literacy Coach to identify areas within the Skills Strand instruction where fluency skills can be reinforced and practiced.
Strategies and/or evidence-based interventions:	• CKLA unit assessments and DIBELS ORF data will help identify students needing additional Tier II fluency instruction. • Collaborative planning will allow teachers to meet with the Literacy Coach to internalize skills strands and skills lessons, identify the scope and sequence of phonics skills, and areas within the Tier I program and Tier II additional supports where fluency with words, phrases, sentences, and text can be practiced. • Provide students with opportunities for additional practice in decodable readers to build fluency
How will it be funded?	County funding for established programs
Steps towards full implementation with timeline:	• Monthly collaborative planning with the Literacy Coach will focus on unit/lesson internalization - specifically oral reading and fluency building opportunities. • DIBELS benchmark data meetings will occur three times a year following the county assessment schedule and will include classroom teachers, the intervention teacher, school administration and Literacy Coach. • Students with scores at benchmark, below benchmark or well below benchmark in ORF will be progress monitored according to the ACPS progress monitoring schedule. Mid cycle data meetings will be held according to the county schedule to analyze the ORF progress monitoring data.
Monitoring Procedure:	• Students will be administered the DIBELS screener in September, January and May for benchmark scores. • Students scoring in the strategic range on DIBELS benchmarks will be progress monitored tri weekly and students scoring well below will be progress monitored bi-weekly per the county assessment schedule. Data will be analyzed for ORF progress according to the county mid cycle data meeting schedule. • Collaborative planning agenda and notes will indicate the focus of the meetings. • Walk throughs focused on fluency after collaborative planning.

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VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ART

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

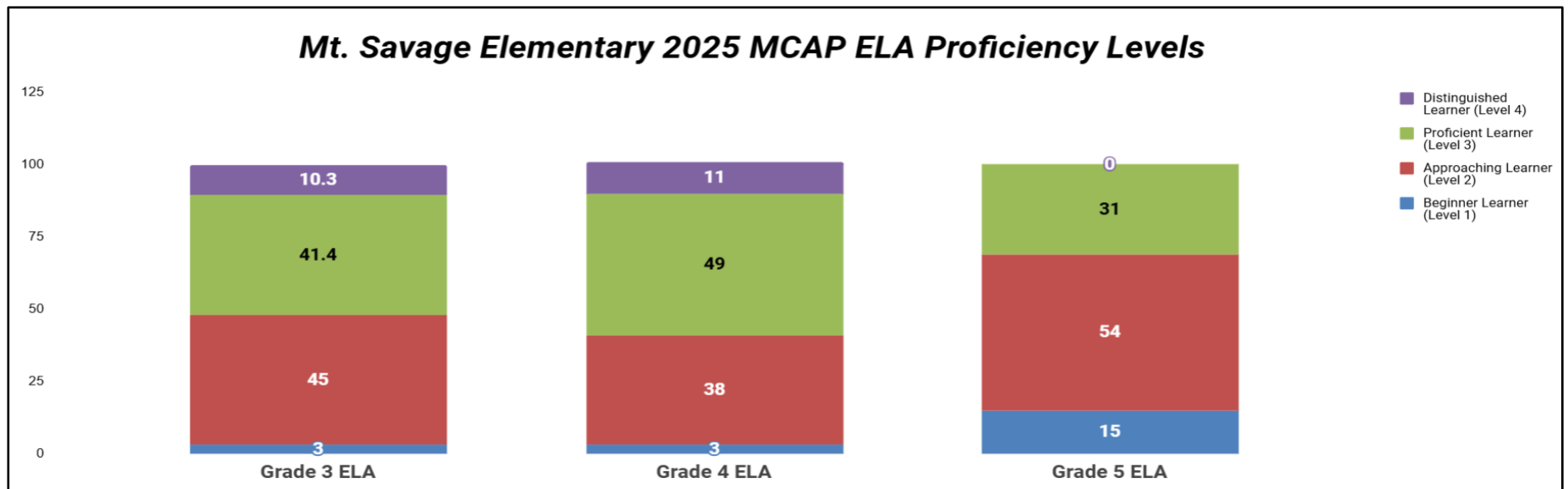
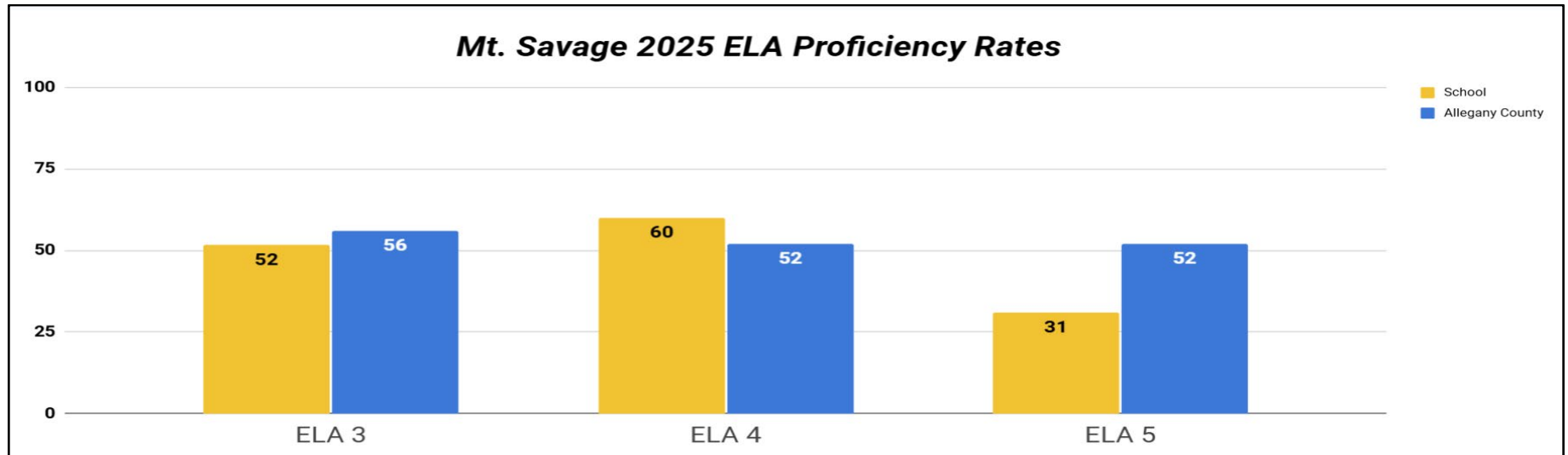
Short Term Goal: to increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

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

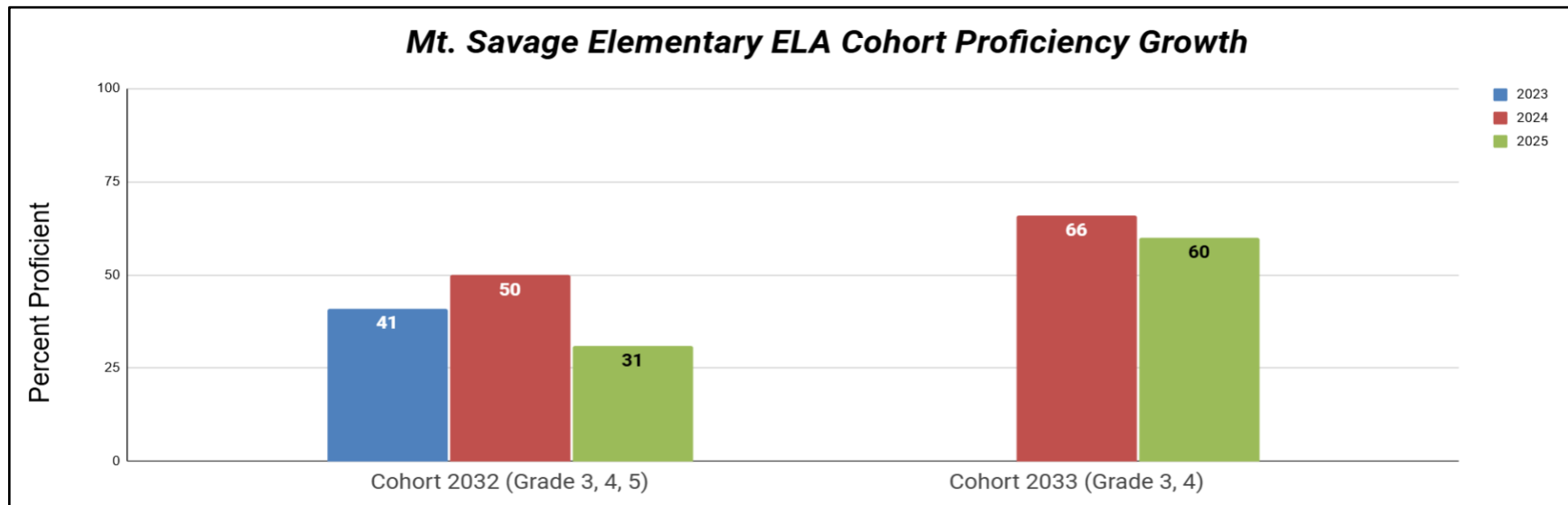
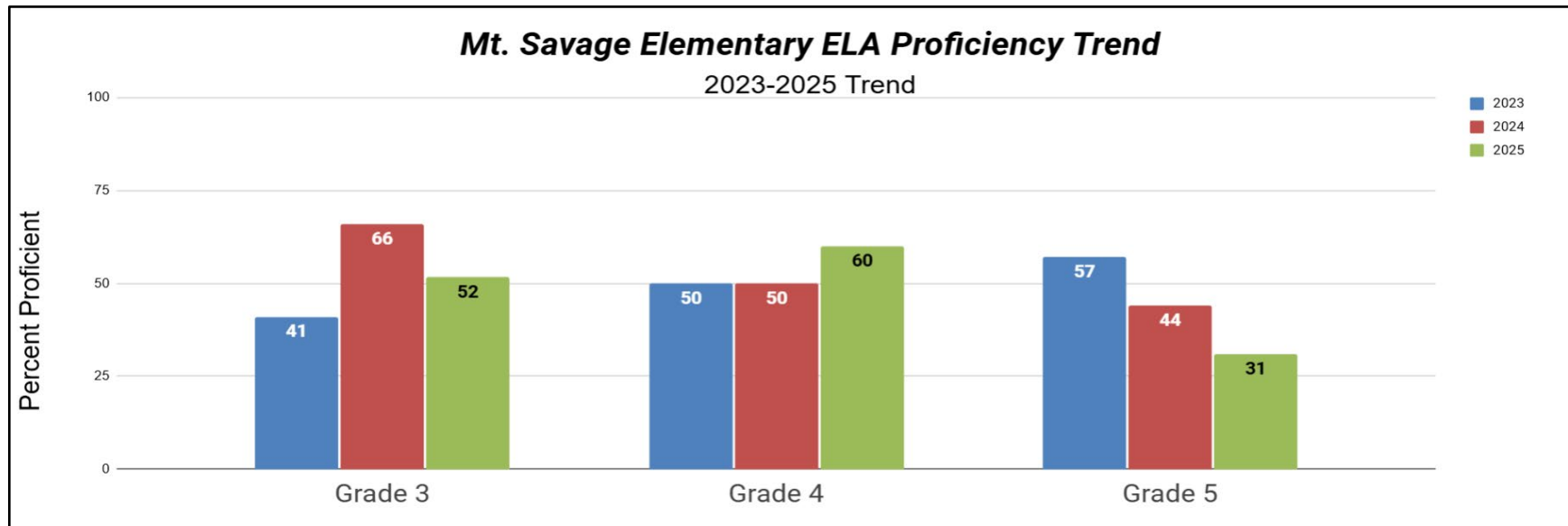
2025 ELA Report Card Results		
	2024	2025
ELA Proficiency out of 5	2.7	2.36
ELA Average levels out of 5	3.2	3.08
ELA Growth out of 12.5	7	5.50
Total ELA Report Card Points out of 22.5	12.9	10.94

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

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2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Informational Text
Focus Area Goal	By strengthening Tier 1 ELA instruction, the number of students in grades 3 scoring at Level 3 or greater on Informational Text on the Spring 2026 MCAP assessment will increase by 5%. As 3rd graders, students scored below 60% proficiency on 6 out of 8 or 75%, on reading informational standards assessed on the 2024 2025 MCAP ELA assessment. As 4th graders, students scored below 60% proficiency on 5 out of 8, or 63%, on reading informational standards assessed on the 2024 2025 MCAP ELA assessment. As 5th graders, students scored below 60% proficiency on 6 out of 7, or 86%, on reading informational standards assessed on the 2024 2025 MCAP ELA Assessment.
Root Cause(s):	• K-2 CKLA curriculum was piloted during the 2425 school year, and students in grades 3-5 have not had the full content knowledge that grade 3-5 CKLA curriculum is designed to build upon. • Teachers struggle to release responsibility for independent work to students. • Lack of connections (limited background knowledge/limited vocabulary) needed to understand and engage in CKLA complex text with regard to special education and low-socioeconomic subgroups
Focus Content Standards: (From Grades 3-5 ESA)	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Barriers:	• Students participated in a non-CKLA curriculum for grades K-2, which has caused discrepancy in the topics that are extended in grades 3-5. • 31% of grade 3-5 students are reading below benchmark level according to DIBELS screener • Of the 31% reading below benchmark level, 21% of those students are reading well below. • Teachers need further clarity of standards, lessons, and goals for Tier-1 instruction. • Opportunities to match mClass and ARG/DERG lessons for students in need of small group instruction • Need for additional groups for reading intervention supports
Needed Resources:	• Opportunities to analyze student work using student work analysis protocols from CKLA. • Opportunities to identify formative assessment activities in daily instruction
Strategies and/or evidence-based interventions:	• Administer CKLA unit assessments on the Edcite platform and analyze student responses specific to informational text • Teachers and administration will continue collaboration with Literacy Coach and review lesson internalization with county protocols focusing on the reading of informational text • In structured grade level meetings, assist teachers with identifying learning intentions and success criteria within CKLA lessons focusing on the reading of informational text

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How will it be funded?	Allegany County Public Schools and school-based funding
Steps towards full implementation with timeline:	- Follow the county provided pacing guide for CKLA unit instruction - Administer all unit assessments on the edCite platform. Date ranges vary and are indicated on the county pacing guide. - Monthly Collaborative Planning with ELA Coach - Minimum of 1x per month - Trace RI standards through grade level CKLA Units - Wednesday after school collaborative planning time to address time constraints.
Monitoring Procedure:	- Monthly collaborative planning with Literacy Coach to analyze informational reading activities completed during Tier-1 Literacy Block and unit assessments. - ELA classroom walk throughs using a designated protocol - Weekly formative assessments given by classroom teachers / observations in regards to reading informational text

ELA FOCUS AREA 2:	Written Expression
Focus Area Goal	By strengthening Tier 1 ELA instruction, the number of students in grades 3 scoring at Level 3 or greater in Written Expression on the Spring 2026 MCAP assessment will increase by 5%. Grade 3 students scored 51% proficient in Written Expression on the 425 MCAP Grade 4 students scored 60% proficient in Written Expression on the 245 MCAP Grade 5 students scored 31% proficient in Written Expression on the 245 MCAP
Root Causes:	- Teacher feedback for student writing is not grounded in the MCAP rubrics - The previous K-2 ELA program's writing instruction did not focus on text based writing - Many students are not completing writing assignments from CKLA independently as there is over scaffolding prior to writing tasks - Teacher feedback indicates writing stamina is an issue - Foundational writing skills are not proficient which impacts the expression of ideas in writing

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Focus Content Standard:	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. W10 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 tasks, purposes, and audiences.
Barriers:	• Lack of familiarity with content, writing rigor, and curriculum for new teachers or teachers new to grade levels • Teachers are over-scaffolding writing instruction which interferes with the integrity of writing tasks • Few opportunities to internalize and prioritize unit writing • A range of proficiency in foundational writing skills
Needed Resources:	• MCAP rubrics (Success Criteria) in student friendly language for all written expression analyses • Opportunities to look for ways to formatively assess students using daily CKLA activity pages
Strategies and/or evidence-based interventions:	• Providing exemplars for students to analyze and have a clear and explicit understanding of success criteria (MCAP checklists for Written Expression / Written Conventions) before beginning their independent assignments. • Teachers will deconstruct the MCAP rubrics (checklists) with students and model how to reflect on their own writing using the appropriate rubric. • Meet with grade level teams to analyze written responses using a student work protocol. • Timed, weekly writing opportunities with a focus on foundational skills that include letter formation, spacing, spelling, staying on topic, basic mechanics, writing stamina
How will it be funded?	• Allegany County Public Schools and school-based funding • COP
Steps towards full	• Collaborative Planning and Literacy Meetings with Literacy Coach ◦ Minimum of once per month

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implementation with timeline:	○ Anchored in writing curriculum and data ○ Teachers and coaches will score edCite assessment and selected unit writing together using an MCAP rubric (checklist) looking at appropriate rigor with responses and answers (success criteria). ● Implementation of the county's provided ELA pacing guide, specific to the writing section.
Monitoring Procedure:	● Quarterly meetings to share student unit writing and scoring ● Monthly collaborative planning to share grade level Edcite assessment analysis ● Monthly grade level team meetings for foundational skills analysis ● Administration / Literacy Coach Walk-throughs, observations, and feedback

B. MATHEMATICS

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

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

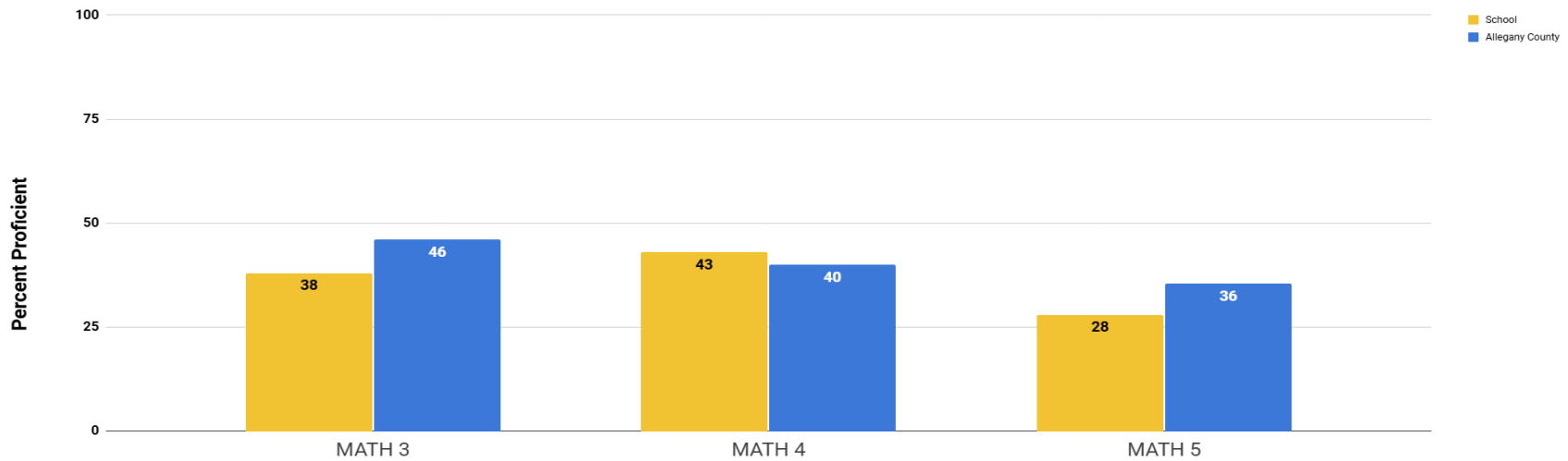
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Math Report Card Results		
	2024	2025
Math Proficiency out of 5	1.9	1.8
Math Average levels out of 5	2.9	2.3
Math Growth out of 12.5	7	6.5
Total Math Report Card Points out of 22.5	11.8	10.6

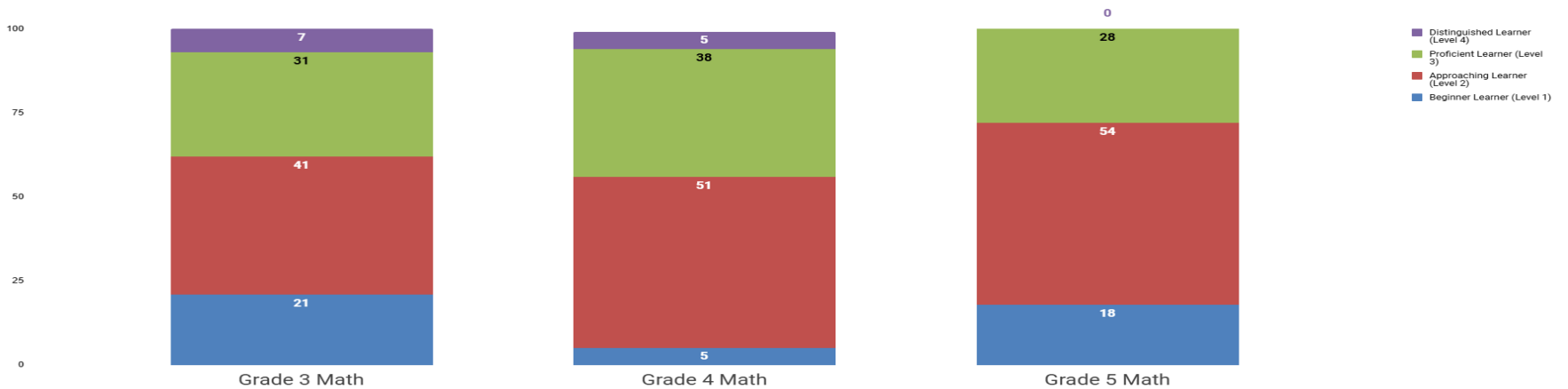
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1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

Mt. Savage Elementary 2025 Math Proficiency Rates



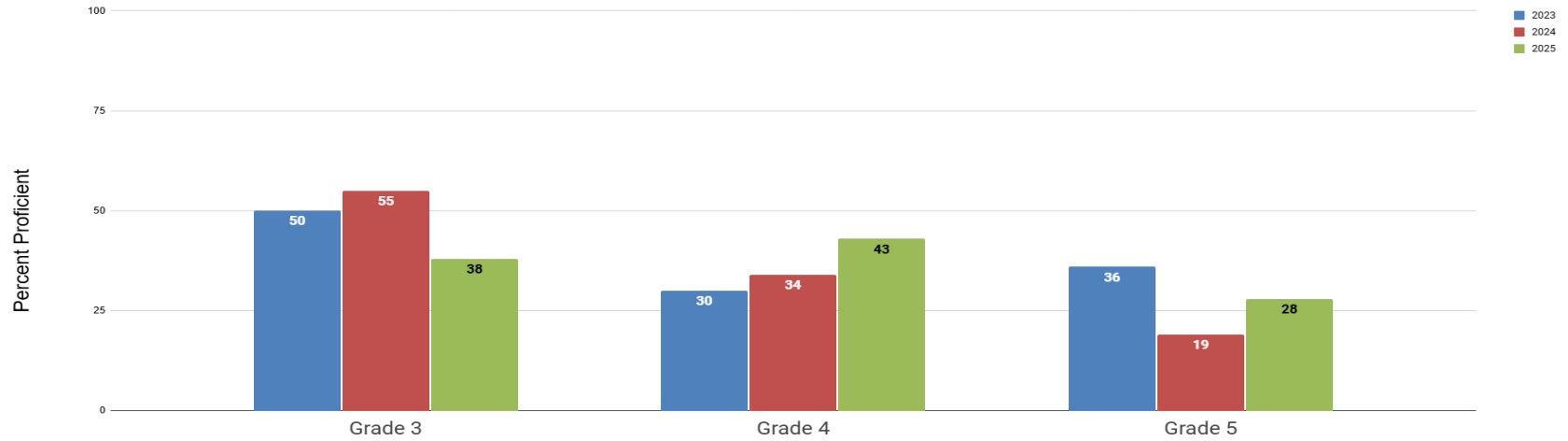
Mt. Savage Elementary 2025 MCAP Math Proficiency Levels



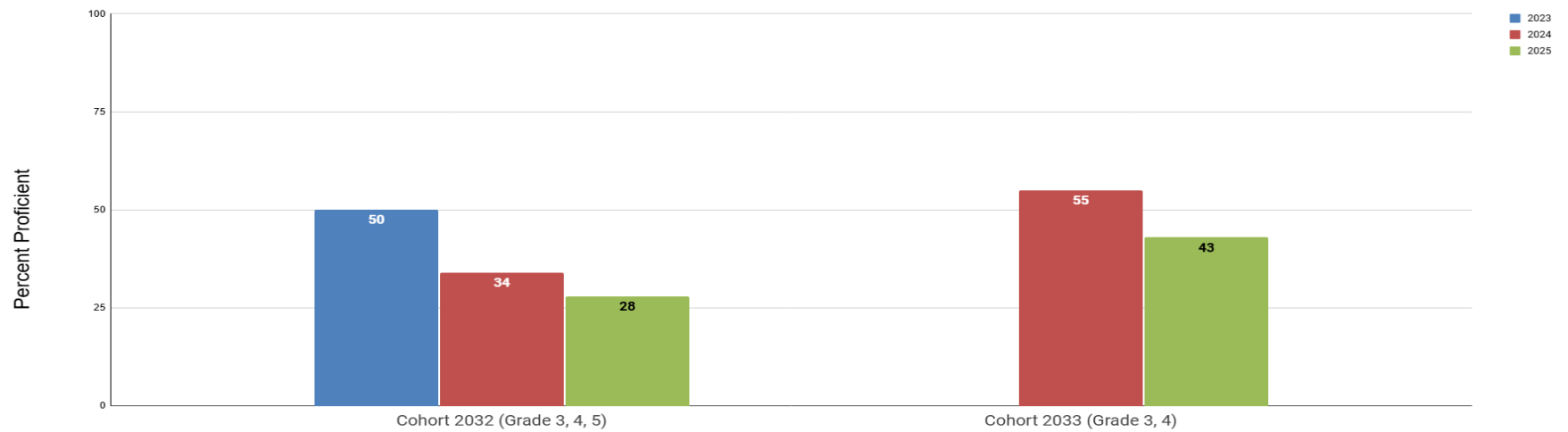
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Mt. Savage Elementary Math Proficiency Trend

2023-2025 Trend



Mt. Savage Elementary Math Cohort Proficiency Growth



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MATH FOCUS AREA 1:	Content Modeling and Reasoning
Focus Area Goal	By strengthening Tier 1 instruction, students' performance in the area of Content Modeling Reasoning and Reasoning will increase 5% on the 2025-2026 MCAP Assessment. Students in grades 3- 5 scored below the state and county average in modeling and reasoning on the MCAP assessment based on the evidence statement document.
Root Cause(s):	- Students lack the stamina to persevere and thoroughly solve a multistep grade level math task. - Students lack skills needed for written response test items. - Students lack the ability to independently scaffold problems. - Students are not provided adequate timed-practice responses during classroom instruction. - Because of limited public release items, students have limited exposure and practice with MCAP formatted performance math tasks.
Focus Content Standard(s):	3.M.4 Modeling type III 3.M.3 Modeling type I 4.M.4 Modeling type III 5.R.2 Reasoning type I and type II 5.M.2 Modeling type I
Barriers:	- The public release tasks that are available are not as rigorous as the tasks on the MCAP assessment. - Tasks are timed and do not allow for processing time. - Lack of vertical planning time to allow for previous strategies 31% of 35 students are reading below benchmark level according to DIBELS screener
Needed Resources:	- Additional rigorous, research based grade level tasks - Anchor charts/posters for the steps to solve tasks - Anchor charts providing examples of ways to model

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	• Online program or site to create tasks for each grade level to practice tasks electronically. • Continued PD on Success Criteria and Learning Intentions.
Strategies and/or evidence-based interventions:	• Improve Tier I direct instruction on how to answer the task style question with a focus on using the “Three Reads” i-Ready strategy. • Continue use of MCAP practice tests tasks to establish student success criteria and to also improve student understanding of the test format. • Conduct monthly collaborative planning with the school-based Math Coach ◦ Teachers and coaches will analyze i-Ready prerequisite reports to form small groups. ◦ Teachers will utilize i-Ready prerequisite lessons and implement i-Ready math strategies. • Targeted small group instruction with students who scored approaching will focus on math tasks. • Use of Visible Learning strategies will be implemented in daily and collaborative unit planning.
How will it be funded?	• Allegany County Public Schools and school-based funding • COP
Steps towards full implementation with timeline:	• Complete a timed MCAP simulated performance task every Tuesday starting in November • Continue to meet monthly with school-based coach to monitor student progress and analyze student’s tasks with use of MCAP rubrics. (10/6, 11/13, 12/18, 1/15, 2/19, 3/19, 4/16) • Teachers will use the Wednesday collaborative planning to create grade level tasks (10/15, 10/29, 11/5, 11/19) • Math classroom walkthrough using a designated protocol.
Monitoring Procedure:	• Monthly meeting with the math coach and administration to score and reflect on completed tasks using MCAP modeling and reasoning rubrics • Bi-Monthly teacher collaborative planning (Wednesday) will be used to review and assign tasks
MATH FOCUS AREA 2:	Number and Operations: Fractions
Focus Area Goal	This goal is to increase the number of students by 5% in grades 3-5 scoring at <i>Level 3: Proficient</i> in the Spring 2026 MCAP assessment. Data on Fractions? • Students in grades 3-5 scored below the state and county average in the Fraction Operational Evidence Statement.

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Root Cause(s):	- Students lack prerequisite skills required to be successful with fractions. - Students struggle with accurately solving multi-step fraction word problems that require multiplication and division of fractions. - Students are not fluent in addition, subtraction, multiplication, and division. - Manipulatives that are used by students during daily instruction in order to be accurate, are not allowed on the MCAP assessment.
Focus Content Standard(s):	3.NF.A Develop understanding of Fractions as numbers 4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
Barriers:	- Students are not able to move from concrete to abstract levels, needed for MCAP assessment. - ACPS tutoring program does not allow tutoring for math - Students have not mastered prerequisite fraction skills
Needed Resources:	- Fraction manipulatives, such as fraction bars - i-Ready Fraction prerequisite lessons - Continued PD on Visible Learning to accelerate student learning
Strategies and/or evidence-based interventions:	- Use newly formed 30 minute small group instruction block guidelines - Utilize digital practice, pathways, and center resources provided by i-Ready - Use of Visible Learning strategies are evident in daily lessons showing clear learning goals, explicit instruction, success criteria, and student reflection - Teachers will utilize prerequisite fraction lessons and make next steps based on students needs - Family Math events (Cross School Parent Math Night in Jan. and MCAP informational session in March)
How will it be funded?	Allegany County Public Schools and school-based funding COP
Steps towards full implementation with timeline:	Utilization of I-ready components such as: - Fraction Comprehension Checks - Lesson quizzes and unit test - Digital Practices - Standards Mastery Assessments

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	Data reports from each component will be reviewed and disaggregated at monthly collaborative math meetings. Small group lessons will be utilized to provide Tier II support for students having difficulty with fraction number sense and/or ability to create fraction models.
Monitoring Procedure:	• Math diagnostics growth of beginning, middle, and end assessments • Fraction Comprehension Checks, lesson quizzes, and Digital Practices analyzed monthly by the classroom teachers, Special Educators, and Math Coach • Progress monitoring with the teachers, math coach, and administration of i-Ready resources • Math classroom walk-throughs using a designated protocol.

C. SCIENCE

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

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

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

2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 5	1.6	1	.6

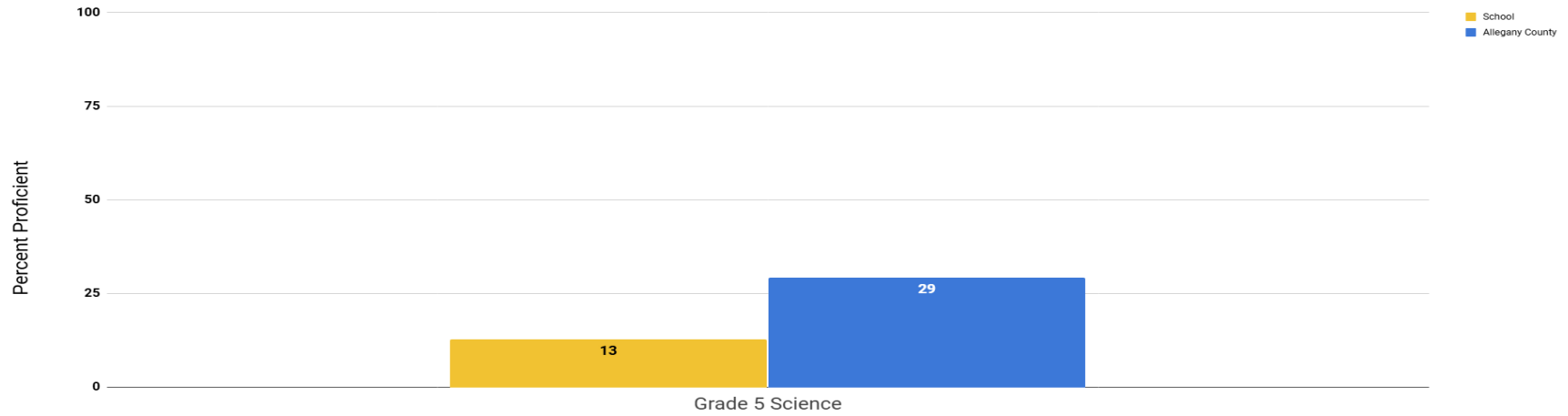
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1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

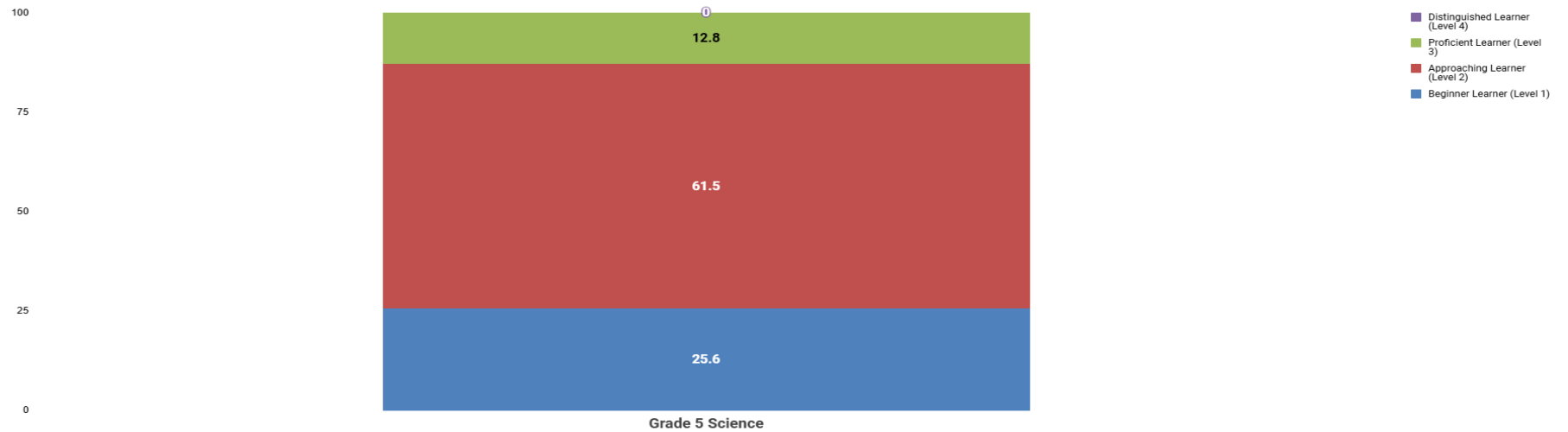
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Mt. Savage 2025 Science Proficiency Rates



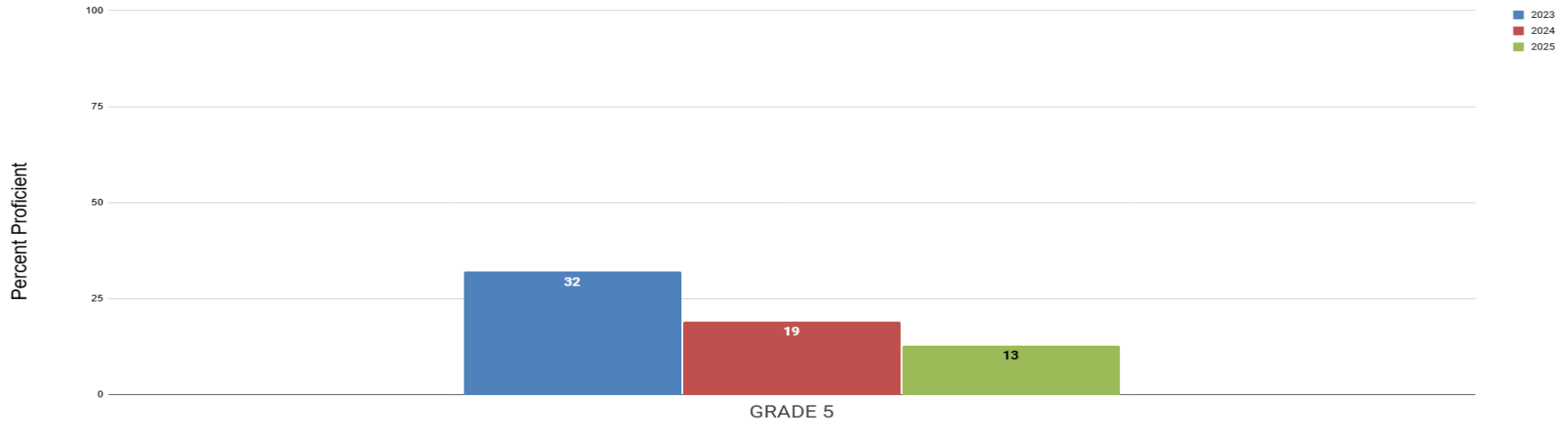
Mt. Savage Elementary 2025 MCAP Science Proficiency Levels



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Mt. Savage Elementary Science Proficiency Trend

2023-2025 Trend



FOCUS AREA 1:	Physical Science- 5th Grade
Focus Area Goal	The goal for the 2026 MISA assessment is to increase the percentage of students proficient or above by 5%.
Root Cause(s):	• Last year's 5th graders scored lowest in the areas of 5th grade physical science standards. • There is a lack of MISA formatted practice. • The test is formatted as a reading test. • Lack of exposure to scientific text. • There is no set curriculum or high quality instructional materials for elementary science.
Focus Content Standard(s):	• 5-PS11 Develop a model to describe that matter is made of particles too small to be seen. • 5-PS12 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. • 5-PS13 Make observations and measurements to identify materials based on their properties. • 5-PS14 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
Barriers:	• Only 30 minutes daily is allocated for science every other week.

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	• The short time does not allow for in depth science reading and tasks. • Resources provided from the county do not fully align to the Next Generation Standards or are outdated, with links that are no longer operational • Lack of a pacing guide and high quality instructional materials to be used from the district • Lack of teacher training on MISA scoring/writing expectations
Needed Resources:	• A curriculum program or set of resources that fully align to the Next Generation Science Standards • MISA formatted tasks • Training on MISA scoring and clarity of expectations • Training and resources on the CER writing strategy
Strategies and/or evidence-based interventions:	• Continued writing protocols for analysis and feedback with the literacy coach. • Incorporate CER writing strategy • Clarity to students from teachers about expectations on analysis of texts/tasks. • Using scientific texts for lit lab which will assist in informational text for ELA as well as science • 5th grade teachers will adjust their teaching calendar to allow for increased time for Earth Science lessons since there is no official pacing guide.
How will it be funded?	• Allegany County Public Schools and school-based funding
Steps towards full implementation with timeline:	• 5th grade teachers will complete long range planning of the science standards for the school year in October, 2025, and share the calendar with admin • Attain a curriculum program and high quality instructional materials that aligns with Next Generation Standards. • 5th grade teachers will use science texts during literacy lab on Mondays and Tuesdays when practicing for MCAP to increase exposure to scientific text.
Monitoring Procedure:	• Grade level team planning on Fridays • Use the Maryland State MISA practice after each unit

FOCUS AREA 2:	Life Science- 3rd Grade
Focus Area Goal	The goal for 2026 in 3rd grade life science, in order to increase the MISA assessment, is to increase the percentage of students scoring proficient or above by 5% when the current 3rd graders are in 5th grade.

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Root Cause(s):	• Last year's 5th grade students also scored the lowest in the area of 3rd grade life science standards • The standards were taught two years previously • There is no set curriculum or high quality instructional materials for elementary science. • There are no practice texts or tasks available for any elementary grade except for 5th grade • There is a lack of training for elementary teachers in the area of science
Focus Content Standard(s):	3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 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 characteristics among 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.*
Barriers:	• Only 30 minutes daily is allocated for science every other week in grades 2 - 5 • Lack of a pacing guide and high quality instructional materials to be used that aligns to Next Generation Science Standards • Teachers in grades 3 - 4 have not had exposure to the format of the test or how the writing portion of the test is scored • Lack of clarity about the expectations for scientific reading and writing by teachers in grades 3 - 5 • Fifth grade lacks time to review standards from grades 3 and 4.
Needed Resources:	• A high quality instructional materials for all elementary grades that aligns to the Next Generation Science Standards • Training for all elementary teachers about scientific reading and writing expectations • Training on the CER writing strategy

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Strategies and/or evidence-based interventions:	• Use of life science texts during literacy lab in third grade for both informational text in ELA and exposure to science text. • Seek state level training or professional development on the MISA test for teachers of grades 3 - 5 • Fifth grade teachers will utilize time before the test to review 3rd and 4th grade standards • Reorganize the pacing of life science in third grade.
How will it be funded?	• Allegheny County Public Schools and school-based funding
Steps towards full implementation with timeline:	• Third grade teachers will meet during team planning to restructure their standards pacing to allow for increased time with life science standards • Schedule MISA training by the end of the year. • Schedule CER writing strategy training by the end of the year • Wednesday collaborative planning will be used in January to vertically meet with grades 3 - 5 to create clarity examples for science writing • Life Science texts will be used during literacy lab at least once a month
Monitoring Procedure:	• Grade level team planning • Grades 3 - 5 collaborative planning • Use the Maryland State MISA practice after each unit

VIII. MD School Survey Results and Plan

The MD School Survey is given to students in grades 5 - 11. The survey is 10 points of the school's MD Report Card; 3 points from educators' survey and 7 points from the students' survey. It includes questions in 10 areas of the following domains/topics. The school will identify the 2 least favorably scored topics and create an action plan for improvement.

Community

1. Participation and Engagement
2. Respect for Diversity

Environment

3. Behavior and Academic Supports
4. Physical Environment

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Relationships

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

Safety

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

2025 Educator Survey Results		
	2024	2025
School's Educator Score	9.9	9.8
ACPS All Educator Score	7.20	8.20

<i>Staff Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Relationships Topic: Student-student Relationships Score: 8.84/10
Topic Description:	The student-student relationships topic 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..	• Instructional Guidance lessons • Student solution representation • SEL Coach will implement peer-to-peer strategies with groups • Lunch groups with counselor/SEL coach to strengthen peer relationships • SEL Coach will implement in-class lessons focused on building relationship skills, self

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	awareness, self management, social awareness, and responsible decision making.
Initiative leader and team: Who is responsible and involved in the work?	• Administration • School Counselor • SEL Coach • Classroom Teachers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Daily toolbox lessons • Established Peer mentoring groups with older/younger students • Monthly meeting times with student solutions • SEL learning coach social stories for student groups
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Total of guidance referrals will be monitored • Total of office referrals will be monitored • Mid year-teacher survey
Timeline: Include dates for implementation of action steps.	• MOY and EOY teacher survey • Ongoing guidance and office referrals
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Safety Topic: Substance Abuse Score: 9.41/10
Topic Description:	The substance use topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies: What steps will be taken in order to obtain the desired outcome..	• Participate in Red Ribbon Week, a nationwide campaign in the U.S. focused on alcohol, tobacco, and drug prevention. • Implement age-appropriate lessons on substance abuse prevention through guidance lessons.

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	• Integrate social-emotional learning (SEL) skills such as refusal skills, peer pressure resistance, and decision-making through lessons provided by our SEL Coach. • Host classroom discussions and activities that promote healthy lifestyles and choices. • School nurse will collaborate with school counselor to deliver prevention-focused guidance lessons.
Initiative leader and team: Who is responsible and involved in the work?	• School guidance counselor (initiative lead) • SEL Coach • Classroom teachers • School administrators • School nurse • Community partners (e.g., local health department)
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Curriculum materials for substance abuse prevention (e.g., guidance lessons, videos, handouts). • Staff time for planning and instruction. • Professional development or training on prevention strategies. • Parent communication tools (newsletters, school website, take-home materials). • Community resources or guest speakers, as appropriate.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Student participation in prevention lessons and activities. • Reduction in substance-related behavior referrals and concerns. • Teacher and counselor feedback on student engagement.
Timeline: Include dates for implementation of action steps.	• MOY and EOY survey • Ongoing guidance lessons - with major emphasis during Red Ribbon Week • Ongoing monitoring of guidance and office referrals

2025 Student Survey Results		
	2024	2025
School's Student Score	7.0	7.86
ACPS Elementary Student Score	7.06	7.09
ACPS All Student Score	5.70	5.95

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<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score out of 10	• Domain: Safety • Topic: Bullying • Score: 4.95/10
Topic Description:	• Bullying scored the lowest of all topics on the student survey. Greater emphasis will be given to strategies for the mitigation of bullying at Mt. Savage Elementary School.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	• October is Bullying Prevention Month • Using the Second Step program as a Tier I program, a series of three guidance lessons are taught (Recognize, Report, Refuse) • Students created Anti-Bullying artwork to be displayed around the building. • Tier II restorative circles are held between bullies and victims. • Anti-bullying is reinforced through Tier 1 PBIS expectations.
Initiative leader and team: Who is responsible and involved in the work?	• School counselor • PBIS team
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Second Step Bullying Prevention Program • Safe spaces for students to openly discuss their feelings and point of view

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Discipline data and bully reporting will be monitored to determine progress on incidents of bullying. • PBIS expectation data
Timeline: Include dates for implementation of action steps.	• Bullying lessons will be taught in October and reinforced throughout the school year. • Discipline data is reviewed monthly at PBIS meetings.
Secondary Area of Need State the Domain, Topic, and Score	Domain: Relationships Topic: Student-student Relationships Score: 6.55/10
Topic Description:	Student-student relationships scored in the lower half on the topics listed on the school students survey. A new approach will help to address this issue among the students at Mount Savage.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	• Tier II restorative sessions with students after conflict has occurred • Tier I proactive lessons about how to demonstrate respect and build healthy relationships • Using the Toolbox Project, students will be taught ways to handle their emotions and how to successfully interact with others, leading to better communication and stronger connections
Initiative leader and team: Who is responsible and involved in the work?	• School Counselor • SEL Coach • PBIS team
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Toolbox Project program materials • Safe spaces for students to express their feelings and point of view

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	● PBIS expectation data ● Referral data
Timeline: Include dates for implementation of action steps.	● Tier I Guidance lessons will be taught throughout the course of the school year. They begin the first full week of school and are provided to students bi-weekly.

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.

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

During the 2024-2025 school year, 29 students received referrals with a total of 55 referrals. 3 of these students were responsible for 29% of these referrals. A tier 2 mentoring group has been established to target two students who are responsible for 16.4% with a disproportionate number of referrals.

Our Pupil Services Team (PST) meets weekly to discuss students with behavioral and attendance concerns. The following interventions, services, programs are provided as identified by the PST Team:

- Individualized Behavior Sheets that focus on our PBIS expectations, but tailored to define student specific behaviors

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- Check-In/ Check-Out for identified students
- Individual and small group counseling with the guidance counselor
- Restorative practices used by administration as a part of the discipline process with student(s) and victim(s) who earned a referral in order to focus more on building student responsibility and teaching desired behavior rather than consequences (for non-violent offenses)

PBIS Tier I interventions are established through the communication and positive reinforcement of our school-wide PBIS expectations: safety, responsibility and respect. The practice of these expectations are reinforced through behavior specific praise and a token system redeemable for tangible rewards and school experiences.

- Chief Citizen program
- Character Express
- Weekly attendance incentives
- Weekly Themed Weeks: Red Ribbon Week, Kindness Week, etc.
- Weekly guidance lessons including the Toolbox Project
- Monthly PBIS experience events

PBIS Tier II interventions are established through PST weekly meetings, discipline referrals, and individual identification of students by teachers and staff.

- Friday Friends: identified through attendance data
- Small groups for social skills, self management, and academic supports: identified through PST referrals, discipline referrals, teacher and staff referrals
- Check In/Check Out

PBIS Tier III interventions are established through PST weekly meetings, discipline referrals, and individual identification of students by teachers and staff.

- Individualized Behavior Plans with in classroom support from SEL coach
- Individual guidance and counseling sessions based on targeted needs provided by Guidance Counselor
- Individual therapy sessions provided by a Mental Health Specialist

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X. Family and Community Engagement

Parent/Community Involvement Needs

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

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

During the 2024-25 school year, Mount Savage was recognized as a Community School, receiving the Concentration of Poverty grant and additional support staff. Mr. Brett Gearing was hired as the Community School Coordinator. For the 2025-26 school year, Mr. Gearing is in the process of effectively meeting the needs of the school and the Mount Savage community as identified by data collected for the Needs Assessment conducted in the first year of the program. Analyzing data gathered from various public sources, surveys, focus groups, and interviews the following strengths and weaknesses were identified for Mount Savage Elementary:

Strengths:

1. Families and students have excellent trust and open communication with a school staff who they feel respects and welcomes them.
2. Community partners are eager to work with the school to develop increased opportunities to bring services they offer to the Mount Savage community.
3. Many family engagement opportunities are already in place, allowing for many opportunities to introduce services and educational enrichment to receptive students and families.

Weaknesses:

1. Students are struggling to achieve proficiency in ELA, math, and science.
2. The community lacks easy access to or awareness of providers of basic needs such as food, physical and mental healthcare, childcare, or public transportation.
3. A significant number of students are chronically absent, and overall attendance is still short of 94%.

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The Community Schools strategy focuses on building strategic relationships with partners in order to make the school a hub providing for the needs of students, families, and community members. A Community Steering Committee was established with stakeholders including school staff, family members, and representatives of partner organizations invited to meet regularly, working together to address the needs of the community. A local steering committee meets at Mount Savage School, while representatives from Mount Savage attend quarterly district steering meetings held at a county level. These meetings allow for greater community and family participation and awareness, while strengthening relationships with partners.

Partnerships have allowed Mount Savage to meet the basic needs of students and families throughout the school year with the Friday Backpack Program sending home supplemental food with children for the weekends, supplied by the Western Maryland Food Bank and delivered by St. George's Episcopal Church with 3 volunteers offering an hour of their time each week to serve 52 children. St. George's also provided funding and 4 volunteers for an hour to purchase shoes for 20 students. Over the summer, meals were provided daily through partnerships with the Frostburg Summer Lunchbox Program and Mountainside Ministries. 44 families were served in Mount Savage, with over 150 volunteers throughout the program. Meals are provided at Thanksgiving through a food drive and partnerships with local organizations. Stocks of food, hygiene products, and clothing are provided by community donors, allowing the school to respond quickly to needs of children with a minimum disruption to their instruction.

Family engagement events are a key component of the community school strategy, allowing opportunities to build relationships between school staff, family members, and community partners. Mount Savage partnered with Mountainside Ministries for their annual 'Back to School Bash', with 15 volunteers serving for three hours each to cut hair, provide back to school supplies, and feed 120 attendees. The "Dog Days of Summer" event brought a children's author and several partners to meet with families, with 18 volunteer hours and 34 attendees. Our annual Splash Party with 12 volunteer hours serving 84 guests and our Ice Cream Social with 54 elementary guests offered parents the chance to meet teachers and staff before the school year began. Our Veterans Day, Extra Effort, Grandparents Day Breakfasts invite families into the school to enjoy breakfast with students and meet faculty members. A calendar of engagement events for the school year with attendance and volunteer hours for those events which have already occurred is included below.

To emphasize the importance of accountability and attendance, Mr. Gearing has established tiered responses to motivate consistent attendance, from positive reinforcement to personalized strategies intended to ensure that every student understands the importance of being present to succeed. For example, incentives are offered weekly, quarterly, and yearly for students meeting attendance criteria. Competitions with other schools make attendance a daily part of the school culture. Individual and small group interventions seek to improve attendance for students at risk of chronic absenteeism.

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Date	Parent Engagement Event	Volunteer Hours / Attendance
July 14, 2025	Dog Days of Summer	Volunteer Hours: 18 Attendance: 34
July 7, 2025	24 Hour Play: Seussical	
August 6, 2025	Ride the Rails	Attendance: 62
August 8, 2025	Summer Lunch Program	Volunteers: 150 Attendance: 44 families/weekday
August 21, 2025	Mountainside Ministries "Back to School Bash"	Volunteer hours: 45 Attendance: 150 families
August 13, 2025	Splash Party	Volunteer Hours: 12 Attendance: 84
August 27, 2025	Ice Cream Social	Attendance: 54
October 12, 2025	Fall Festival	Volunteer Hours: 56 Attendance: 105
October 22, 2025	STARS Extra Effort Breakfast	Attendance: 44
October 30, 2025	Halloween Parade	Attendance: Over 100 parents
November 5 - 6, 2025	Grandparents Breakfasts	Attendance: 232 Family Members
November 6, 2025	Veterans Day Program	Volunteer Hours: 18 Attendance: 18 Veterans

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December 17, 2025	Polar Express Party	Attendance: TBD
January 13, 2025	STARS Extra Effort Breakfast	
January 14-15, 2026	Math Nights	
February 2026	Book Bingo	
March 26, 2026	STARS Extra Effort Breakfast	
March 2026	Healthy Eating On a budget workshop	
April 2026	MCAP kickoff	
May 28, 2025	STARS Extra Effort Breakfast	

Parent Involvement Plan

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent/family engagement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet their targeted goals.

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Identify two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities and processes. Please include a timeline for implementation.

Monthly “Academic Snapshot” Communication

Goal: Keep parents consistently aware of what students are learning and how parents can support them at home.

- Communication via email and ClassDojo.
- Communication will include but not be limited to: learning intentions, language purpose, upcoming assessments, and home support tips.
- Communication with parents through website updates and the parent Facebook page.
- Communication through Parent-Teacher conferences.
- Extra Effort Breakfasts.

Timeline

- Daily/As Needed Communication on website and Facebook
- Monthly (Sept - May): Send out the Academic Snapshot each month
- October/March: Parent Teacher Conferences
- Quarterly: Parents and students are invited to Extra Effort breakfasts.

Family Academic Engagement Events

Goal: Increase interactive and meaningful parent engagement in learning.

- Provide cost-free activities that promote family interaction and build relationships.
- Provide 45-60 minute events focused on a subject area.
- Families rotate through hands-on stations demonstrating learning strategies used in class.

Timeline

- Monthly: Community Coordinator events
- Monthly Community Steering Committee Meetings
- January: Academic Nights
- Ongoing: Send reminders 2 weeks and 2 days before each event.

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XI. Professional Community for Teachers and Staff - Standard 7

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school's achievement gaps?

Professional Learning 1:	Staff Development-Improving Tier I Instruction
Professional Learning Title	Book Study: and Staff Development - <u>Effective Universal Instruction: An Action-Oriented Approach to Improving Tier I</u> Kimberly Gibbons, Sarah Brown, and Bradley C. Niebling
Date(s), Time, and Location	Mount Savage School- Conference Room Module 1: March 12, 2025 at 2:45 in the Conference Room - Intro to the book, chapter assignments, syllabus Module 2: March 19, 2025 at 2:45 - "How is the Universal Tier defined in our building / district?" Discussion / Planning Module 3: March 26, 2025 at 2:45 - "Laying the foundation - Learning Targets" Discussion / Planning Module 4: April 2, 2025 at 2:45 - "Assessing Our Assessment Ecosystem (Chapter 3)" Discussion / Planning Module 5: April 16, 2025 at 2:45 - "Determining Tier I Effectiveness (Chapter 4)" Discussion / Planning Module 6: April 23, 2025 at 2:45 - "Identifying Barriers and Action Planning (Chapters 5 & 6)" Discussion / Planning Module 7: April 30, 2025 at 2:45 - "Monitoring Implementation & Accountability CHAPTER 7: Implementing Universal Tier I Improvements" Discussion and Planning Module 8: May 7, 2025 at 2:45- "Evaluating Core Improvement Efforts - (Summative Evaluation and Stakeholders (Chapter 8) Discussion and Planning Module 9: May 14, 2025 at 2:45 - Commitment: To move from planning to persistent, data-driven action. - Forward planning for full staff presentation in Fall, 2025 / Assignments and scope / sequence Shared Staff Development: October 31, 2025 - Definitions / Powerpoint Presentation / Action Planning Guide
Intended Audience	Classroom, Creative Arts, Special Education teachers, and IAs

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Method of Funding	Mount Savage Administration
Changes to occur as a result of Professional Learning	As implemented with regard to Tier I Instruction, lesson plans and classroom instruction will improve. Strong universal instruction reduces the number of students who may need additional services and support. Providing clear action steps and encouraging guidance, this book study and subsequent PD session provided a roadmap for evaluating the effectiveness of Tier 1, identifying barriers to successful implementation, and making and sustaining instructional improvements.
Knowledge and skills the participant will attain	• Teachers will participate in both content area and grade-level collaborative planning to determine best practices for Tier One classroom instruction. • Teachers will collaborate to identify students' needs and develop lessons that utilize differentiated instruction. • Teachers will utilize RTI strategies within their classrooms.
Method to measure implementation of knowledge and skills in the classroom	• Student growth with classwork, tests, i-Ready assessments, and MCAP • Decrease in office referrals • Teacher Observation/Evaluation • Learning Walks

Professional Learning 2:	Staff Development on Success Criteria and clarity of Learning
Professional Learning Title	Book Study: Clarity for Learning - Five Essential Practices That Empower Students and Teachers
Date(s), Time, and Location	February 2024 in the Mount Savage Media Center: Initial meeting to develop the book study plan for participating members Introduction: March 4, 2024- Clarity for Learning and Chapter 1 - "The Clarity Problem" Chapter 2: March 11, 2024 - "Gaining Clarity: Crafting Learning Intentions and Success Criteria" and Chapter 3 - "Gaining Clarity in Action: Voices from the Field" Chapter 4: March 18, 2024 - "Sharing Clarity: Co-Constructing Success Criteria with Learners" and Chapter 5 - "Sharing Clarity in Action: Voices from the Field" Chapter 6 : April 8, 2024 - "Assessing With Clarity: Opportunities to Respond" and Chapter 7 - "Assessing With Clarity in

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	Action: Voices from the Field” Chapter 8: April 22, 2024- “Feedback with Clarity: Giving and Receiving Feedback on and for Learning” and Chapter 9 - “Feedback with Clarity in Action: Voices from the Field” Chapter 10: May 6, 2024 - “Collaborating for Clarity in Learning” and Chapter 11 - “Collaborating for Clarity in Learning: Voices in Action” May 2024 Review of Book Study discussions and collaborative planning and develop a plan to present to faculty - Presentation of Book Study material to the entire faculty during school based professional development time September 2024. Information from this study will continue with faculty in lesson internalization, lesson learning intentions, and success criteria during planning in upcoming school years. In addition, faculty will continue to use information from this study to collaborate and use best teaching practices and methods.
Intended Audience	Classroom, Creative Arts, Special Education Teachers, and IAs
Method of Funding	Title I funding during 2024-2025 school year and administrative Funding from Mount Savage
Changes to occur as a result of Professional Learning	• Lesson internalization will occur with regard to lesson planning • Success criteria will be determined through lesson dissection • Teachers and students will have a clear understanding of the learning intentions with each lesson.
Knowledge and skills the participant will attain	• Teachers will obtain knowledge for best practices and the rationale for success criteria. • Teachers will create lessons with success criteria to enhance clarity for student understanding • Teachers will internalize lessons with an understanding of the learning intentions. • Teachers will have a clear an explicit method to create student understanding of success criteria • Students will have a more structured method to understand criteria for classroom lessons and success
Method to measure implementation of knowledge and skills in the classroom	• Teacher Observations • Teacher Evaluations • Classroom Learning Walks • Student Assessments
Professional Learning 3:	Development of Learning Intentions and Success Criteria

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Professional Learning Title	The Teacher Clarity Playbook
Date(s), Time, and Location	Mount Savage School Conference Room - 2:25 11-20-2025: Module 3-Grade One 12-04-2025: Module 3-Grade Two 01-22-2026: Module 3-Grade Three
Intended Audience	Classroom, resource, special education teachers, and staff
Method of Funding	Administrative Funds from Mount Savage
Changes to occur as a result of Professional Learning	• Teachers will internalize the lesson content within the curriculum. • Teachers will have a better understanding of how to deliver instruction in order to increase student success. • Teachers will learn strategies to help make the content material more accessible for students. • Students will benefit from clear and explicit instruction. • Student achievement will be impacted through clear instruction, leading to deeper understanding, increased motivation, and better achievement by setting clear goals, expectations • The conversation around classroom expectations between the teacher and the student will be improved due to clarity of instructional intentions and criteria.
Knowledge and skills the participant will attain	• Groups of teachers will participate in a book study focused on clarity in lessons. Clarity in education is crucial because it removes confusion, allowing students to focus on learning rather than decoding instructions, clear goals and expectations (what success looks like), and pathways for learning, effectively doubling learning potential according to research. • All staff members will participate in modules designed to gain insight on how to develop daily and unit lessons with effective learning intentions and success criteria in mind. • Teachers will implement the use of success criteria, visible learning, and/or various other learning strategies within their collaborative planning.
Method to measure implementation of knowledge and skills in the classroom	• Student growth with classwork, tests, i-Ready assessments, and MCAP • Decrease in office referrals • Teacher Observation/Evaluation • Learning Walks

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XII. Management Plan

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

The 2024-2025 plan was presented to the staff during the spring of 2025, and they were provided a binder with a hard copy of the plan. New staff were presented with a copy at the beginning of the school year. Staff were instructed to review each section of the plan and target areas that were applicable to their classroom instruction. Staff were informed they would be provided copies of the 2025-2026 SIP after it was approved by the BOE. In addition, at the beginning of the following school year and at mid-term, coaches will review the academic focus areas during collaborative planning.

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

The plan will be shared with parents and community members by being posted on the school web page or hard copy upon request. A hard copy will also be placed in the main office for parent review. The community coordinator will assist with providing information regarding access and the purpose of the SIP to families.

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

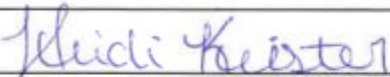
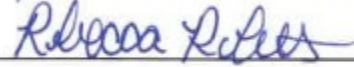
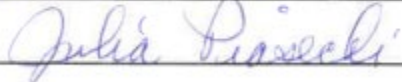
The SIT team will revisit MCAP data once it has been released by the state. Regular discussions grounded in CKLA and iReady data will occur to monitor progress toward overall growth and improvement of scores. In addition, through learning walks, data cycle meetings, and collaborative planning, school leaders will monitor student growth throughout the year.

5. How will the administration monitor the plan?

Administration will continue to monitor the plan through collaborative planning meetings, classroom learning walks, teacher observations and evaluations. In addition, administration will monitor the plan through leadership meetings and collaborative meetings with school-based coaches.

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School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Laura Holland		Principal
Amber Rotruck		Assistant principal
		Other School Leader
Heidi Keister		Teacher - Special Education
Rebecca Roberts		Teacher
		Instructional Assistant
Donna Beeman		ACPS/School Reading Coach or Specialist
Mandy Schall		ACPS/School Math Coach or Specialist
Julia Piasecki		Reading Interventionist
		Title I School Support Specialist
		Title I Family Engagement Coordinator
Claudia Shuttlesworth		Parent/Family Member

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Lindsay Thomas	Lindsay Thomas	Parent/Family Member
		Community Member
		Community Member
Jenna Haberlein	Jenna Haberlein	Other School Staff Library Media
Jennifer Windle	Jennifer Windle	Special Education Facilitator
Rebecca Skidmore	Rebecca Skidmore	Teacher- PreK
Kari Cook	Kari Cook	1st grade teacher
Camryn Blacka	Camryn Blacka	2nd grade teacher
Rebecca Schurg	Rebecca Schurg	4th grade teacher
Brittany Beeman	Brittany Beeman	K teacher
Sarah Deshaies	Sarah Deshaies	School Counselor
Samantha Nolan	Samantha Nolan	5th Grade Teacher