

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

School: West Side Elementary School

Principal: Jill Hartsfield

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I. VISION, MISSION, AND CORE VALUE

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Mission Statement

West Side strives to guarantee each child a superior education through high quality, integrated learning experiences.

Vision

Through collaboration and continuous learning, West Side Elementary School will be a place of excellence where all students are engaged in high quality, real-world learning. A professional and highly motivated staff, in partnership with parents, will encourage children to achieve their full potential and become responsible citizens who are lifelong learners.

Core Values

Together we will RESPECT, EXCEL, and INSPIRE.

- West Side believes we must engage every student every day.
- West Side believes education should spark curiosity, confidence, and purpose. By nurturing a love of learning and encouraging students to explore ideas boldly, we empower students to discover their potential, think critically, and shape a better future for themselves and their communities.
- West Side is committed to excellence in education by setting high expectations, embracing continuous improvement, and supporting every learner to achieve their best. Through dedication, resilience, and high-quality teaching, we empower students to excel academically and grow into capable, confident individuals.
- West Side strives for excellence by fostering high standards, perseverance, and a growth mindset. Through reflective practice, innovation, and accountability, we encourage learners to push beyond limitations, refine their skills, and achieve meaningful success in an ever-changing world.
- West Side cultivates a learning environment grounded in respect, where every individual is valued, heard, and treated with dignity. By embracing diversity, practicing empathy, and acting with integrity, we create a safe and inclusive community that supports collaboration, personal growth, and lifelong learning.

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

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

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	2	26	28
Itinerant staff	6	0	6
Paraprofessionals	2	6	8
Support Staff	1	3	4
Other	7	11	18
Total Staff	18	48	66

B. Student

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	≤10	N/A
Hawaiian/Pacific Islander	0	0%
African American	53	17.5%
White	205	67.8%
Asian	≤10	N/A
Two or More Races	32	10.5%
Hispanic/ Latino	≤10	N/A
Special Education	62	20.5%
LEP	≤10	N/A
Males	137	45.3%
Females	165	54.6%
Gender X	0	N/A
Total Enrollment	302	100%
FARMS Rate (2024-2025)		100%

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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)	90.1%	92.3%	92.5%
Grade 1	89.8%	92.2%	91.6%
Grade 2	89.5%	92.8%	91.4%
Grade 3	92.0%	91.6%	92.9%
Grade 4	88.7%	93.6%	92.5%
Grade 5	90.1%	92.3%	94.1%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	89.3%	92.3%	92.2%
Hispanic/Latino of any race	90.9%	90.9%	92.2%
American Indian or Alaska Native	90.1%	90.6%	n/a
Asian	94.9%	96.0%	98%
Black or African American	86.3%	92.7%	89.6%
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a
White	89.6%	92.2%	92.5%
Two or more races	88.8%	91.2%	91.9%
Male	89.2%	91.7%	91.6%
Female	89.5%	92.5%	92.7%
EL	96.1%	96.9%	98.3%
Special Education	87.3%	91.1%	90.8%
Free/Reduced Meals (FARMS)	87.0%	90.9%	90.9%

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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)	63.5%	72%	73.7%
Report Card Points Earned (out of 15)	2.5	6	6.5

ATTENDANCE FOCUS AREA 1 Grade Band (s) or Subgroup (s)	Whole school with a specific focus on 2+ Races and Black or African American
Focus Area Goal	The goal is to improve the attendance rates for students of 2+ Races and Black or African American subgroups by 5% through the use of targeted interventions.
Root Cause(s):	• The need for building social and emotional development regarding the importance of attending school • Lack of prior academic success • Family had negative educational experiences • Unstable housing/transient families
Barriers:	• Students who struggle academically disengage and avoid coming to school • Lack of families' values regarding school success and educational system • Family priorities supercede attending school
Needed Resources:	• COP Committee headed by the Community School Coordinator • SEL Coach and School Counselor Support • Community Partnerships • School level, incentive-based programs
Strategies	• Provide opportunities for families to engage positively with the school during and after school • Provide resources for the families • Attendance incentives and rewards for students and families

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	• Provide families with <i>Attendance Works</i> information regarding attendance and school success
How will it be funded?	• COP Funds • Local School Funds • PBIS
Steps towards full implementation with timeline:	Beginning of the Year: • During our Back-to-School Event, administration meets with parents to discuss the importance of attendance and its effects on academics and school success. • Families are provided with fliers/brochures that further depict the value of attending school versus the detriment of absences. Year Long Recognition: • During afternoon announcements, the day's attendance rate is announced. • Classrooms with perfect attendance are recognized. Attendance Rewards: • At the end of every month, every student who has achieved 94% or higher attendance will receive recognition on the announcements as well as an ice cream treat during lunch. • At the end of every Marking Period, students will be given an award for perfect attendance. Parent Communication: • Parents will receive brochures and fliers from <i>Attendance Works</i> regularly to inform them of the impacts of regular attendance on their child's education. • The Secretary and Principal make daily attendance calls for absent students. • Attendance meetings are held for students with chronic absences where strategies to improve attendance are discussed and contracts are signed. • School Social Worker meets with families to provide resources and assist in overcome barriers to attending school. • The PPW, Principal, and/or Social Worker make home visits to investigate the possibilities of truancy and provide support/resources.

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Monitoring Procedure:	PST meets weekly to analyze attendance data, organize parent and student meetings, and offer support and assistance.
ATTENDANCE FOCUS AREA 2: Grade Band (s) or Subgroup (s)	Students in grades K-5
Focus Area Goal	The goal is to improve the attendance rate for all students in K-5 at West Side by 2% through the use of targeted interventions.
Root Cause(s):	• Family circumstances/unstable housing/lack of transportation • Lack of prior academic success • Lack of family relationships with the school
Barriers:	• Students who struggle academically disengage and avoid coming to school • 1/3 of the student population are walkers - extreme weather, parents not letting the students walk independently, and/or parents unable to bring their child due to physical limitations or work • On days where school is delayed or dismissed early, our student absences significantly increase
Needed Resources:	• COP Committee headed by the Community School Coordinator • SEL Coach and School Counselor Support • Community Partnerships • School level, incentive-based programs
Strategies	• Provide resources for families through the CSC and School Social Worker • Provide opportunities for families to engage positively with the school during and after school • Daily phone calls home made by administration and secretary offering assistance • Positive attendance messages over the morning and afternoon announcements and on school's Facebook page • Monthly attendance conferences for parents • Implement attendance plans for identified students • Home visits done by Principal, PPW, and School Social Worker
How will it be funded?	• COP Funds • Local School Funds • PBIS

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Steps towards full implementation with timeline:	• Administration, PPW, and School Social Worker conduct home visits to begin building relationships with the parents and offer resources, as needed. • Using end of year data from the previous school year as well as end of Marking Period 1 data, identify students at risk and schedule parent conferences to create an attendance plan. • Create CICO plans for the identified students.
Monitoring Procedure:	PST meets weekly to analyze attendance data, organize parent and student meetings, and offer support and assistance.

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	102	151	215
All Suspensions	6	16	9
In School	n/a	n/a	n/a
Out of School	6	16	9
Sexual Harassment Offenses	3	1	0
Harassment/Bullying Offenses	0	1	0

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2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

The number of referrals and suspensions increased from the 2023-2024 to 2024-2025 school year by 64 (42.4%). This rise in referrals is viewed as a positive marker in that it demonstrates improved documentation, accountability, and early intervention. Our data shows that, despite multiple interventions, 10 students (3.2%) made up 67% of our referrals. Additionally, our suspensions decreased by seven with two students receiving 2 or more suspensions. All nine suspensions were for repeated disruptive behavior and attacks on students or adults. Furthermore, the code of “disruption” made up 54% of our total referrals. To combat the increase in referrals and suspensions, West Side has implemented the following:

Tier I Interventions:

- Provide proactive, school-wide positive behavior supports and clear expectations
- Ensure staff are building positive relationships with students that models respect
- Daily/weekly review of expectations throughout the building
- Guidance as a Resource – Weekly lessons for every student focused on Toolbox Skills and Social-Emotional Lessons
- Restorative Circles
- PBIS Coupons/Incentives (School Store and Wildcat of the Week Award)
- Problem-solving strategies individually or in a small group with Guidance Counselor and SEL Coach
- Structured Therapeutic Breaks

Tier II and Tier III Interventions:

- Weekly Small Groups Based on SRSS Data
- Individual Counseling Sessions Based on SRSS Data
- Peer Mediation
- Daily Check In/Check Out
- In-class support, in-the-moment re-teaching/redirection with student and SEL Coach
- Individual Behavior Plans/ Integrated Support Plans (General Education Students)
- Individual Counseling Sessions with Mental Health Specialist

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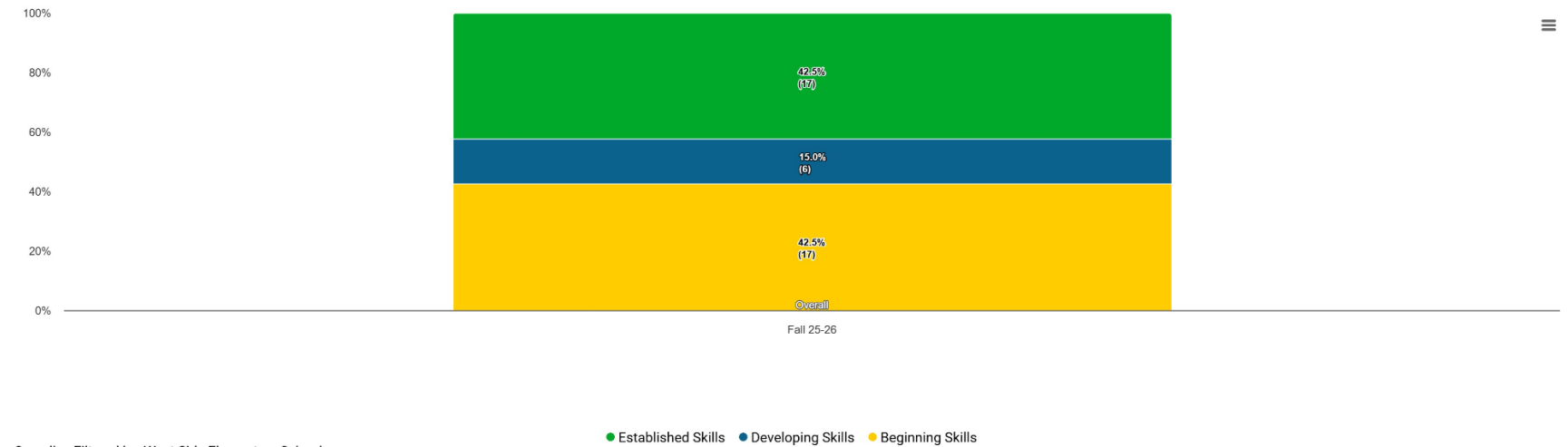
- Functional Behavior Assessments and Developed Behavior Intervention Plans (Students With IEPs)

VI. EARLY LEARNING

A. Kindergarten Readiness

Star Math Proficiency Rate (District Benchmark)

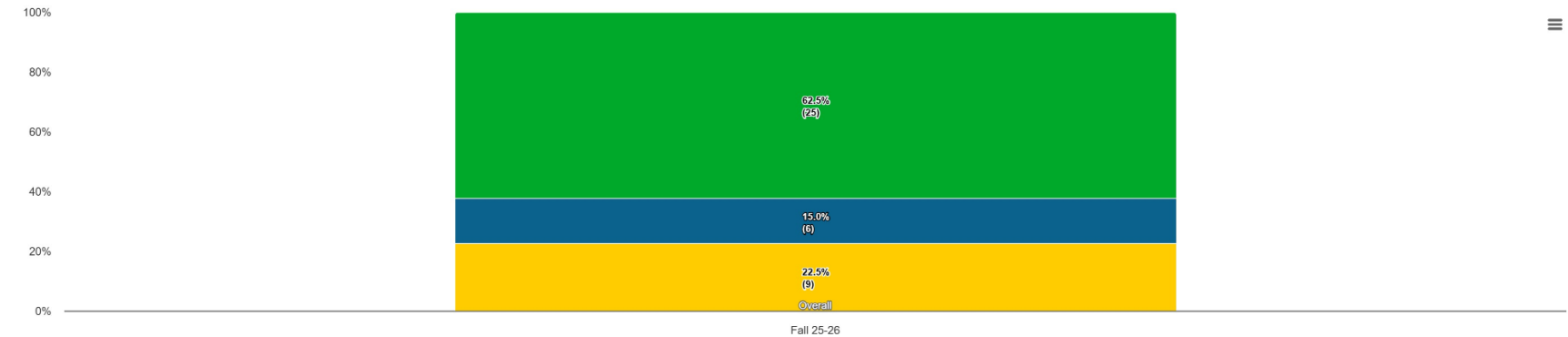
Percent of students at or above the district benchmark on the Star Math assessment. Uses the most recent score in the given district screening window



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Star Early Literacy Proficiency Rate (District Benchmark)

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



Overall — Filtered by: West Side Elementary School

● Established Skills ● Developing Skills ● Beginning Skills

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.

KRA results help determine whole and small group instruction by identifying students' strengths and weaknesses and students' school readiness before entering kindergarten.

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- The KRA Star Early Literacy scores indicate that 62.5% of students scored Demonstrating Readiness (At/Above Benchmark), 15% of students scored Approaching Readiness (On Watch), and 22.5% of students scored Emerging Readiness (Intervention).
- The KRA Star Math Enterprise scores indicate that 42.5% of students scored Demonstrating Readiness (At/Above Benchmark), 15% of students scored Approaching Readiness (On Watch), and 42.5% of students scored Emerging Readiness (Intervention).

The following instructional activities will be utilized in PreKindergarten for ELA:

- Student data will be monitored using results from the PELI to have a baseline for instruction.
- Student data will be monitored using mid-year and end-of-year PELI Assessments and Frog Street assessments to monitor student progress and create small groups for individualized instruction.
- The teacher will support students Tier I daily instruction that focuses on the explicit teaching of foundational skills such as alphabet knowledge, vocabulary and oral language, comprehension, and phonemic awareness.
- The teachers will spend time practicing skills that students have not mastered in one-on-one and small group settings based upon daily formative assessments.
- Students will have daily opportunities to learn through play through focused center time activities to develop skills in ELA and socially.

The following instructional activities will help close the achievement gap in Kindergarten for ELA:

- Student data will be monitored using results from the KRA to have a baseline for instruction.
- Student data will be monitored using DIBELS and CKLA unit assessments to monitor student progress and placement in Literacy Lab and small group instruction.
- Kindergarten teachers will support students Tier I daily instruction that focuses on foundational skills such as phonemic awareness and phonics to develop reading fluency.

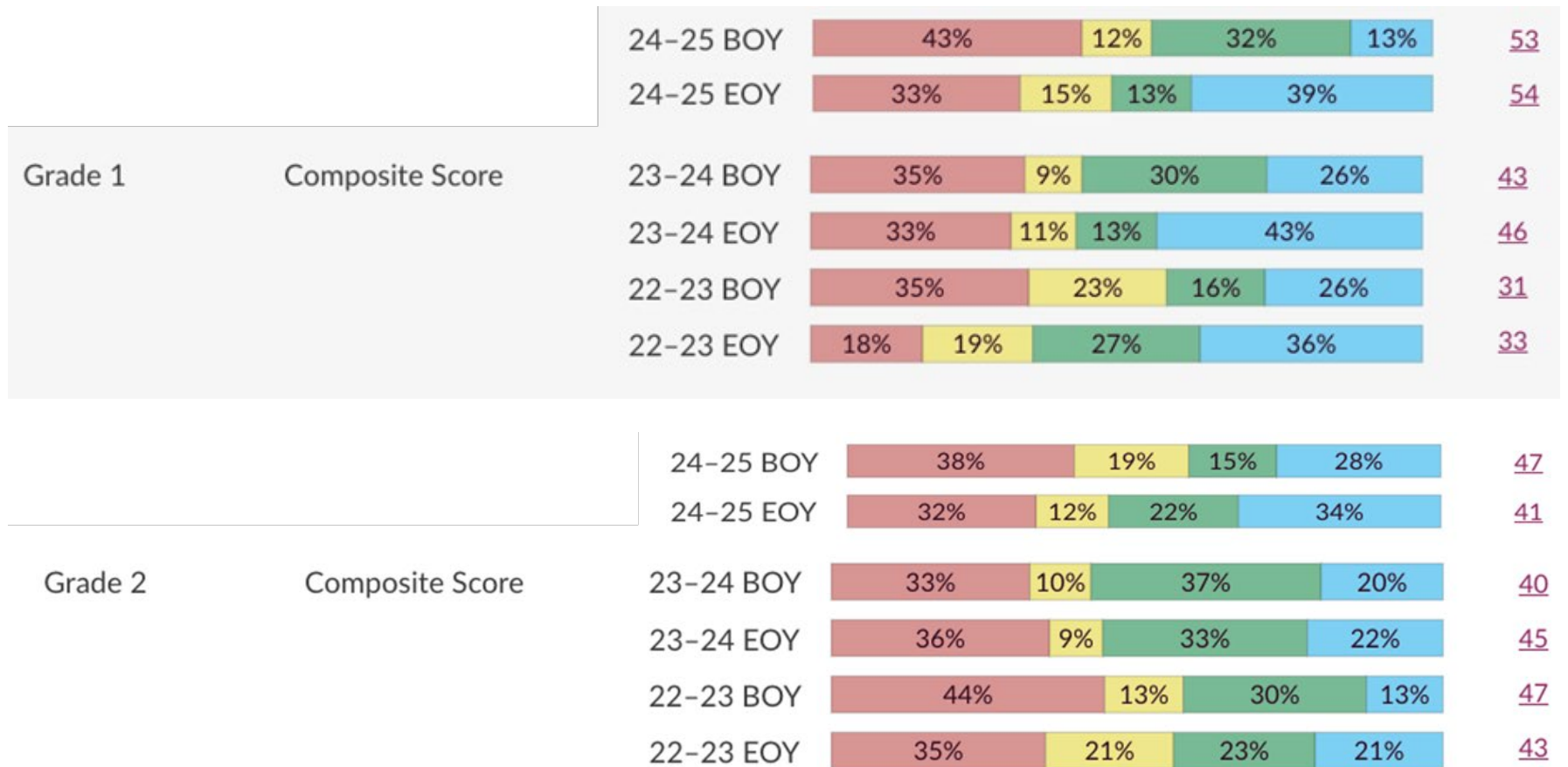
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- Teachers will provide explicit, systematic instruction for comprehension and rich vocabulary using the core reading curriculum CKLA and high-quality text.
- Teachers will spend time practicing skills that students have not mastered.
- Kindergarten students will have daily opportunities to learn through play through focused centertime activities to develop skills in ELA and socially.

B. Dibels K2

Grade K	Composite Score					
		24-25 BOY	24-25 EOY	23-24 BOY	23-24 EOY	
		52%	19%	14%	15%	<u>52</u>
		24%	12%	32%	32%	<u>50</u>
		54%	14%	16%	16%	<u>51</u>
		25%	14%	23%	38%	<u>52</u>
		68%	12%	10%	10%	<u>42</u>
		35%	7%	27%	31%	<u>45</u>

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K-2 AREA 1:	Literacy - Oral Reading Fluency (ORF)
Focus Area Goal	Students in grade 2 will increase their proficiency rate by 10% in the Oral Reading Fluency subtest of DIBELS with specific attention to the students who are in the 2 or more races subgroup. Data trends: 2025 - 2026 BOY: 46% of students were at or above proficiency in ORF.

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	• 2024 - 2025 BOY: 45% of students were at or above proficiency in ORF. • 2023 - 2024 BOY: 50% of students were at or above proficiency in ORF.
Root Cause(s):	• Some students are still working on developing the early foundational skills necessary to being fluent. • Some students struggle with word accuracy which inhibits their ability to read fluently. • Exposure to a limited number of high-frequency words regularly. • Lack of opportunities to build upon background knowledge and vocabulary.
Focus Early Literacy Component:	Oral Reading Fluency
Barriers:	• This is the first year of CKLA implementation; therefore, there are vocabulary, skills, and knowledge gaps. • Some students still are not proficient with earlier foundational skills (letter recognition, letter sound, decoding).
Needed Resources:	• Professional development/planning opportunities with the Literacy Coach to better plan for the CKLA program; specifically, the Skills portion of instruction.
Strategies and/or evidence-based interventions:	• Teachers have been trained in the Science of Reading. They will utilize this knowledge to provide strong Tier I and Tier II instruction within the Word Recognition strand of the reading rope. • Provide students with opportunities for additional practice in decodable readers to build fluency. • Students will be provided opportunities to complete repeated reading activities consisting of passages that are 50 – 200 words to improve speed and accuracy during small groups and Literacy Lab.. • Build high-frequency word recognition and vocabulary through additional practice during small group reading.
How will it be funded?	• County funding • Title I funding
Steps towards full implementation with timeline:	• Bi-weekly team meeting with the Literacy Coach to focus on lesson internalization as well as identify opportunities for oral fluency reading practice. • Utilize DIBELS benchmark data to adjust intervention groups and provide additional supports to struggling readers. • Follow the county's progress monitoring schedule to ensure students are making progress towards proficiency.

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Monitoring Procedure:	• For overall fluency growth monitoring, DIBELS data will be analyzed for progress towards proficiency after each administration. • Teachers will follow the county assessment schedule (strategic readers progress monitored every three weeks and students scoring well below bi-weekly) to assess students. Grade level teams will analyze the ORF data after each PM to identify students and adjust planning as needed. • Teachers will utilize formative assessments (at least weekly) to monitor student's achievement towards high-frequency word recognition. • Teachers will have students read their repeated reading allowed and provide feedback as well as monitor the number of words read correctly in a minute.
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VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ART

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

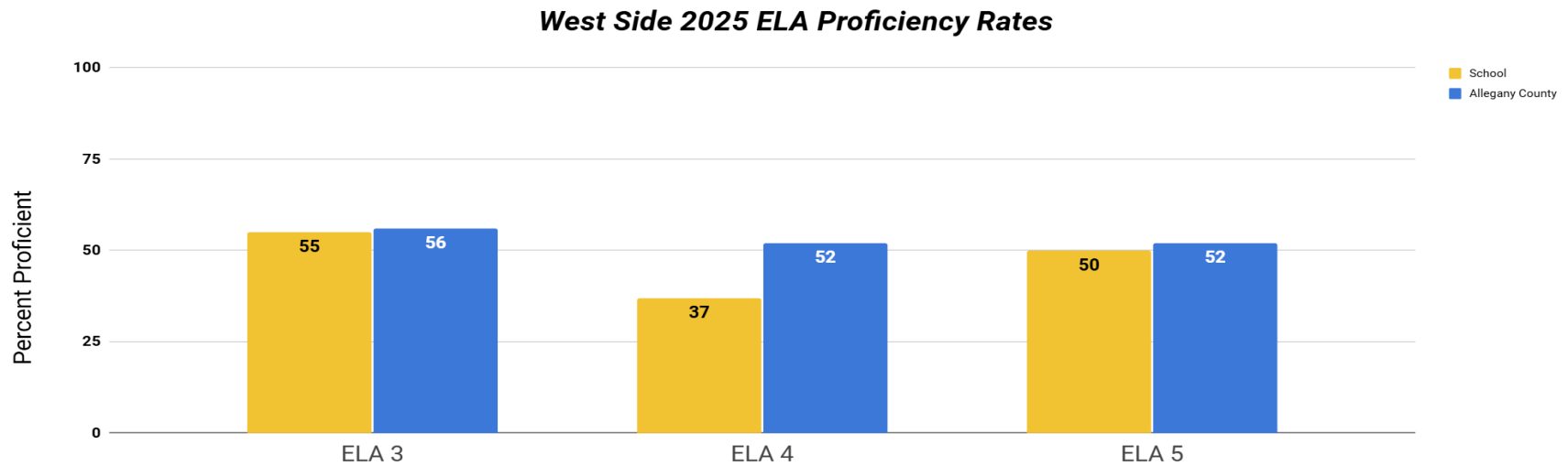
Short Term Goal: to increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

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

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2025 ELA Report Card Results		
	2024	2025
ELA Proficiency out of 5	2.9	2.4
ELA Average levels out of 5	3.2	3
ELA Growth out of 12.5	10	5.5
Total ELA Report Card Points out of 22.5	16.1	10.9

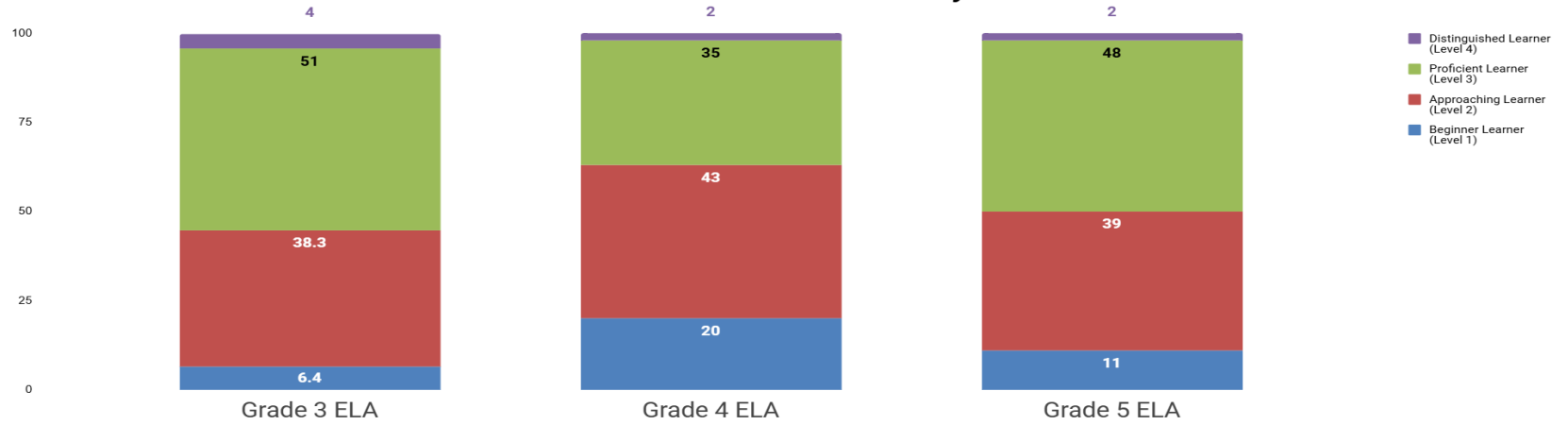
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph



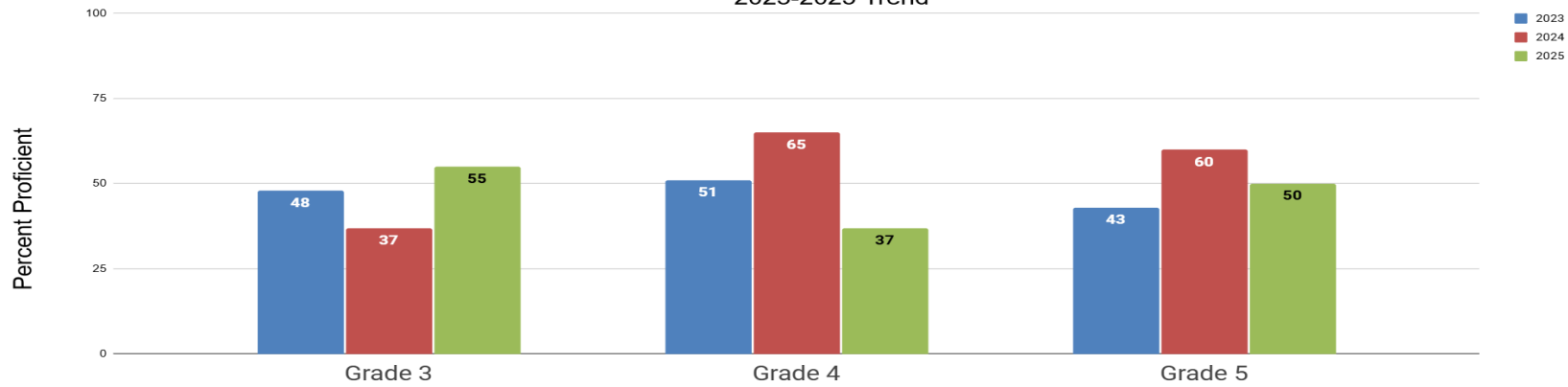
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West Side 2025 MCAP ELA Proficiency Levels

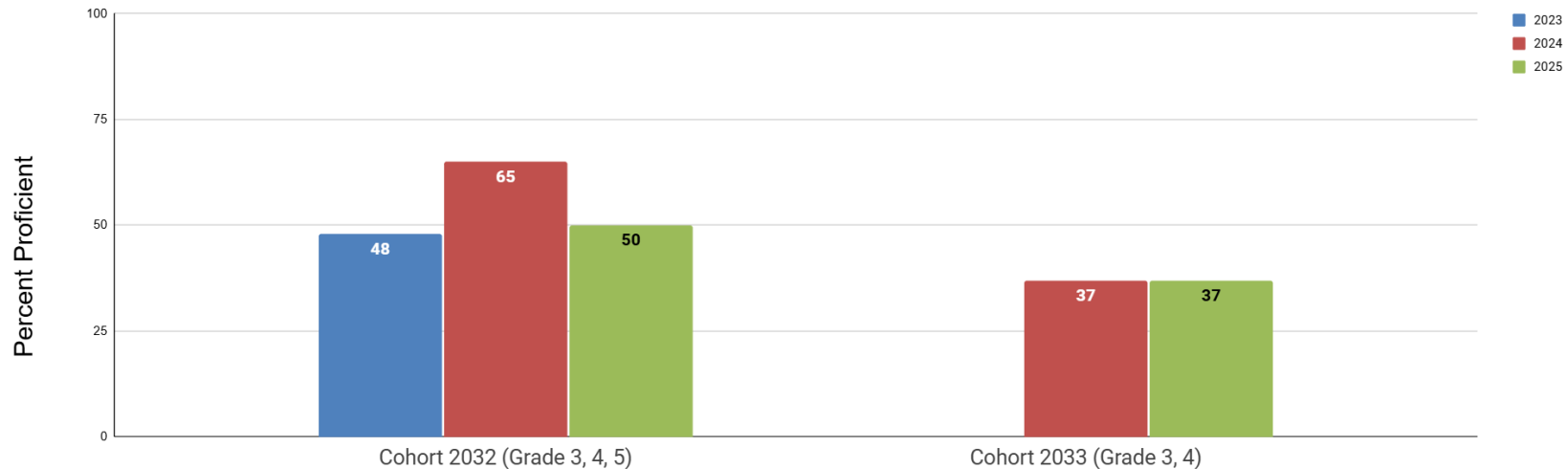


West Side ELA Proficiency Rate 2023-2025 Trend



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West Side ELA Cohort Proficiency Growth



2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Vocabulary - with a specific attention given to the students who are 2 or more races
Focus Area Goal	By strengthening Tier I instruction, in the area of vocabulary, the number of students in grades 3- 5 scoring proficient will increase by 5% on the Spring 26 ELA MCAP assessment.
Root Cause(s):	- Teachers struggle to release students to independently work which leads to lack of opportunities of the students to practice defining new vocabulary independently. - Students possess a lack of and/or limited understanding of unknown and domain-specific words.
Focus Content Standard(s):	- RL.3.4 Determine the meaning of unknown words and phrases as they are used in text, distinguishing literal from nonliteral language - RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 or subject area</i>

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	• L.3.5 Demonstrate understanding of word relationships and nuances in word meanings • RL.4.4 Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology (e.g., Herculean) • RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> • L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choose flexibly from a range of strategies • L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings • RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes • L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies
Barriers:	• According to the BOY DIBELS benchmark, 52% of students in grades K-5 are reading below grade level proficiency. 33% of those students are reading well below grade level proficiency. • Students in K-2 participated in the Superkids curriculum previously which did not allow for many opportunities for deep vocabulary discussions regarding unknown words.
Needed Resources:	• Team planning with the Literacy Coach to analyze data from student work samples. • Team planning with the Literacy Coach to identify opportunities for formative assessments within the CKLA program to continually monitor students' progress towards proficiency with vocabulary.
Strategies and/or evidence-based interventions:	• Teachers have been trained in the Science of Reading. They will utilize this knowledge to provide strong Tier I and Tier II instruction within the Vocabulary strand of the reading rope. • During Tier I and Tier II instruction, teachers will build the students' knowledge of word structure to figure out meanings of words, and context clues. • Explicit instruction in teaching target words that support the comprehension of the story being read. • Explicit instruction in morphology in order to determine the meaning of the new word formed when a known affix/suffix is added. • Explicit instruction in literal vs. nonliteral and multiple meaning words as well as figurative language such as metaphors and similes. • Explicit instruction on using sentence-level context as a clue to the meaning of a word or phrase.

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How will it be funded?	• County funding • Title I funding
Steps towards full implementation with timeline:	• Bi-weekly team planning/data analysis with the Literacy Coach and Administration with a focus on morphology, figurative language, and sentence-level context clues. • Follow pacing guide for CKLA provided by ACPS • Planning weekly with the Literacy Coach to identify areas where vocabulary standards are addressed with a focus on morphology, figurative language, and sentence-level context clues.
Monitoring Procedure:	• Bi-weekly team meeting with the Literacy Coach and Administration to analyze data • ELA walk throughs with specific feedback regarding Tier I instruction

ELA FOCUS AREA 2:	Written Expression- with a specific attention given to the students who are 2 or more races
Focus Area Goal	By strengthening Tier I instruction, in the area of Written Expression, the number of students in grades - 5 scoring proficient will increase by 5% on the Spring 26 ELA MCAP assessment..
Root Cause(s):	• Evidence statements reveal that students struggle to provide written responses to on-demand reading and writing. • Students require further opportunities to experience learning conventions and skills in typing without computer generated corrections. • Students require further opportunities to experience typing extended written responses to on demand reading. • Teacher feedback for writing is not reflective of the MCAP rubric. • Many students are not completing the writing assignments independently.
Focus Content Standard(s):	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. W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Barriers:	- Teachers are resistant to releasing students to writing independently and/or over-scaffolding to the writing instruction. - Transitioning from the Superkids curriculum to CKLA in all grades. - Lack of internalizing the writing standards at an in-depth level.
Needed Resources:	- Writing Studio - MCAP rubrics and success criteria in a student-friendly language
Strategies and/or evidence-based interventions:	- Technology class with a focus on typing written responses to text (grades 3 - 5) - Technology class with a focus on basic keyboarding (grades k - 2) - Create opportunities for on-demand reading and writing utilizing the county resources and appropriate gradual release. - Consistently using the MCAP rubrics and modeling utilizing think alouds. - Bi-weekly meeting with the Literacy Coach and Administration where focus is given to students' written work in response to reading. - Continued professional development on creating Success Criteria and Learning Intentions.
How will it be funded?	- School Based funding - Title I funding
Steps towards full implementation with timeline:	- Bi-weekly meetings/planning with the Literacy Coach and Administration to monitor student work samples and progress. - Teachers and Literacy Coach will score the edCite assessments using the MCAP rubric to identify weaknesses for future planning. - Teachers will work with students to score anonymous student work samples together to improve self-reflection of writing and clarify what is needed to be proficient.
Monitoring Procedure:	- Bi-weekly team meeting with the Literacy Coach and Administration to analyze data - ELA walk throughs with specific feedback regarding Tier I instruction
FOCUS AREA 3:	Informational Texts - with specific attention given to the students who are 2 or more races
Focus Area Goal	By strengthening Tier I instruction, in the area of reading and responding to informational texts, the number of students in grades 3- 5 scoring proficient will increase by 5% on the Spring 26 ELA MCAP assessment.

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Root Cause(s):	• Lack of connections, limited background, and limited vocabulary needed to understand and fully engage in CKLA's complex texts. • Lack of relevant background knowledge, rigor, or access to complex texts.
Focus Content Standard(s):	• RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. • RI3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a text using language that pertains to time, sequence, cause/effect. • RI4.5 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. • RI3.6 Distinguish their own point of view from the author of a text. • RI4.7 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. • RI3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Barriers:	• According to the BOYDIBELS benchmark, 52% of students in grades 3 - 5 are reading below grade level proficiency. 33% of those students are reading well-below grade level proficiency. • Students in K-2 participated in the Superkids curriculum previously which did not allow for many opportunities for deep discussions regarding informational texts' content and structure.. • Teachers are reluctant to release students to read text independently (or only allowing for short portions to be read independently) which has not built reader stamina or readers' ability to dive deeply into the text independently to make meaning.
Needed Resources:	• Opportunities for students to read independently and student discourse about the text. • Opportunities to identify regular and on-going formative assessments in daily instruction.
Strategies and/or evidence-based interventions:	• Teachers will plan and collaborate with the Literacy Coach to plan and internalize lessons in order to provide explicit, Tier I instruction on the following as it relates to informational texts: ○ Describing the relationship between events, ideas, and concepts using language that pertains to time, sequence, and cause/effect. ○ Describing the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, and concepts. ○ Interpreting text features such as charts, graphs, and timelines, to explain how the information contributes to the reader's understanding.

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	○ Comparing and contrasting the most important points and details presented in 2 texts of the same subject.
How will it be funded?	● School-based funding ● Title I funding
Steps towards full implementation with timeline:	● Teachers and Literacy Coach will score the edCite and CKLA unit assessments to identify weaknesses for future planning. ● Follow county pacing guide to ensure Standards are taught within the identified timeframe. ● Wednesday after school collaboration time to further plan for and address students' needs.
Monitoring Procedure:	● Administer CKLA unit assessments and edCite benchmarks to analyze student responses to informational text. ● Team planning/meetings with the Literacy Coach and Administration to further internalize the necessary protocols for reading informational texts and its Standards. ● ELA walk-throughs by administration to ensure teachers are utilizing the release of responsibilities sooner to students while providing specific feedback. ● Bi-weekly meetings with the Literacy Coach and Administration to plan for and analyze Tier I instruction as it relates to reading and responding to informational texts.

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.

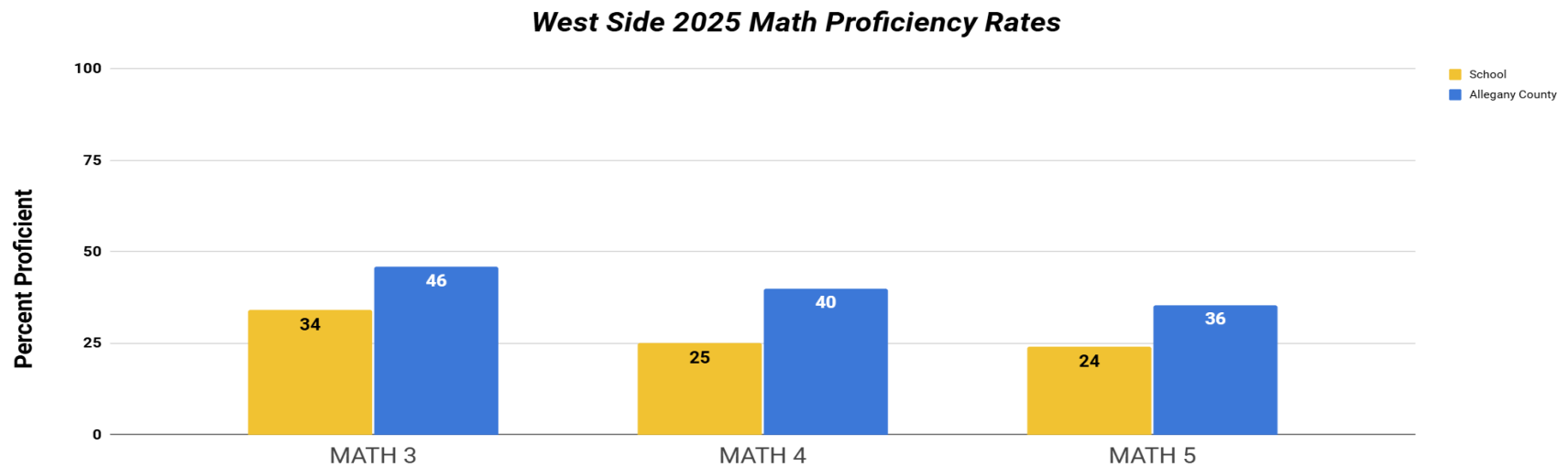
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Math Report Card Results

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	2024	2025
Math Proficiency out of 5	1.5	1.4
Math Average levels out of 5	2.6	2.5
Math Growth out of 12.5	7	5
Total Math Report Card Points out of 22.5		8.9

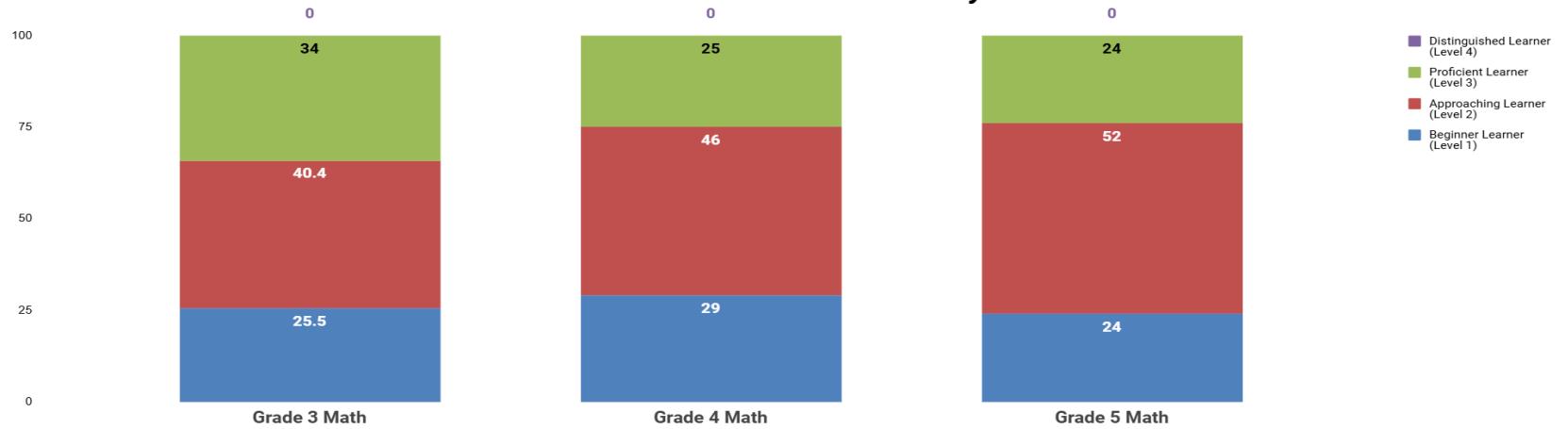
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph



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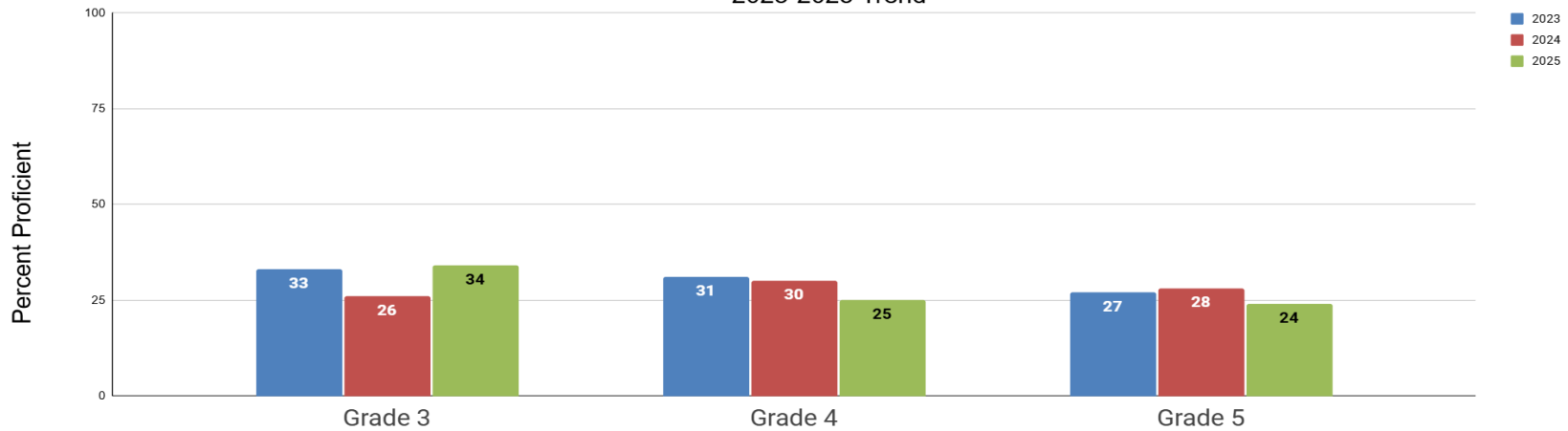
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West Side 2025 MCAP MATH Proficiency Levels



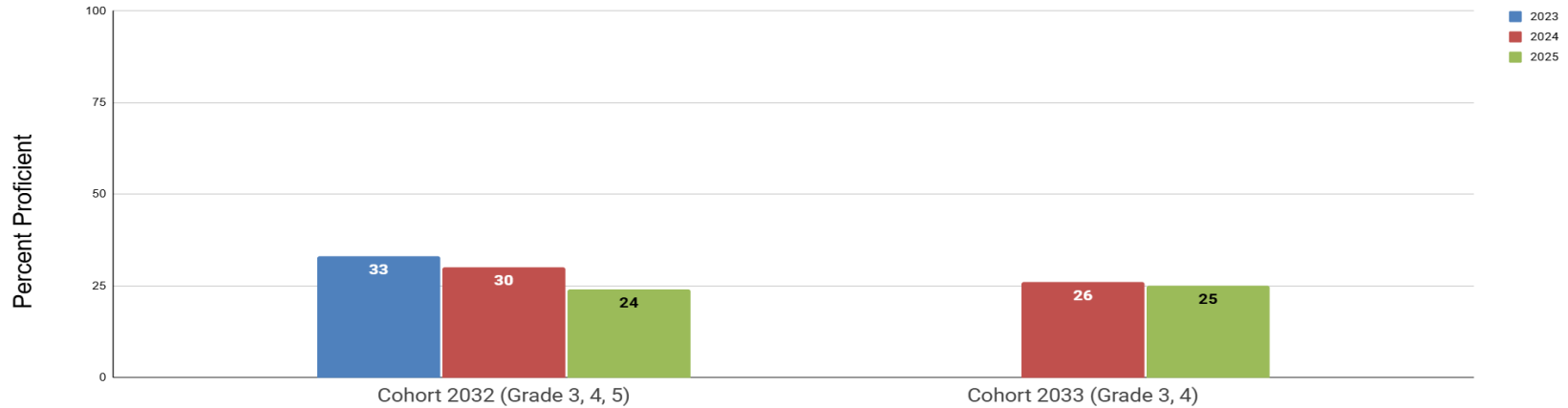
West Side Math Proficiency Rate

2023-2025 Trend



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West Side Math Cohort Proficiency Growth



MATH FOCUS AREA 1:	Content, Reasoning or Modeling- with specific attention given to the students who are 2 or more races
Focus Area Goal	By strengthening Tier I instruction, in the area of Content, Reasoning, or Modeling, the number of students in grades 3 - 5 scoring proficient will increase by 5% on the Spring 26 Mathematics MCAP assessment.
Root Cause(s):	- Based upon Evidence Statements,: - Grade 3 students were below the county and state averages on 38% of the Content, Reasoning, or Modeling questions. - Grade 4 students were below county and state averages on 40% of the Content, Reasoning, or Modeling questions. - Grade 5 students were below county and state averages on 31% of the Content, Reasoning, or Modeling questions. - Students lack the necessary skills and stamina to independently scaffold a multi-step problem. - Students lack the skills necessary for creating written responses to reflect their math processes.

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	- Teachers overscaffold the problems and do not release the students to independently work on problems. - Students are not given ample practice relating the concept being taught to real life scenarios.
Focus Content Standard(s):	- M.1 Determine the problem that needs to be solved in a real-world situation. - M.3 Identify the mathematics that is needed to create a solution path for a real-world situation. - M.4 Create a solution path that represents the mathematics needed to solve a real-world solution. - M.5 Evaluate a partial or complete solution to a real-life situation. - R.1 Base reasoning or explanations on a given pictorial representation and explain how the pictorial model represents a mathematical concept, or how it can be used to justify or refute a statement (with or without flaws), or how it can be used to make a generalization. - R.2 Identify flawed thinking or reasoning and explain how to correct the thinking or work. - R.3 Prove or disprove a statement, conjecture, or generalization, using correct and precise mathematical examples (visual representations, words, symbols, equations, or expressions). - R.4 Reason mathematically to create or analyze a correct and precise solution to a real-world problem and be able to explain why the answer is mathematically correct. - MCAP Type I Items - assess conceptual understanding; procedural skills; reasoning and the ability to use mathematics to solve real-world problems. - MCAP Type II Items - assess a student's ability to reason mathematically. Tasks may require students to provide arguments or justifications, critique the reasoning of others and to use precision when explaining their thinking related to items.
Barriers:	- Students lack the ability to express their mathematical thinking and processes in writing. - Due to the limited amount of public release items, students are not exposed to MCAP style questions. Additionally, the public release items that are available are not of the same higher-level thinking quality that the students face on the actual test. - Teachers are not making real-life connections to the content they are teaching.
Needed Resources:	- Access to additional research-based tasks that match the rigor of MCAP items. - Teacher and students (together during class) create anchor charts which reflect the current content (solving multi-step problems, ways to model and reason).
Strategies and/or evidence-based interventions:	- Teacher modeling using think alouds to demonstrate how to answer multi-step/task type questions. - Additional practice reasoning skills mathematically - critiquing other's work, providing justification, and explaining their thinking precisely.

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	• Additional practice writing with precision to explain their work. • Continued use of the MCAP practice tasks/tests to analyze work against the MCAP 3-point and 4-point Holistic Reasoning and Modeling Rubrics. • Bi-weekly meetings with the Math Specialist and Administration to analyze student work samples and data in order to plan for future instruction.
How will it be funded?	• School-based funding • Title I funding
Steps towards full implementation with timeline:	• Bi-weekly planning/meeting with Math Specialist and Administration to analyze student work samples, review task samples, and plan future lessons. • Continued professional development on MCAP rubrics to deepen the teachers' understanding of expectations.
Monitoring Procedure:	• Bi-weekly meetings with Math Specialist and Administration to focus on student data as it related written samples to tasks. • Walk-throughs conducted by administration with specific feedback. • Wednesday's collaborative planning, if chosen, to locate and plan formative tasks to complete.

MATH FOCUS AREA 2:	Fact Fluency- with specific attention given to the students who are 2 or more races
Focus Area Goal	By strengthening Tier I instruction, in the area of fact fluency, the number of students in grades 3- 5 scoring proficient will increase by 5% on the Spring 26 Mathematics MCAP assessment.
Root Cause(s):	• Lack of concrete, abstract, and representational strategies based on the Gradual Release of Responsibilities. • Lack of fact fluency and number sense • i-Ready curriculum does not prioritize basic fact fluency
Focus Content Standard(s):	• 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. • 3.OA.C.7.2 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. • 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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	• 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. • 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm • 5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Barriers:	• Weak conceptual understanding of numbers • Lack of a deeper understanding of the base 10/number sense • Lack of fluency of basic addition, subtraction, multiplication, division • ACPS tutoring program does not allow for tutoring in math
Needed Resources:	• Common anchor charts (teacher and class created) related to building number sense. • Intentional teacher modeling using think-a-louds with common manipulatives. • Vertical team planning with the Math Specialist to show the spiral of concepts. • Spiral reviews (created by the Math Specialists)
Strategies and/or evidence-based interventions:	• Bi-weekly meeting/planning with the Math Specialist and Administration. • Use of 30 minute small groups during math to provide further Tier II instruction • Use of Visible Learning Strategies - ensuring they are present in daily lessons to show clear learning goals, explicit instruction, and student reflection. • Teachers will provide more time through explicit, focused instruction using: ○ Number talks ○ Spiral reviews ○ Manipulatives to build number sense • Utilize the Concrete, Representational, Abstract model to teach the relationship of numbers. • Parent workshops to teach parents how to support their student at home (math fact parent workshops bi-monthly).
How will it be funded?	• School-based funding • Title I funding
Steps towards full implementation with timeline:	• Utilization of i-Ready fluency flight component. • Basic fact checks and formative assessments to analyze student data and plan for future instruction.

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	• Use of supplemental basic fact programs during 5-10 minutes of small groups using Xtra Math and/or 99 Math). • On-going Number talks during whole group and small group
Monitoring Procedure:	• Bi-weekly meetings with Math Specialist and Administration to focus on student data as it related written samples to tasks. • Walk-throughs conducted by administration with specific feedback. • Wednesday's collaborative planning, if chosen, to locate and plan formative tasks to complete.

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.

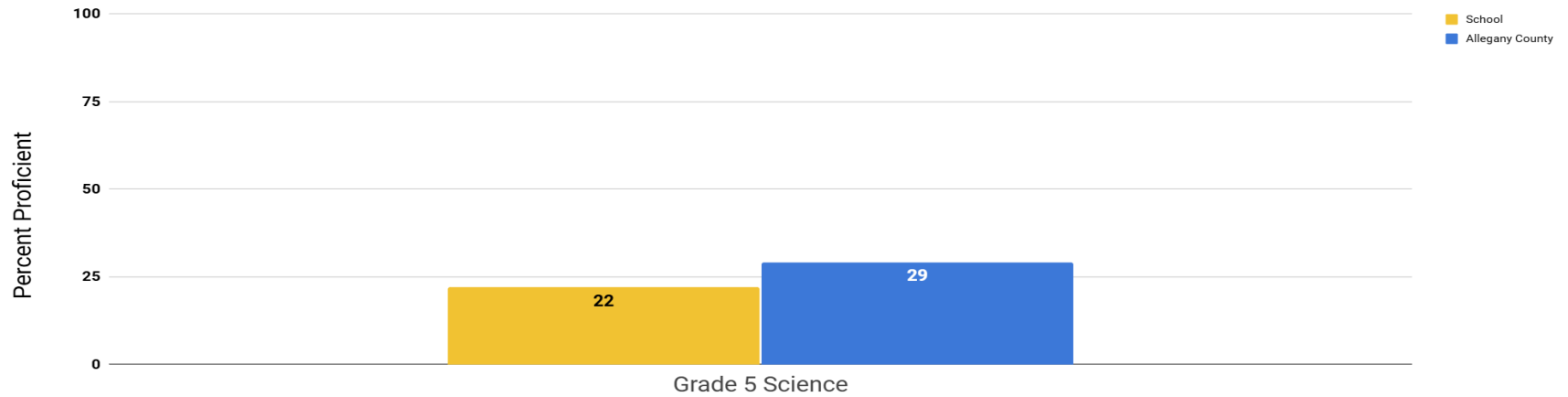
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 5	18	14	12

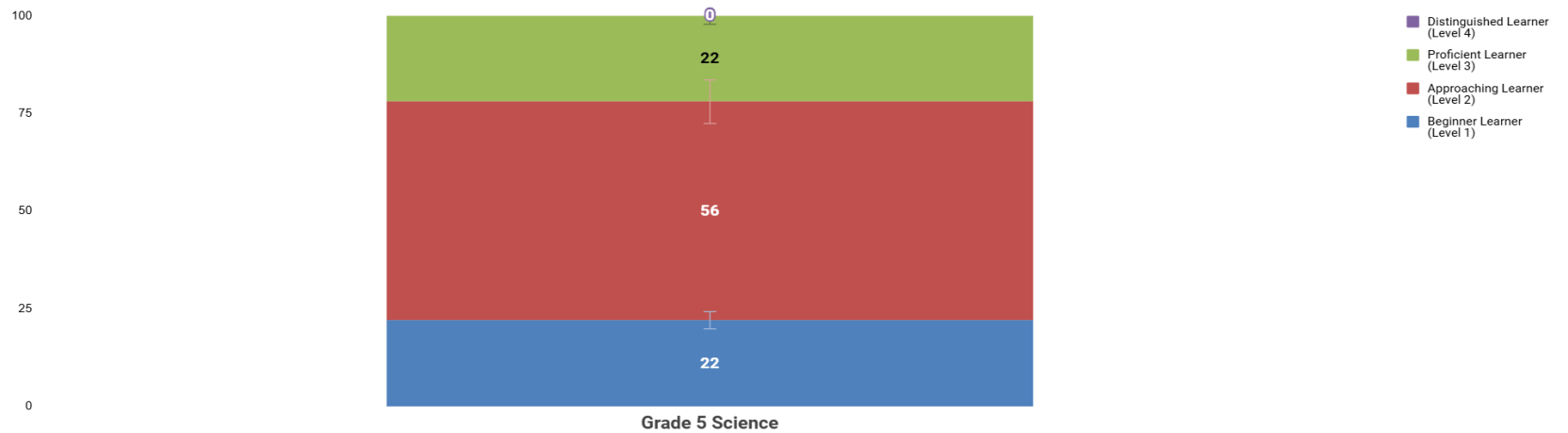
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West Side 2025 Science Proficiency Rates



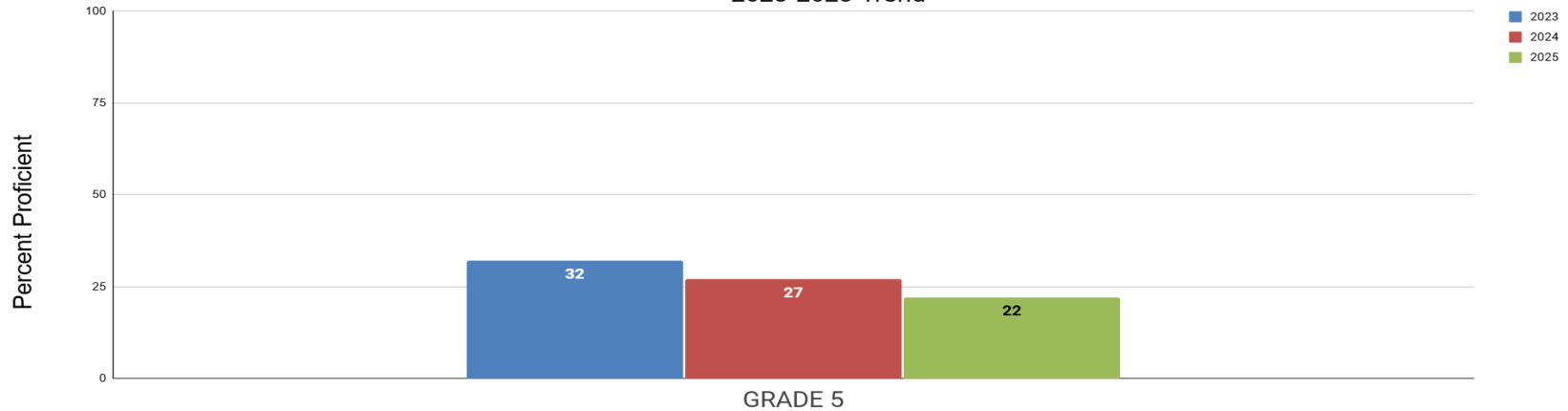
West Side 2025 MCAP Science Proficiency Levels



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West Side Math Proficiency Rate

2023-2025 Trend



FOCUS AREA 1:	Overall performance on MISA - with specific attention given to the students who are 2 or more races
Focus Area Goal	By strengthening Tier I instruction, the number of students achieving proficiency will increase by 10% on the Spring 26 MISA Assessment.
Root Cause(s):	• Lack of connection between hands-on experiments and application to written/computer tasks • Lack of cross-curricular connections (math: reading graphs and ELA: informational texts) • Lack of spiraling concepts from earlier grades
Focus Content Standard(s):	• 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. • 5-ESS42. Represent data in graphical displays to reveal • 5-ESS22. Describe and graph the given amounts
Barriers:	• Time for science instruction has decreased due to other instructional priorities. • Standards taught in previous grades are not revisited within the curriculum. • Intentional cross curricular instruction- making information learned in Science relevant to real world situations.
Needed Resources:	• NewsELA

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	• Read Words • Mystery Science • FOSS online platform
Strategies and/or evidence-based interventions:	• Use pre-graphed data to create and discuss possible scenarios and answer questions. • Create graphs that coincide with the informational text read • Use Read Works and NewsELA for cross-curricular connections. • Select and utilize practice passages and questions relating to science standards, when possible. • Utilize Mystery Science to enhance and extend science investigations. • Use the online FOSS platform to practice digital experiments and online tools. • Incorporating scientific concepts into the Resource Areas (i.e. in Art, the students draw and label cells; in PE, they complete games to reinforce concepts like the circulatory system, animal kingdoms, etc.).
How will it be funded?	• School-based funding • Title I funding
Steps towards full implementation with timeline:	• Science is taught in grade 5 during the second and third quarters. • Provide read aloud opportunities featuring text will be selected relating to science standards, when possible, to discuss and build background knowledge. • In January and February, emphasis will be placed on familiarizing students with MISA practice tests.
Monitoring Procedure:	• Teachers will use comprehension scores from science texts to assess student learning. • Teachers will use spiral review data to monitor student understanding and retention of standards.

FOCUS AREA 2:	5th Grade Earth and Space Science - with specific attention given to the students who are 2 or more races
Focus Area Goal	By strengthening Tier I instruction, with a focus in Earth and Space Science, the percentage of students scoring proficiency will increase by 5% on the Spring 26 MISA.
Root Cause(s):	• Last year's 5th graders scored lowest in the areas of 5th grade Earth and Space Science standards. • There is a lack of MISA formatted practice. • The test is formatted as a reading test. • Lack of exposure to scientific text.

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	There is no set curriculum or high quality instructional materials for elementary science.
Focus Content Standard(s):	5-ESS1-1 Earth's Place in the Universe: Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth. 5-ESS1-2 Earth's Place in the Universe: Represent data in graphical displays to reveal patterns of daily change in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. 5-ESS2-2 Earth's Systems: Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
Barriers:	- Science is only taught 2 of the 4 marking periods per year at 30 minutes per day.. - 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 (Claim, Evidence, Reasoning) 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.

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	● 5th grade teachers will adjust their teaching calendar to allow for increased time for Earth Science lessons since there is no official pacing guide. ● Teachers will emphasize create and interpreting graphs using Science data during math to further assist the students understanding of creating and analyzing graphs.
How will it be funded?	● School-based funding ● ACPS funding ● Title I funding
Steps towards full implementation with timeline:	● 5th grade teachers will complete long range planning of the science standards for the school year in January 2026, and share the calendar with administration. ● 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:	● Bi-weekly planning/meeting with the Math Specialist with a focus on creating and analyzing graphs using Scientific data. ● Bi-weekly planning/meeting with the Literacy Coach with a focus on using Science, informational texts to read and analyze. ● 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 for educators and students, and then create an action plan for improvement.

Community

1. Participation and Engagement
2. Respect for Diversity

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Environment

- 3. Behavior and Academic Supports
- 4. Physical Environment

Relationships

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

Safety

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

2025 Educator Survey Results		
	2024	2025
School's Educator Score	7.9	8.7
ACPS All EducatorScore	7.20	8.20

<i>Staff Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Instructional Support Topic: Instructional Feedback Average = 7.37
Topic Description:	The quality of instructional feedback topic for instructional staff describes the degree to which they receive useful, actionable, adequate feedback from school

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	leadership to improve their teaching.
Strategies: What steps will be taken in order to obtain the desired outcome..	• Provide timely and specific feedback - avoid generalities ("increase engagement"). • Provide high-leverage feedback - identify 1-2 actionable areas that will have the highest impact on student achievement. • Provide actionable and observable next steps that can be immediately implemented. • Encourage teacher reflection during feedback. • Provide feedback that is tied to student work and outcomes. • Align feedback with the teacher's professional learning. • Provide follow-up opportunities to discuss growth..
Initiative leader and team: Who is responsible and involved in the work?	• Jill Hartsfield, Principal • Bonnie Rowley, Assistant Principal
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Conduct frequent walk-throughs while utilizing the form from TPE. • Open door policy for all staff at all times.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• A survey will be given to staff to gauge the progress on improving this score. • Monthly faculty meetings where we address concerns.
Timeline: Include dates for implementation of action steps.	• Ongoing throughout the year • Marking Period surveys
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Relationships Topic: Student - Student Relationships Average: 7.36
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

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Strategies:: What steps will be taken in order to obtain the desired outcome.	• Weekly guidance lessons in every class focused on SEL • Social/Emotional Learning Literature • PBIS Initiatives • More visualizations in the hallway (print rich environment) • Restorative Circles • Mindfulness Activities • Peer mediation groups • Peer mentoring • Counseling with Mental Health Specialist • Working with the Behavior Specialist • Lunch groups with counselor/SEL coach to strengthen peer relationships
Initiative leader and team: Who is responsible and involved in the work?	• Administration • School Counselor • SEL Coach • Classroom Teachers • Behavior Specialist • Mental Health Specialist
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 • Peer mediation groups • Posters/visuals for hallway • PBIS investment by all staff
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 • Informal surveys throughout the marking period • Guidance and SEL referral data • Peer mediation data
Timeline: Include dates for implementation of action steps.	• Ongoing throughout the year monitoring discipline, guidance, and SEL data • Marking Period student surveys

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2025-2026 School Improvement Plan for Title I Schools

2025 Student Survey Results		
	2024	2025
School's Student Score	6.83	7.40
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 Score: 5.09
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).	• SSE position- Officer Bosley's presence throughout the building daily • Safety Patrol Duties • Welcome tours with the SEL coach to build a sense of belonging and routine with new students. • Weekly guidance lessons in every class focused on SEL • PBIS Initiatives • More visualizations in the hallway (print rich environment) • Restorative Circles • Mindfulness Activities • Immediate, impromptu conflict resolution groups, as needed • Small Groups • Peer mediation groups • Peer mentoring

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	● Counseling with Mental Health Specialist ● Working with the Behavior Specialist
Initiative leader and team: Who is responsible and involved in the work?	● All staff and students
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Posters/visuals for hallway ● All staff buy-in of PBIS initiatives ● Guidance lessons
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 ● Informal surveys throughout the marking period
Timeline: Include dates for implementation of action steps.	● Ongoing throughout the year ● Marking Period student surveys
Secondary Area of Need State the Domain, Topic, and Score	Domain: Relationships Topic: Student-Student Relationships Score: 4.61
Topic Description:	The student-student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	● Weekly guidance lessons in every class focused on SEL ● Safety Patrol - use of peer role models ● Jr. Officers of the Week

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	● Peer Buddies - older students paired with younger students between grade levels ● Restorative Circles ● PBIS Initiatives ● More visualizations in the hallway (print rich environment) ● Restorative Circles ● Mindfulness Activities ● Peer mediation groups ● Peer mentoring ● Counseling with Mental Health Specialist ● Working with the Behavior Specialist
Initiative leader and team: Who is responsible and involved in the work?	● Teachers ● Staff ● Students
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Posters/visuals for hallway ● All staff buy-in with PBIS initiatives ● Guidance lessons
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 ● Informal surveys throughout the marking period
Timeline: Include dates for implementation of action steps.	● Ongoing throughout the year ● Marking Period student surveys

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

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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.

- Core PBIS team met during the summer and revisited the PBIS program to fit our data's needs and create buyin.
- Core PBIS team met with entire staff at beginning of the year to review the plan and expectations.
- Core PBIS team met with the entire student body to share the new plan and expectations (Pk2 and 3-5).
- Marking Period PBIS booster rewards to encourage students to follow the school's expectations and receive no referrals.
- Staff will continue to give out Paw coupons for PK- 2 students with Wildcat of the Week Rewards to positively promote the following of the West Side School rules.
- Staff will continue to give out Wildcat Bucks students in grades 3 5 to positively promote the following of the West Side School rules to be used at the Wildcat Warehouse.
- Wildcat Awards (3 per homeroom) given out each marking period.
- All students receive weekly Guidance lessons with the Guidance Counselor reinforcing school rules and "Toolbox" strategies.
- Behavior plans and/or an individualized Check In/Check Out system have been implemented for our students in Tier II.
- Social skill groups have been established based upon knowledge of students and referrals. Groups meet weekly with a guidance counselor or social emotional learning coach to go over areas of concern.
- Teachers utilize behavior management within the classroom by means of Class Dojo, open parent communication, and the use of Restorative Practice questions to resolve conflict.

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

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

Tier I Interventions:

- Guidance as a Resource– Weekly lessons for every student focused on Toolbox Skills

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- Restorative Circles
- PBIS Coupons/Incentives
- Open Communication with Parents (Notes in Planners, Phone Calls, Dojo)
- Regular Work with the Behavior Specialist
- Sensory Hallways For Calming Down

Tier II and Tier III Interventions:

- Weekly Small Groups Based on SRSS Data
- Individual Counseling Sessions Based on SRSS Data
- Check In/Check Out
- Lunch Groups
- Tutoring
- Individual Behavior Plans/ Integrated Support Plans (General Education Students)
- Individual Counseling Sessions with Mental Health Specialist
- Referral to Health Department Counseling
- Regular Work with the Behavior Specialist
- Functional Behavior Assessments and Developed Behavior Intervention Plans (Students With IEPs)

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?

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A Title I Spring Meeting with Parents was held on Wednesday, June 4, 2025 at 9:00 a.m. during which parents and community members reviewed the parent and family engagement plan, budget, and school-parent compact and gave input for the creation of the SIP. In addition, 16 parents completed and returned Parent Interest Surveys providing input. Also, 175 adults attended the West Side Back to School Celebration and Annual Title I meeting on Friday, August 22, 2024 and watched an informational powerpoint presentation about Title I. Again, all were invited to review and comment on the School-Parent Compact, the Title I budget, and the school level parent and family engagement plan.

- How were teachers, principals, and other school staff involved in developing the School Improvement Plan?
The principal oversees the development of the plan and facilitates faculty, grade level team, and data meetings to gain input from teachers and other school staff such as district-level Literacy and Math Coaches and Title I Specialists. Math, ELA, PBIS, and Parent Engagement Teams assisted in the development of the Plan.

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Title I Annual Meeting/Back to School Night	August 22, 2025
Title I Mid-Year Monitoring Meeting with Parents	January, 2026
Title I Spring Meeting with Parents	May, 2026
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families.	Ongoing

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Stipends to pay teachers to work beyond the regular duty day to plan for and present information at parent capacity-building sessions (August Back to School Night/Annual Title I Meeting, October STEM Night, December Literacy Night, May Math Night, and May STEM Night). Fixed charges will also be paid using Title I funds. (Total: \$5,49.34)	August 22, 2025, October 2025, December TBD, May TBD, May TBD
Title I funds will be used to purchase additional materials to support parent and family engagement such as books, games, and math manipulatives. (Total: \$ 4.89)	TBD
Weekly Volunteer Workshops with the Title I Family Engagement Coordinator	Tuesdays
Title I Family Engagement Coordinators will collaborate with Concentration of Poverty Community School Coordinators to hold parent/family events.	Ongoing
Title I Family Engagement Coordinators will reach out to hard-to-reach parents by phone calls, text messages, emails, translation apps, social media such as Facebook Messenger, and they translate key Title I documents for parents.	Ongoing
Title I Family Engagement Coordinators will work with parent volunteers during weekly workshops to create pre-k and kindergarten readiness packets. Laminating film and other supplies are purchased with Title I funds.	Ongoing
Parent Communication Folders will be used to improve the home-school connection, and neon colored paper is used to promote events.	Weekly

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

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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), 114(b)(5).

Service	Provider	Explanation of Services
Raising a Reader	ACPS Early Childhood Office	Pre-K3, PreK4, and kindergarten students take home bags of books weekly to foster literacy with parents at home. The books are changed weekly.
Community Schools	Concentration of Poverty Grant, Jill Wyer, Community School Coordinator	Winter Wonderland, Curtis and Grammy Kind Kids, Author Visit, Outdoor Classroom, Clothing and Hygiene Pantries, and more. In addition, the Title I specialist attends steering committee meetings for collaboration with the CoP and community partners.
ACPS After School Program	West Side teachers	Students receive educational and nutrition services after school hours.
ACPS Summer School Program	Regional site teachers	Students receive educational and nutrition services in the summer.

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Chinese Immersion Program	Chinese Immersion Teachers	Students in the program attend classes taught by Chinese teachers who speak only Chinese.
Western Maryland Food Bank	Weekend Backpack Program	Identified students take home bags of food for the weekend.
Outdoor School	ACPS Outdoor Schools Staff	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.
PTO	PTO Officers and Members	The PTO holds fundraisers to help fund field trips and activities for students. The PTO also holds movie nights and other special activities for kids.
Lego Robotics Team	REACT (Robotics and Engineering in Allegany County - Together), Barry Hartung, teacher	Mr. Hartung and paid coaches meet with students after school to do activities and prepare for competitions.
ATSI	Allegany County	Provide academic support for students in K-5.
Safe and Snug	DSS	Provide coats, hats, gloves
Christmas Tree Families	Community donations / Community Schools	Provide clothing and gifts to families
Christmas Tree Families	LaVale Methodist	Provide food, clothing, and gifts to families
Dental Sealants	Health Department	Provide fluoride Treatments for

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		students
Flu Mist	Allegany County Health Department	Provide flu vaccine for Students
Santa Secret Shop	PTA	Raise funds for PTA
Back to School Backpacks	Local Churches and Organizations	Provide students with school supplies
DARE	Cumberland Police Department/SRO	Prepares students to resist drugs.
Food Pantry	COP Funds	Provide supplemental foods
Safe and Snug	DSS	Provide coats, hats, gloves
Hygiene Pantry	COP Funds	Provide hygiene products
Clothes Pantry	COP Funds	Provide supplemental clothing

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.

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.

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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 schoolbased 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:	Corwin On-Site Professional Learning/Book Study
Professional Learning Title	Corwin Presentation and book study, <u>Belonging in School: Creating a Place Where Kids Want to Learn and Teachers Want to Stay</u> —An Illustrated Playbook by Dominique Smith and Douglas Fisher
Date(s), Time, and Location	Date and time TBD, location- West Side Elementary School
Intended Audience	27 teachers (regular classroom teachers, special educators, intervention teachers, Title I teachers, and resource teachers)
Method of Funding	FY26 ATSI (Corwin presenter on site @ \$7,990 + 27 copies of the books @ \$41.95 = \$1,132.65 + additional supply such as highlighters and book tabs @ \$14.73 = \$9,137.38.)
Changes to occur as a result of Professional Learning	Teachers will implement creative strategies to build a sense of belonging in the school for all students to increase student academic achievement.
Knowledge and skills the participant will attain	Participants will gain creative strategies for building a sense of belonging in the school for all students.

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Method to measure implementation of knowledge and skills in the classroom	The leadership team will oversee implementation of school-wide strategies for building a sense of belonging in the school for all students. Check-ins will be done by the principal during faculty meetings to ensure strategies are working and to see if revisions need to be made to the strategies..
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Professional Learning 2:	Articulation Meetings for Teachers of Grades 1-5
Professional Learning Title	Articulation Meetings for Teachers of Grades 1-5
Date(s), Time, and Location	May 2026, West Side Elementary
Intended Audience	Teachers of Grades 1-5
Method of Funding	Title I, Part A, FY25 Carryover Funds \$26.52 rate x 2 hours x 18 teachers = \$954.36 for participating in the meetings + \$26.51 rate x 1 hour x 18 teachers = \$477.18 for planning for the meetings + fixed charges @ \$114.44 = \$1,545.99.
Changes to occur as a result of Professional Learning	Preliminary classes and groupings will be formed, and data will inform instruction.
Knowledge and skills the participant will attain	Participants will gain data and information on individual students, subgroups, and classes.
Method to measure implementation of knowledge and skills in the classroom	Preliminary classes and subgroups will be formed, and data will inform instruction.

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Professional Learning 3:	<u>The Illustrated Guide to Visible Learning: An Introduction into What Works Best in Schools</u> by Hattie, Fisher, Frey, and Almarode Book Study
Professional Learning Title	After School Visible Learning Book Study
Date(s), Time, and Location	Dates and times to be determined. 3 1-hour sessions after school, West Side
Intended Audience	18 classroom teachers
Method of Funding	Title I, Part A, FY25 Carryover \$26.51 rate x 3 hours x 18 teachers
Changes to occur as a result of Professional Learning	The classroom teachers will agree on which signature practices to implement school-wide.
Knowledge and skills the participant will attain	Participants will gain information on evidence-based strategies to increase student academic achievement by reading about and discussing 11 signature practices.
Method to measure implementation of knowledge and skills in the classroom	The principal will facilitate the sessions and include the selected practices in faculty meeting discussions and in leadership team meetings to measure implementation.

XII. Management Plan

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

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Once approved, the plan will be shared during a faculty meeting in January. Parts will be reviewed and monitored during ongoing grade level team meetings.

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 and by being summarized and sent home in the form of a brochure. A QR code will be created and linked to the webpage to also share with parents. In addition, Title I key components will be shared with parents on the Title I bulletin board. All sharing will be done beginning in February upon approval of the plan.

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

Student progress data will be collected by classroom teachers and reading intervention teachers during progress monitoring and DIBELS testing in ELA and iReady assessments in math. Data will be reported by the ACPS and school-level reading and math specialist during ongoing data meetings. Adjustments to groupings and instruction will be made. At the end of the year, the SIP will be evaluated. A spring level parent and family engagement team meeting will be held to evaluate the effectiveness of the PFE portion of the SIP, and the Leadership/SIT will evaluate the other components.

5. How will the administration monitor the plan?

The administrator will monitor the plan by incorporating components into school-level meetings and by reviewing and observing lessons and activities.

School Improvement Plan for Title I ATSI School - SIGN OFF SHEET

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Name	Signature	Role
Jill Hartsfield	<i>Jill Hartsfield</i>	Principal
Bonnie Rowley	<i>Bonnie Rowley</i>	Assistant principal
Tara Fair	<i>Tara Fair</i>	Kindergarten Teacher
Nickolas Imes	<i>Nickolas Imes</i>	First Grade Teacher
Tonya Hensel	<i>Tonya Hensel</i>	Second Grade Teacher
Christa Porter	<i>Christa Porter</i>	Third Grade Teacher
Brad Ditto	<i>Brad Ditto</i>	Fourth Grade Teacher
Lacy Dickel	<i>Lacy J. Dickel</i>	Fifth Grade Teacher
Rachael Martin	<i>Rachael Martin</i>	Title I Teacher/Chinese Immersion Teacher
Jamie Klink	<i>Jamie Klink</i>	Special Educator
Laura Miller	<i>Laura Miller</i>	Media Specialist
Janet Herring	<i>Janet Herring</i>	Title I Instructional Assistant
Ashley Thompson	<i>Ashley Thompson</i>	Literacy Coach
Mike Whitehead	<i>Mike Whitehead</i>	Math Specialist
Nicole Reed	<i>Nicole Reed</i>	Reading Interventionist
Angela Bowser	<i>Angela Bowser</i>	Reading Interventionist

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Betsy Green	<i>Betsy Green</i>	Title I School Support Specialist
Delsie Fazenbaker	<i>Delsie Fazenbaker</i>	Title I Family Engagement Coordinator
Jill Wyer	<i>Jill Wyer</i>	School Community Coordinator
Haley Fitzpatrick	<i>Haley Fitzpatrick</i>	PTO President
Damon Rosenzweig	<i>Damon Rosenzweig</i>	Parent Representative
Erica Weedon	<i>Erica Weedon</i>	Parent Representative