

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

School: Westernport Elementary

Principal: Derek Horne

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I. VISION, MISSION, AND CORE VALUE

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Mission Statement

Westernport Elementary School will empower our students to successfully meet the challenges of the twenty-first century, by nurturing the whole child: intellectually, physically and emotionally.

Vision

We will partner with family and community to build a better world – one child at a time.

Core Values

- Create a learning environment that is intellectually stimulating for all students.
- Maintain a safe building for students, families, and staff.
- Support the emotional development of all students.
- Build a community network in which Westernport is a central part.

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

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

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II. SCHOOL DEMOGRAPHICS
building? 6

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers		19	19
Itinerant staff		9	9
Paraprofessionals	4	5	9
Support Staff	1	5	5
Other	4	8	12
Total Staff			55

Number of years the principal has been in the

B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10
African American	≤10	≤10
White	210	88.6
Asian	≤10	≤10
Two or More Races	16	6.8
Hispanic/ Latino	≤10	≤10
Special Education	55	23.2
LEP	≤10	≤10
Males	112	47.3
Females	125	52.7
Gender X	≤10	≤10
Total Enrollment	237	
FARMS Rate (20242025)		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)	91.1%	91.6%	91.8%
Grade 1	89.2%	90.5%	90.4%
Grade 2	91.9%	90.7%	91.1%
Grade 3	91.6%	93.2%	91.4%
Grade 4	90.2%	91.6%	94.3%
Grade 5	92.6%	92.0%	92.0%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	90.2%	90.7%	91.2%
Hispanic/Latino of any race	≤10	≤10	≤10
American Indian or Alaska Native	≤10	≤10	≤10
Asian	≤10	≤10	≤10
Black or African American	≤10	≤10	≤10
Native Hawaiian or Other Pacific Islander	≤10	≤10	≤10
White	90.4%	91.0%	91.4%
Two or more races	≤10	≤10	88.5%
Male	90.9%	91.3%	90.9%
Female	89.5%	90.1%	91.5%
EL	≤10	≤10	≤10
Special Education	88.4%	89.5%	89.7%
Free/Reduced Meals (FARMS)	89.4%	89.5%	90.1%

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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)	62.2	71.4	69.5
Report Card Points Earned (out of 15)	2	5.5	5

ATTENDANCE FOCUS AREA	
Grade Band (s) or Subgroup (s)	Chronically absent students
Focus Area Goal	Increase students NOT chronically absent by 4.5%.
Root Cause(s):	Why: Student illness (physical and mental) Why: Family Engagement/ Buy in Why: Many parents/guardians in our community are lacking personal transportation, walking is not always a viable option for some parents/guardians in our community.
Barriers:	- Transportation for parents/guardians if the bus is missed in the mornings. - Chronic mental and/or physical health for students
Needed Resources:	- Increased local Community Resources regarding information/workshops for children's mental and physical wellbeing
Strategies	- Tier II attendance groups - Attendance letters sent home stating attendance policy and dates of student absences - Support staff making daily attendance calls to parents/guardians - Home visits completed by PPW and/or Guidance - Tier I lessons on school attendance during Guidance lessons - Parent Conference with administration, Guidance, and PPW once 10 absences have occurred. - School Wide PBIS activities to boost attendance, including surprise karaoke parties, popcorn and movie day, monthly

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	attendance shout out wall, and surprise prize giveaways and raffles. -Students with perfect weekly attendance will be announced during lunch shifts on Fridays. Students that have perfect attendance will have the opportunity to choose items from our Attendance Cart, filled with snacks, special school supplies, and special Westernport Elementary School “swag”. -Grade level classrooms with the highest percentage of attendance each month will be recognized on the announcements and visible to students, staff, and caregivers upon entering Westernport Elementary on the Attendance Shout Out wall. Grade level classrooms with the highest percentage of attendance each month will earn a banner to display on their classroom door and receive extra play. Special playground equipment, board games, and fun activities will be provided during extra play to celebrate this accomplishment. -Award ceremony and incentive trip for students who attend school 94% and up each quarter. Incentive trips include, roller skating, bowling, fishing at Dans Mountain, and a school dance after school.
How will it be funded?	Title I funds, COP funds
Steps towards full implementation with timeline:	December- May 2026- Tier II Attendance groups Current- May 2026- Support staff making daily attendance calls to parents/guardians Current-May 2026; Home visits completed by PPW and/or Guidance Current-May 2026; Tier I lessons on School attendance during Guidance lessons Current-May 2026; Parent Conference with administration, Guidance, and PPW once 10 absences have occurred Current-May 2026; Schoolwide PBIS activities (10.30, 11.6, 3.27, 6.4) Current-May 2026; Weekly announcements for classrooms who had at least 94% of students in attendance that week. Classrooms receive 15-20 minutes of extra play. Current-May 2026; Grade level classrooms with at least 94% of students in attendance each month recognized visually using the Attendance Shout Out Wall. Classrooms receive an Attendance Shout out Cart and are recognized on the morning announcements. Classrooms receive banners to hang on the door. Current-May 2026; Quarterly attendance incentive trips (Dec, Feb., April, May)
Monitoring Procedure:	- Daily attendance monitored through Powerschool Student Information System -Attendance data monitored and discussed weekly during Pupil Service Team meetings

ATTENDANCE FOCUS AREA 2: Grade Band (s) or Subgroup (s)	Students two or more races Special education students
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Focus Area Goal	Increase attendance of students two or more races by 3.5% Increase attendance of special education students by 3.3%
Root Cause(s):	Why: Complex Family Structures Why: Transportation or Economic Barriers Why: Student illness (physical and mental)
Barriers:	- Consistent communication with parents via phone/in person/ dojo - Consistent transportation if student is unable to make the bus
Needed Resources:	-Classroom activities that reflect diverse identities -Sensory room
Strategies:	-Tier I attendance letter sent home at the beginning of the year -Use family surveys to understand barriers -Create classroom activities that reflect diverse identities - Established mentors for students to create and maintain positive relationships - Attendance information sent home monthly (school newsletter) to remind parents/guardians of attendance policy and discuss importance of school attendance -Students with perfect weekly attendance will be announced during lunch shifts on Fridays. Students that have perfect attendance will have the opportunity to choose items from our Attendance Cart, filled with snacks, special school supplies, and special Westernport Elementary School “swag”. -Grade level classrooms with the highest percentage of attendance each month will be recognized on the announcements and visible to students, staff, and caregivers upon entering Westernport Elementary on the Attendance Shout Out wall. Grade level classrooms with the highest percentage of attendance each month will earn a banner to display on their classroom door and receive extra play. Special playground equipment, board games, and fun activities will be provided during extra play to celebrate this accomplishment. -Award ceremony and incentive trip for students who attend school 94% and up each quarter. Incentive trips include, roller skating, bowling, fishing at Dons Mountain, and a school dance after school.
How will it be funded?	Title I funds, COP funds, school funds
Steps towards full implementation with timeline:	September 2025- Tier I attendance letter sent home Current- May 2026; Create classroom activities that reflect diverse identities September- May 2026; Established mentors for students September-May 2026; Monthly attendance reminder in school newsletter

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	Current-May 2026; Weekly announcements for classrooms who had at least 94%of students in attendance that week. Classrooms receive 15-20 minutes of extra play. Current-May 2026; Grade level classrooms with at least 94%of students in attendance each month recognized visually using the Attendance Shout Out Wall. Classrooms receive an Attendance Shout out Cart and are recognized on the morning announcements. Classrooms receive banners to hang on the door. Current-May 2026; Quarterly attendance incentive trips (Dec, Feb., April, May)
Monitoring Procedure:	Data reviewed weekly during PST meetings. Pupil Personnel Worker, School Secretary, Guidance Counselor, Social-Emotional Coach, and LAP IA

IV. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2022-2023	2023-2024	2024-2025
Total Referrals	43	104	110
All Suspensions	6	8	4
In School	*	*	
Out of School	6	8	4
Sexual Harassment Offenses	*	*	*
Harassment/Bullying Offenses	1	0	1

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

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The data from last year was reviewed and more than 40% of the referral data came from 2 students. Both students are students with an IEP or 504, with either a formal or informal behavior plan. We will continue addressing referrals using the following plan:

- Pupil Services Team Meetings
- LAP IA - check ins, breaks, classroom support
- Therapeutic Interventions
- Mental Health Therapy
- Guidance Lessons with counselor
- Tier II and Tier III plans
- Behavior Specialist
- Parent Meetings
- Administrative Conferences with Student

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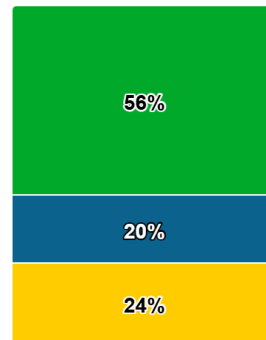
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V. EARLY LEARNING

A. Kindergarten Readiness

Star Early Literacy Proficiency Rate (District Benchmark)

Fall 2025-2026

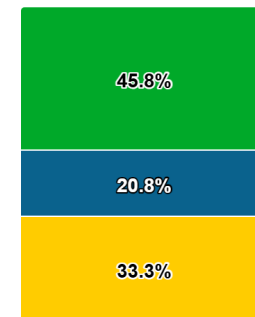


● Established Skills
● Developing Skills
● Beginning Skills

EXPLORE

Star Math Proficiency Rate (District Benchmark)

Fall 2025-2026



● Established Skills
● Developing Skills
● Beginning Skills

EXPLORE

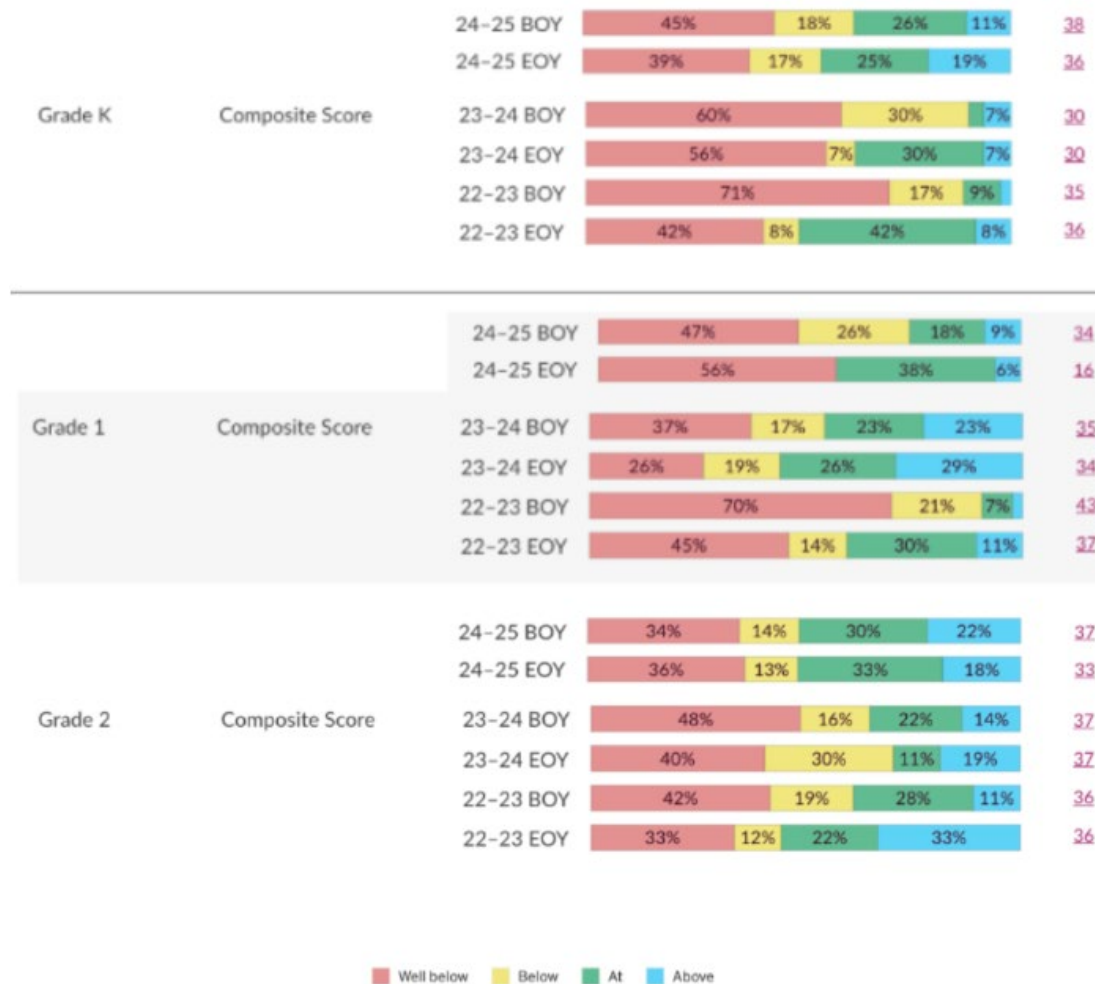
Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

To ensure the progress of students who begin kindergarten with deficits, the school plan includes the following adjustments: exposure to kindergarten content and structure, curriculum rigor, consistency, and routine, reading interventions and extra

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supports, using transition periods for extra phonemic practice, and providing opportunities for extra practice outside of the reading block; this includes but is not limited to, math story problems, scholastic magazine, extra literature, and at-home activities. Data will be collected throughout the school year to show progress through DIBELS progress monitoring for at-risk students, domain assessments per unit of instruction, and student performance assessments per unit of instruction.

B. DIBELS



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K-2 AREA 1:	NWF- letter sounds and decoding
Focus Area Goal	NWF fluency will increase in grades 1 and 2 by at least 10% by the 2026 EOY assessment.
Root Cause(s):	Why? 50% of incoming Kindergarten students this is their first exposure to a school setting and not exposed to a print rich environment Why? Limited exposure to rigorous high expectations Why? Inconsistent phonics instruction Why? Limited phonological awareness background Why? Low level automaticity
Focus Early Literacy Component:	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Barriers:	Lack of staff to make intervention groups smaller Inconsistent intervention Complete understanding of the science of reading
Needed Resources:	Vertical planning Collaborative planning to go over needed materials
Strategies and/or evidence -based interventions:	Literacy coach continues to meet monthly to internalize unit and lessons focusing on chaining folders and decoding implementation in lessons Daily opportunities to have extra practice reading the CKLA skills readers that allows for opportunities of rereading the decodable words - whole group, partner work, small group instruction Utilize formative assessments to drive instruction - whole group reteaching or additional small group instruction Continuous teacher modeling
How will it be funded?	School funds

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Steps towards full implementation with time line:	Literacy coach will model lessons if needed by teachers - monthly Consistent implementation of reading strategies outside of reading block K-2 - weekly
Monitoring Procedure:	Monthly collaborative planning with Literacy coach Administration, DIBELS, End of Skills Unit Assessment

K-2 AREA 2:	Phonemic Awareness
Focus Area Goal	Phonemic awareness will increase in K from 11% to 41% and Grade 1 from 37% to 67%
Root Cause(s):	Why? Limited exposure to language Why? Limited vocabulary Why? Not much practice with rhyming Why? Difficulty with speech sounds Why? Weak sound and letter knowledge
Focus Early Literacy Component:	RF.K.2.a Recognize and produce rhyming words. RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
Barriers:	Time to internalize units and lessons Students enter school with a limited exposure to spoken word and print materials
Needed Resources:	Vertical planning Collaborative planning to go over needed materials
Strategies and/or evidence -based interventions:	Literacy coach continues to meet monthly to internalize unit and lessons Teachers become more fluent with the phonemic awareness routines within the daily lessons More opportunities for students to turn and talk during lessons Maximize transition times to review phonemic awareness skills Demonstrating mouth motions and formations when forming letter sounds through individual use of mirror - weekly

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How will it be funded?	School funds
Steps towards full implementation with timeline:	Utilization of observations/formative assessments to drive review needs - daily
Monitoring Procedure:	Monthly collaborative planning with Literacy coach Administration, DIBELS, End of Skills Unit Assessment

VI. 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

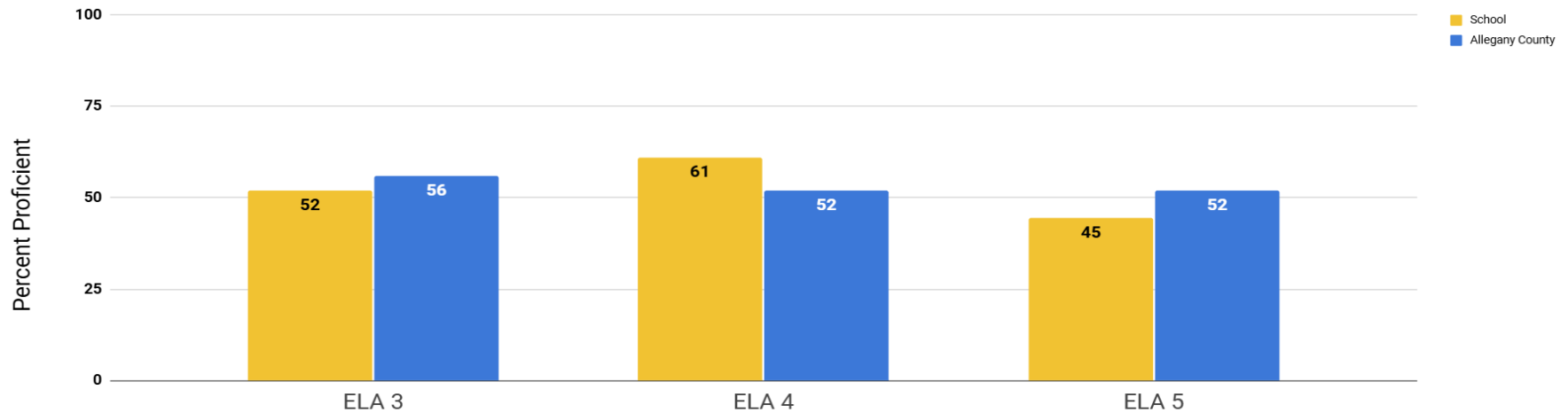
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 ELA Report Card Results		
	2024	2025
ELA Proficiency out of 5	2.5	2.6
ELA Average levels out of 5	3.1	3.1
ELA Growth out of 12.5	7.5	5.5
Total ELA Report Card Points out of 22.5	13.1	11.2

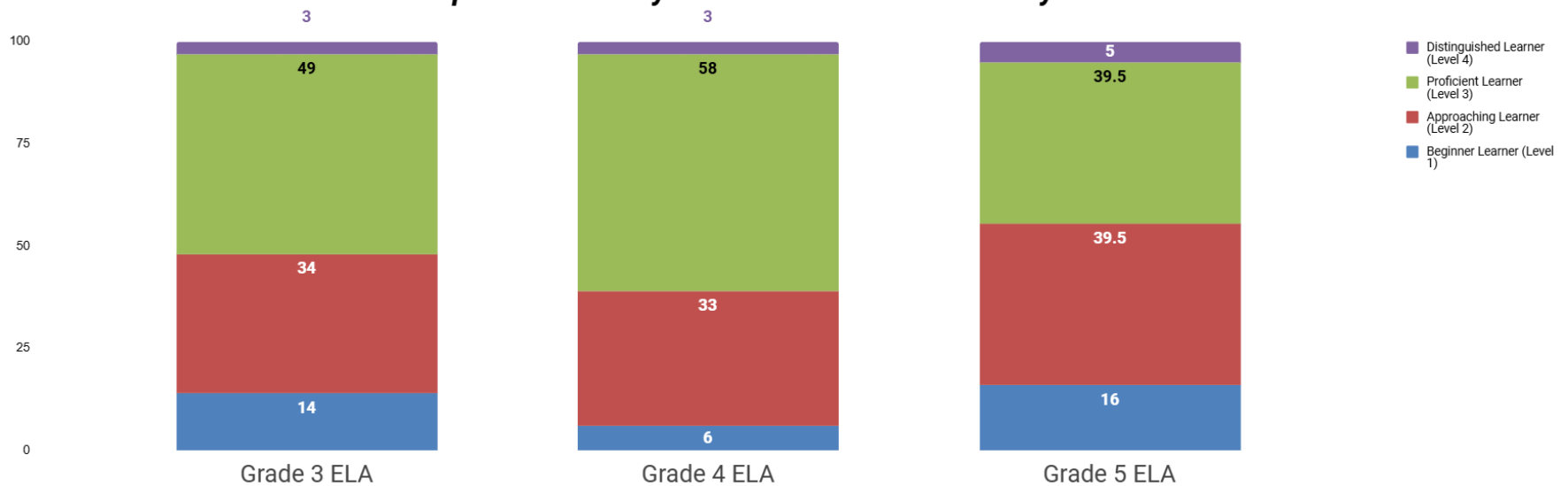
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1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

Westernport Elementary 2025 ELA Proficiency Rates



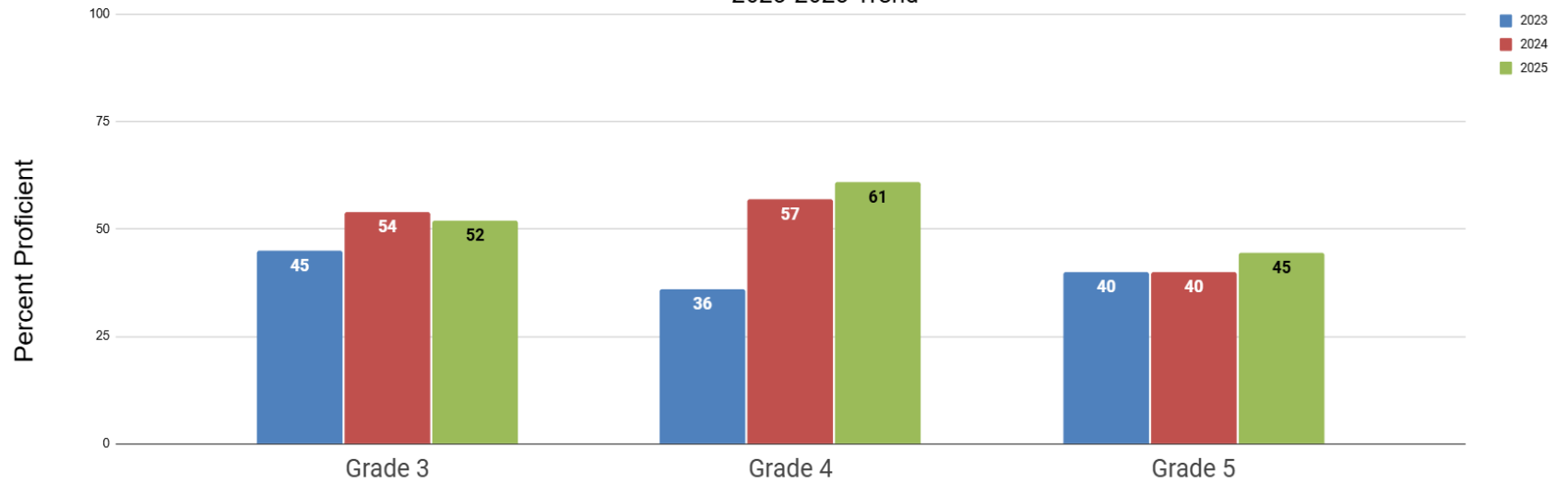
Westernport Elementary 2025 MCAP ELA Proficiency Levels



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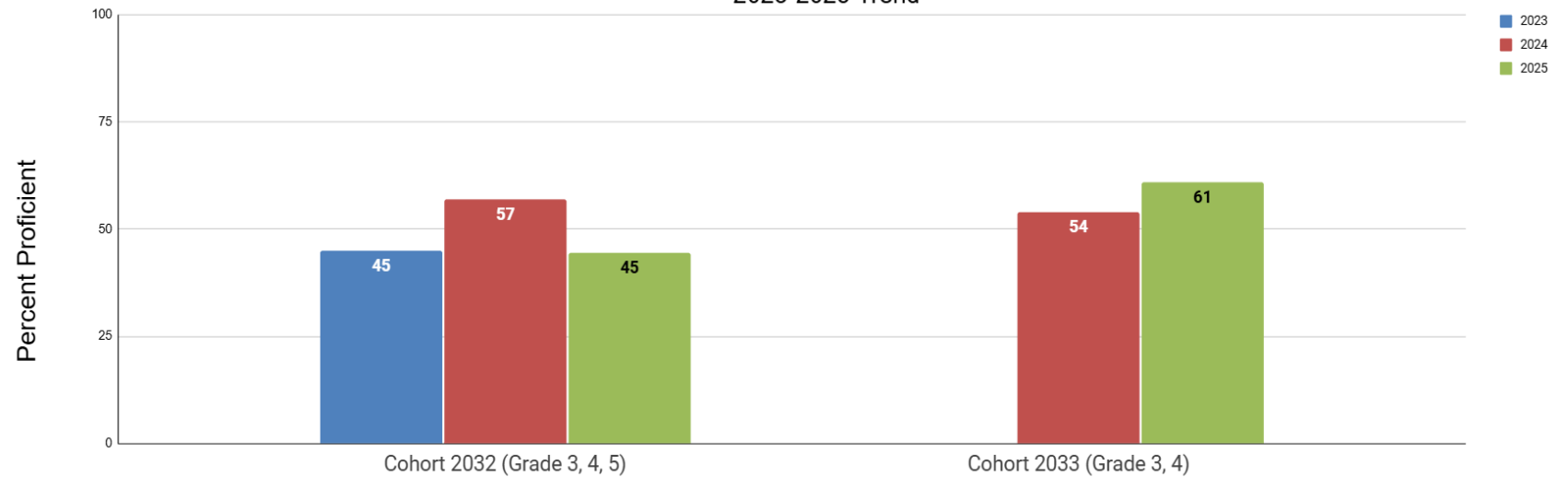
Westernport Elementary ELA Proficiency Trend

2023-2025 Trend



Westernport Elementary ELA Cohort Proficiency Growth

2023-2025 Trend



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2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Oral Reading Fluency
Focus Area Goal	Increase fluency rate across all grade levels 15 in the school ORFAccu and ORF. - ORF-Accu will increase by 10% from 77% to 87% . - ORF will increase by 22% from 45% to 67%.
Root Cause(s):	Why? Time within the 120 minutes daily ELA block does not always allot additional time for students to read and reread for practice. Why? Limited repeated reading opportunities. Why? Students are not provided consistent opportunities to read outside the ELA block. Why? Lack of consistent schoolwide opportunities to have students read outside of the school day. Why? Limited exposure to print or reading at home.
Focus Content Standard(s):	RF.3.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
Barriers:	• Time • Lack of known resources within CKLA • Lack of consistent schoolwide expectations
Needed Resources:	• Quality text • Take home fluency folder • Checklist/Accountability chart • Schoolwide parent letter with expectations given throughout the year - every 9 weeks
Strategies and/or evidence - based interventions:	• Utilizing CKLA fluency passages • Additional support lessons in K2 during Lit Lab • Read-Live • Weekly reads with teacher

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How will it be funded?	Title I funds, COP funds, school funds
Steps towards full implementation with timeline:	Weekly - teachers provide each student with a weekly fluency read passage to practice reading outside of the school day Monthly - teachers share progress during faculty meeting December 2025 - Create parent letter and send with Books Before Bedtime invitation December 2025 - Books before Bedtime - send home a book and bookmark with discussion ideas about books March 2026 - Read Across America - send home a book and bookmark with discussion ideas about books September 2026 - Create parent letter and send home
Monitoring Procedure:	Learning Walks Monthly faculty meeting share out DIBELS progress monitoring and data meetings School ORF and ORF-Accu will be used to show growth.

ELA FOCUS AREA 2:	Informational Text
Focus Area Goal	Increase Informational Reading in grades 3-5 by 10%. Grade 3 scores will increase 10% from 60% proficient to 70%. Grade 4 will increase 10% from 58% proficient to 68% proficient. Grade 5 will increase 10% from 49% to 59% proficient.
Root Cause(s):	• Lack of background knowledge due to early grades using a different ELA curriculum. • Lack of oral reading opportunities • Students are asked to read multiple passages and integrate information which can be difficult for students with weak comprehension strategies
Focus Content Standard(s):	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Barriers:	• Lack of background knowledge due to early grades using a different ELA curriculum. • Lack of oral reading opportunities

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	Students are asked to read multiple passages and integrate information which can be difficult for students with weak comprehension strategies
Needed Resources:	- Reading specialist modeling teaching strategies (whole group and small group) - Continued subscriptions to alternate informational texts (Scholastic, ReadWorks, etc) - Newsela
Strategies and/or evidence-based interventions:	- Consistent reading intervention/reading blocks - Uninterrupted reading blocks - Highlighting and using reader for text support - Creating anchor charts in the lesson - Using highlighting of information, graphic organizing, anchor charts
How will it be funded?	Title I funds, COP funds, school funds
Steps towards full implementation with timeline:	- Using Learning Walks to monitor whole school consistency - Pacing Guide
Monitoring Procedure:	School principal, classroom teachers, End of Unit Assessments

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B. MATHEMATICS

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

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

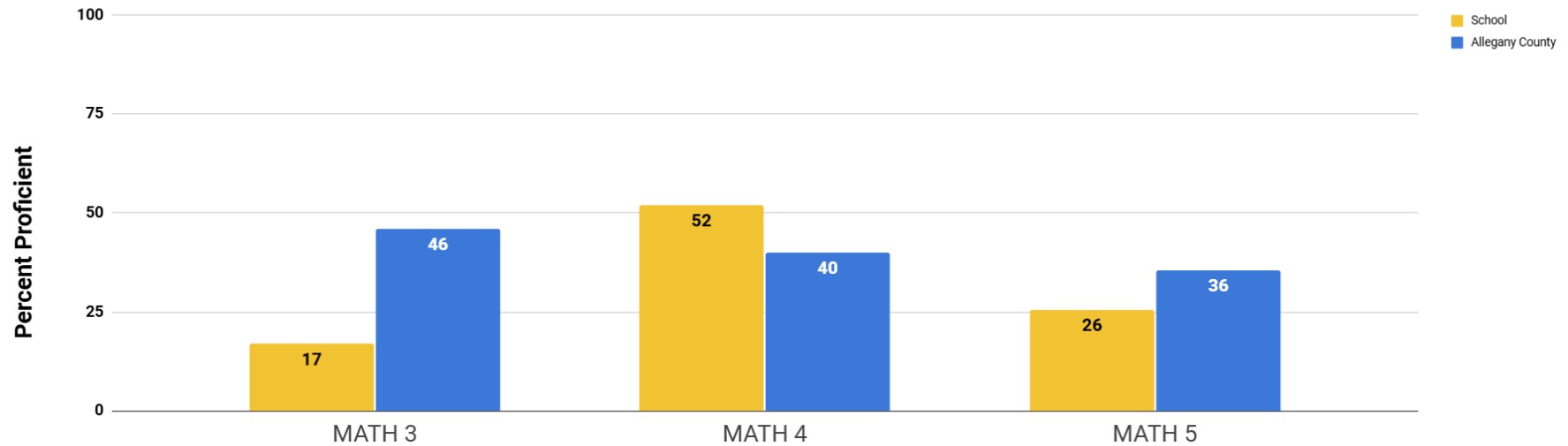
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Math Report Card Results		
	2024	2025
Math Proficiency out of 5	1.6	1.6
Math Average levels out of 5	2.7	2.7
Math Growth out of 12.5	8	4
Total Math Report Card Points out of 22.5	12.6	8.3

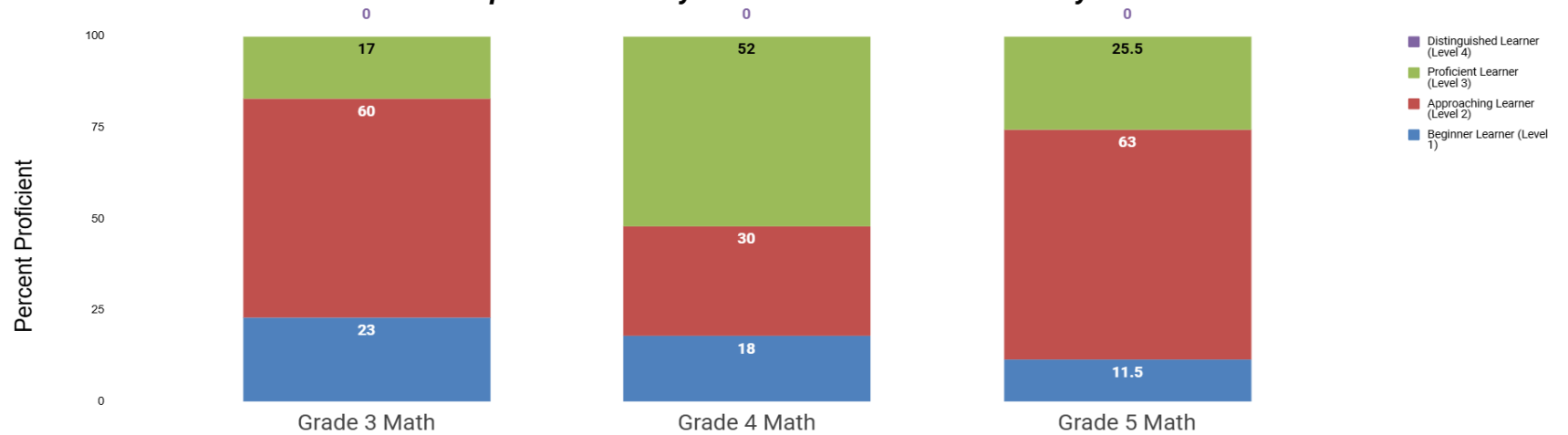
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1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

Westernport Elementary 2025 Math Proficiency Rates



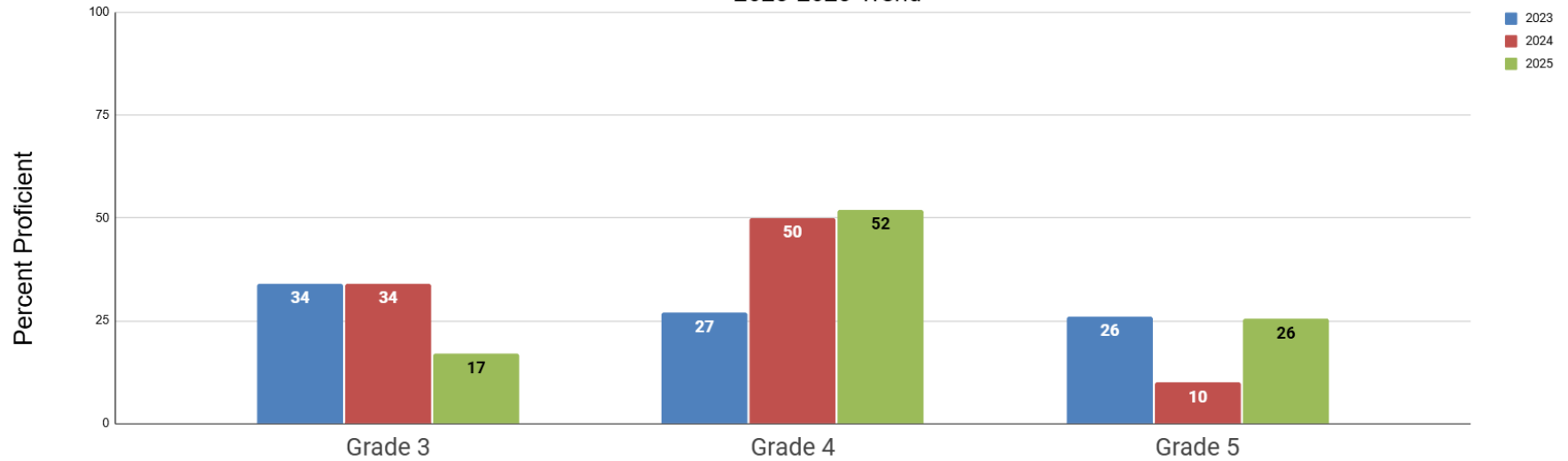
Westernport Elementary 2025 MCAP MATH Proficiency Levels



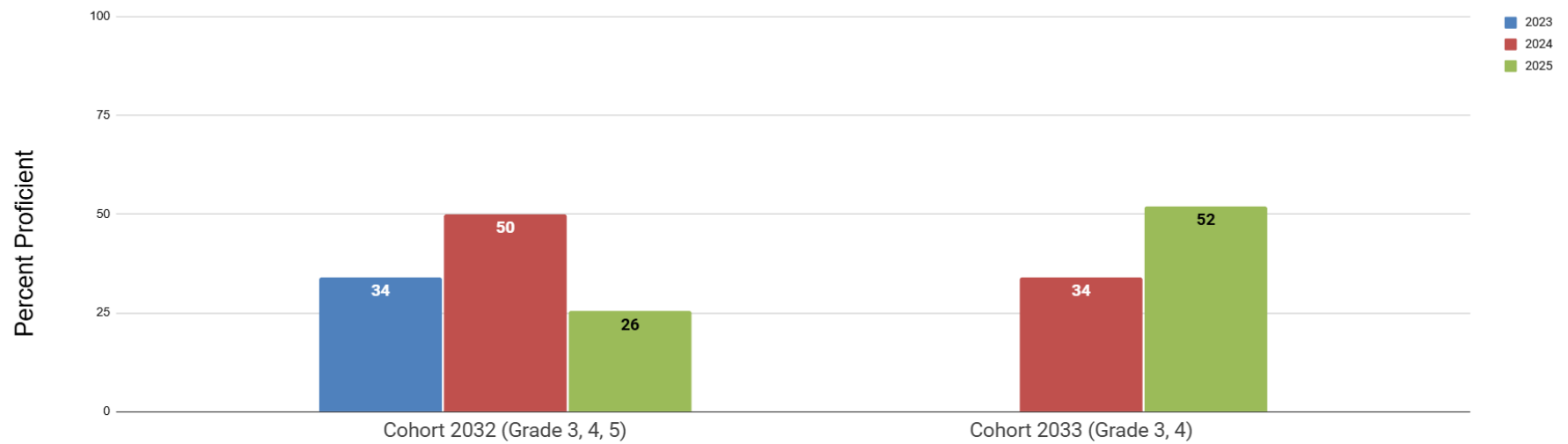
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Westernport Elementary Math Proficiency Trend

2023-2025 Trend



Westernport Elementary Math Cohort Proficiency Growth



2.

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MATH FOCUS AREA 1:	Operations and Algebraic Thinking (OAT)
Focus Area Goal	Based on the 2025 MCAP Evidence Statement Analysis report, only 32% of the assessed OAT standards (6/19) were above the state and county average percent. Third through fifth grade will increase the average percentage of OAT standards by 30% (approximately 2 standards per grade level) by the end of the 2025 -2026 school year.
Root Cause(s):	Why: Students have not mastered multi-step word problems involving basic fact fluency. . Why: Students struggle to understand the meaning of multi-step word problems and have not mastered their basic math facts. Why: Inconsistent vocabulary across grade levels and mastering basic math facts Why: Lack of consistent vertical planning across grade levels Root Cause: There is a lack of consistent vertical planning for teachers across grade levels.
Focus Content Standard(s):	Third grade correlated to fourth grade OA standards 16. 3.OA.C.72 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 4th grade correlation - 4.NBT.B.5 (Lesson 11 & 12) 18. 3.OA.A.2 Interpret wholenumber quotients of whole numbers 4th grade correlation - 4. OA.A.3 (Lesson 10) 22. 3.OA.D.8 Solve twøstep word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 4th grade correlation - 4.OA.A.2 (Lesson 7) 30. 3.OA.C.71 - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 4th grade correlation - 4.NBT.B.5 (Lesson 11 & 12) 33. 3.OA.A.31 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities 4th grade correlation - 4.OA.A.2 (Lesson 7) 35. 3.OA.A.1- Interpret products of whole numbers, i.e interpret 5x7 as the total of numbers of objects in 5 groups of 7 objects each. 4th grade correlation - 4.OA.A.3 (Lesson 10) 37. 3.OA.A.32 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities by using drawings and equations with a symbol for the unknown number to represent the problem. 4th grade correlation - 4.OA.A.2 (Lesson 7) Fourth grade correlated to fifth grade O A standards

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	19. 4.OA.A.32 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 5th grade correlation - 5.NBT.B.6 (Lesson 5) 21. 4.OA.A.31 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 5th grade correlation - 5.NF.B.6 (Lesson 22 Multiply fractions in word problems)
Barriers:	-Substitutes to cover teachers -Lack of time to have intentional discussions regarding vocabulary and fact fluency routines (vertical planning)
Needed Resources:	-Substitutes to implement consistent vertical planning -Consistent routines and strategies for fact fluency and vocabulary across grade levels -Professional Development of research based fact fluency strategies -A grade level representative for the pre-existing math team -Instructional Rounds/Learning Walks will be used to monitor implementation. -Three Reads visual for each class -Make Sense of the Problem Three Reads Notecatcher
Strategies and/or evidence-based interventions:	-Continue the "Three Reads" strategy consistently; 1. What is the question about? 2. What are we trying to find out? 3. What information is important? -Use the visual notecatcher consistently across grade levels within the daily math routine (word problems) -Teachers across grade levels will be given the opportunity to vertical plan with the assistance of the math coach focusing on consistent vocabulary across grade levels. -Consistent utilization and application of the math focus wall, specifically vocabulary, throughout the course of the math block -Math coach to model the Three Reads for teachers interested in seeing in action -A focus group will be established to identify school-wide fact fluency routines and strategies -Established routines and strategies will be delivered and implemented with the support of the math coach by classroom teachers and support staff
How will it be funded?	District Funds/COP Funds Title I, Part A Supplemental Math Materials to Support Core Programs

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Steps towards full implementation with timeline:	Current - May 2026 - Monthly co-planning will take place to reflect on the Three Reads strategy, target vocabulary needed and math fact fluency (12.04, 01.08, 02.05, 03.05, 04.09, 05.07) December - May 2026 - the math team (one representative from each grade level) will develop a fact fluency research based plan of action November - May 2026 - Three Reads strategy posters/references will be distributed and utilized. November - May 2026 - Math coach to model during co-teaching and coaching cycles. Current - May 2026 Learning Walks (utilizing math focus wall/consistent vocabulary during instruction across grade levels)
Monitoring Procedure:	Procedures will be monitored during learning walks (implementing focus walls/vocab into instruction) by the principal and math coach. Overall trends will be discussed and shared with staff. OAT standards will be monitored using unit assessment and diagnostic data.
MATH FOCUS AREA 2:	Increase proficiency of the 2033 Cohort (5th grade)
Focus Area Goal	Based on the 2025 MCAP county vs. school report, 5th grade students have scored below the county and state proficiency levels . The goal for this focus area is to increase proficiency levels of 5th graders (2033 cohort) by 10% of the previous year (26% 16%).
Root Cause(s):	Why: Students consistently scored lower than county/state proficiency rates (three year trend). Why: Students lack application of skills previously taught. Why: Lack of consistent spiraled skill practice (review of previously taught skills). Root Cause: Students are not consistently being exposed to previously taught content and skills throughout the course of the school year.
Focus Content Standard(s):	5. 4.M.4- Create a solution path that represents the mathematics needed to solve a real -world situation. 5th grade correlation - same standard 8. 4.M.5- Evaluate a partial or complete solution to a real-world situation. 5th grade correlation - same standard 9. 4.NF.B.4a- Understand a fraction a/b as a multiple of 1/b 5th grade correlation - 5.NF.B.4 (Lesson 19 Understand multiplication by a fraction) 10. 4.MD.C.5b- An angle that turns through n one-degree angles is said to have an angle measure of n degrees. 5th grade correlation - no direct correlation 15. 4.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 5th grade correlation - same standard 16. 4.NBT.B.41 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.

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	5th grade correlation - 5.NBT.B.5 (Lesson 4) 19. 4.OA.A.32 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 5th grade correlation - 5.NBT.B.6 (Lesson 5) 21. 4.OA.A.31 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 5th grade correlation - 5.NF.B.6 (Lesson 22 Multiply fractions in word problems) 24. 4.MD.A.1- Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),... 5th grade correlation - 5.MD.A.1 (Lesson 25) 34. 4.R.2- Identify flawed thinking or reasoning and explain how to correct the thinking or work. 5th grade correlation - same standard 35. 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place (limited to whole numbers less than or equal to 1,000,000) 5th grade correlation - 5.NBT.A.4 (Lesson 9 Compare and round decimals) 37. 4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 5th grade correlation - no direct correlation to 5th grade 38. 4.OA.A.11 - Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 5th grade correlation - no direct correlation, closest standard is 5.NBT.A.1 (Lesson 6) 39. 4.M.2- Determine the information that is needed to solve a real world in a given real-world situation 5th grade correlation - same as last year 44. 4.NF.B.3b- Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$. 5th grade correlation - 5.NF.A.1 (Lesson 12)
Barriers:	- Majority of these targeted students are removed from the instructional block due to band/orchestra. - Inconsistent spiraling in previous years - high attrition rates in grades 3-5 in the past three years (new teachers, grade-level changes)
Needed Resources:	- unit internalizations - consistent routines for spiraling across grade levels - vertical planning - collaborative planning with math coach

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Strategies and/or evidence - based interventions:	-Developing a consistent spiraling routine in all grade levels -Targeted small groups (ESA) based off of the grade-level planning report and daily spiraling data -Vertical planning in the spring (March) to internalize units and to discuss progression of skills taught
How will it be funded?	District Funds/COP Funds Title I, Part A- Supplemental Math Materials to Support Core Programs
Steps towards full implementation with timeline:	Current - May 2026 - intentional small groups occurring at least three times per week Current - May 2026 - Targeted small group and spiral implementation reflections during math collaborative planning (02.04, 03.08, 02.05, 03.05, 04.09, 05.07) Current - May 2026 - Building and implementation daily spiral reviews across grade levels Current - May 2026 - Learning Walks (implementation of math spirals) March 2026 - Vertical planning to focus on upcoming unit internalizations
Monitoring Procedure:	These procedures will be monitored by completing learning walks and reflected on gathered data and reflections during math collaborative planning.

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.

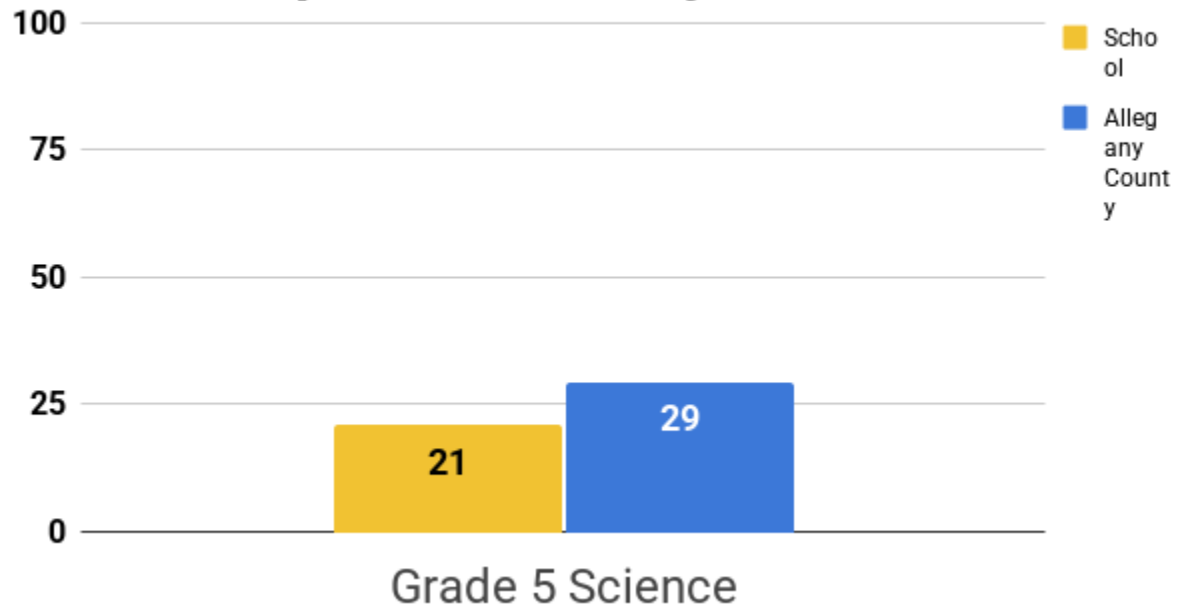
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 5	.9	.4	1.1

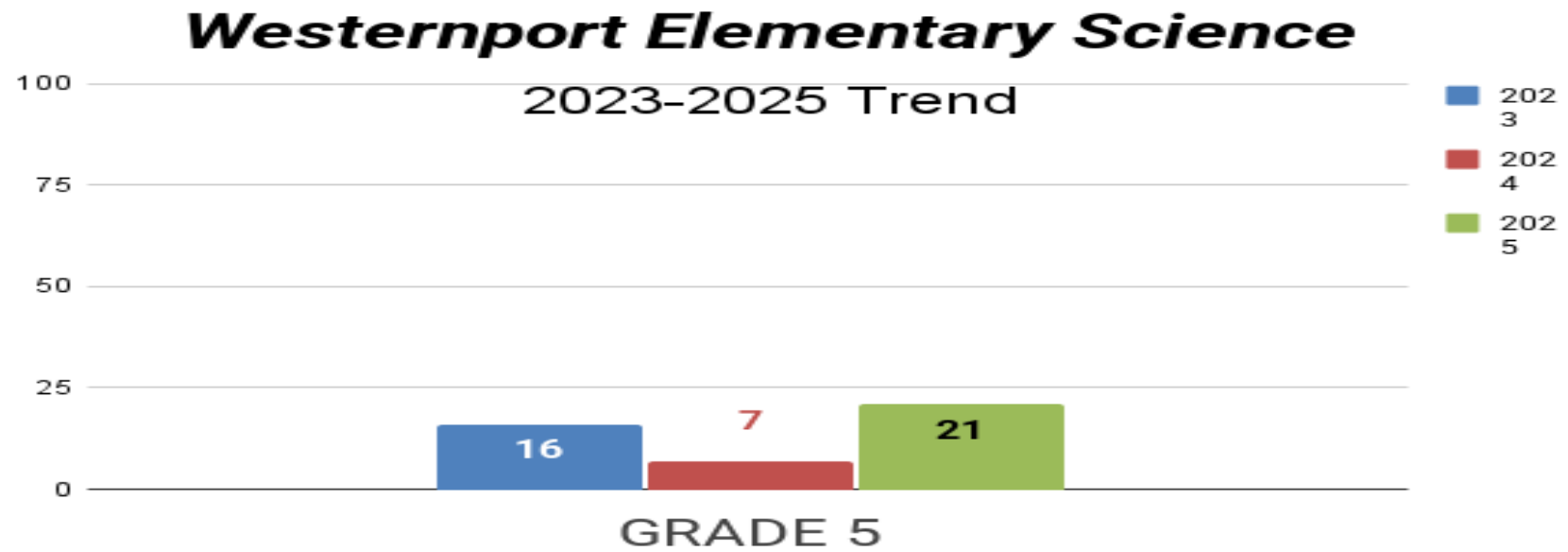
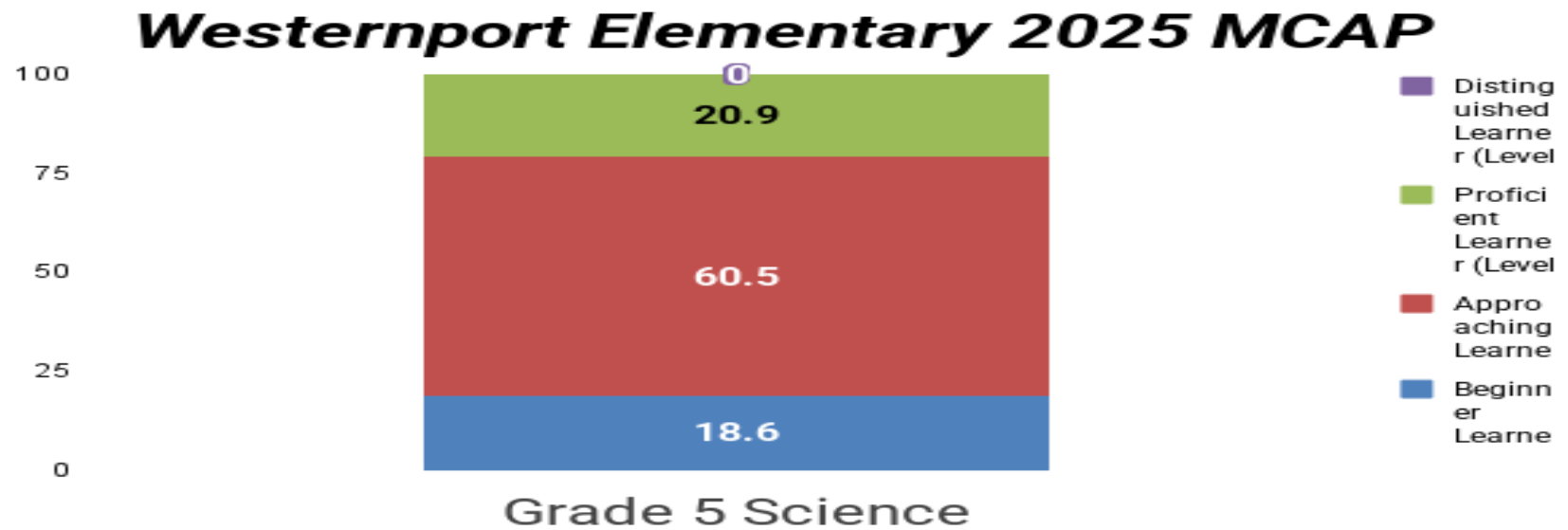
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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Westernport Elementary 2025 Science



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FOCUS AREA 1:	Earth and Space Science
Focus Area Goal	Based on the 2024-2025 MCAP data, 77% of the identified population (Grade 5) needs intensive support in interpreting and analyzing scientific data in the domain of Earth and Space Science. Focus Area Goal One is to increase proficiency by 20%.
Root Cause(s):	• Time for Science specific reading & writing instruction. • Few experiences interpreting data and giving a written explanation based on that data. • Availability of hands-on materials. • Lack of hands-on labs. • Limited instructional time
Focus Content Standard(s):	3-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.
Barriers:	• Limited time for Science specific reading & writing instruction. • Experiences. • Increase in independent writing deficiencies. • Lack of keyboarding skills. • Vocabulary. • Oral Language. • Background knowledge. • Attendance. • FOSS only covers a portion of the Next Gen Science standards.
Needed Resources:	• Structured science student resources. • An increase in hands-on experiments. • Practice prep activities. • Text level appropriate for students.
Strategies and/or evidence-based interventions:	• Utilizations of more graphic organizers and graphs. • Intentional use of science vocabulary, graphs, and data interpretation in writing. • Familiarize students with online tools. • Support systems in place. • More opportunities of real world Science activities & background knowledge

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	• Mystery Science & Discovery Education Lessons • Increase the number of hands-on experiments and have students draw conclusions, and write summaries based on the experiments that they conduct.
How will it be funded?	• Title I Part A • Community Grant • ACPS Consumable funds
Steps towards full implementation with timeline:	First Semester: • Keyboarding practice bi-weekly (September-May). • Teachers will conduct focused hands-on learning opportunities weekly (Nov-May). Second Semester: • CKLA - cross curricula knowledge lessons ◦ Students will be given more opportunities to respond in writing based on the interpretations of data using graphs and graphic organizers. • Students will have the opportunity to practice using online testing tools and practice test questions • School-wide STEAM Night ◦ Students will have the opportunities to participate in many hands-on science related activities. ◦ Community partners (PSC, Mountain Ridge and FSU chemistry, biology, geology, and physics departments,) provide hands-on learning experiences. • Classroom teachers will provide an increase in opportunities for hands-on activities.
Monitoring Procedure:	• Focus of walk-throughs during science lessons in all grades. • Grade level team meetings to discuss progress with students.

FOCUS AREA 2:	Physical Science
Focus Area Goal	Based on the 2024-2025 MCAP data, 94% of the identified population (Grade 5) needs intensive support in interpreting and analyzing scientific data in the domain of Physical Science. Focus Area Goal Two is to increase proficiency by 25%.
Root Cause(s):	• Lack of background knowledge. • Time for inclusive writing instruction across content areas. • Appropriate grade level text. • Lack of hands-on lab experiences, investigations, exploring mathematical connections.

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Focus Content Standard(s):	5-PS-1-2- Measure and graph quantities to provide evidence that regardless of the type of change that occurs in heating, cooling, or mixing substances, the total weight of matter is conserved.
Barriers:	• Time for writing instruction. • Experiences. • Increase in independent writing deficiencies. • Lack of keyboarding skills. • Vocabulary. • Oral Language. • Background knowledge. • Attendance. • FOSS only covers a portion of the Next Gen Science standards.
Needed Resources:	• Structured science student resources. • An increase in hands-on experiments. • Practice prep activities. • Text level appropriate for students.
Strategies and/or evidence-based interventions:	• Utilizations of more graphic organizers and graphs. • Intentional use of science vocabulary, graphs, and data interpretation in writing. • Familiarize students with online tools. • Support systems in place. • More opportunities of real world Science activities & background knowledge • Mystery Science & Discovery Education Lessons • Increase the number of hands-on experiments and have students draw conclusions, and write summaries based on the experiments that they conduct.
How will it be funded?	• Title I Part A • Community Grant • ACPS Consumable funds
Steps towards full implementation with timeline:	First Semester: • Keyboarding practice bi-weekly (September-May). • Teachers will conduct focused hands-on learning opportunities weekly (Nov-May). Second Semester: • CKLA - cross curricula knowledge lessons ○ Students will be given more opportunities to respond in writing based on the interpretations of

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	data using graphs and graphic organizers. ● Students will have the opportunity to practice using online testing tools and practice test questions ● School-wide STEAM Night ○ Students will have the opportunities to participate in many hands-on science related activities. ○ Community partners (PSC, Mountain Ridge and FSU chemistry, biology, geology, and physics departments,) provide hands-on learning experiences. ● Classroom teachers will provide an increase in opportunities for hands-on activities.
Monitoring Procedure:	● Focus of walk-throughs during science lessons in all grades. ● Grade level team meetings to discuss progress with students.

VII. MD School Survey Results and Plan

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

Community

1. Participation and Engagement
2. Respect for Diversity

Environment

3. Behavior and Academic Supports
4. Physical Environment

Relationships

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

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Safety

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

2025 Educator Survey Results		
	2024	2025
School's Educator Score	7.2	6.1
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: Safety Topic: Physical Safety Average Score: 4.06
Topic Description:	The physical safety topic describes the degree to which staff 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 the desired outcome..	• Clearly posted emergency procedures for a variety of situations in all areas. • Strictly enforced entry procedures for all visitors. • Regular walkthroughs and classroom visits from the school resource officer. • Prioritizing safety drills throughout the year. • Debriefing with all staff following security issues. • Providing staff with guides that include specific scenarios and staff member expectations in each.

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	• Ensuring all instructional staff include established emergency protocol instructions for substitute teachers in plans with usage of common language for consistency. • Provide regular safety updates to staff. • Training for staff from behavior specialists/ school psychologists on strategies for volatile classroom situations. • Training for staff on LAP procedures.
Initiative leader and team: Who is responsible and involved in the work?	• Administrator • School Secretary • Emergency Team • School Resource Officer • Behavior Specialist • School Psychologist • LAP IA • Guidance staff
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Joint administrative and school resource officer meetings • Visible emergency procedure posters for classrooms, hallways, cafeteria, gym, etc. • Creating commonly aligned emergency protocol language for staff use. • Professional development from ACPS behavior specialists and/or school psychologists.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Maryland Engagement Survey • Debriefing • Observation
Timeline: Include dates for implementation of action steps.	• Weekly Admin/SRO Meetings • Monthly safety reports at full staff meetings • Daily SRO Walkthroughs with increased presence in classrooms • Behavior specialist/school psychologist presentation during a professional development session. • LAP presentation during a professional development session.

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Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Community Topic: Participation and Engagement Average Score: 4.36
Topic Description:	The participation and engagement topic measures the extent to which staff, families, and community partners are involved in the school's decision-making, activities, and overall school culture.
Strategies:: What steps will be taken in order to obtain the desired outcome..	● Establish balanced staff representation on action teams, ensuring there is a representative from each grade level, resources, and support staff on every team. ● Membership on action teams will be rotated annually to allow for increased opportunities across teams. ● Staff will be encouraged to share feedback on school initiatives through quarterly surveys. ● Administrator will share solutions from school needs at team meetings bi-monthly. ● Structured collaborative discussions will be held during staff meetings to encourage discourse in decision-making. ● Community based activities and events will be shared through collaboration with the community grant coordinator. ● Family and community members will be invited to action team meetings to actively participate in decision-making.
Initiative leader and team: Who is responsible and involved in the work?	● Administrator ● Staff ● Community School Coordinator ● Community Members ● Family Members
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Action team expectations and norms for meetings ● Google forms for staff surveys ● Invitations for community and family members

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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?	• Agendas and meeting minutes from action team meetings • Photographs and evaluations from community involvement activities • Staff survey results • Maryland Engagement Survey
Timeline: Include dates for implementation of action steps.	• Sharing expectations and norms for action teams at initial staff meeting in August • Sharing celebrations and solutions to needs bi-monthly at team meetings • Staff surveys shared quarterly and then debriefed at staff meetings. • Community and family members will be invited to action team meetings at least quarterly. • Community grant coordinator will share updates at monthly staff meetings.

2025 Student Survey Results		
	2024	2025
School's Student Score	7.49	8.36
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: Relationships Topic: Student-student relationships Average Score: 5.53

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Topic Description:	The student-student relationships topic describes the degree to which students feel other 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).	• Toolbox Lessons • Small group lessons • Second Step • Restorative Practice throughout the school • Classroom lessons/practices to promote social skills • ClassDojo Lessons • After School social skills lessons • Reading Buddies • PBIS Events • Explicit SEL lessons through guidance resource classes • Targeted small group SEL lessons • Implement morning meetings in classrooms • Restorative circles will be utilized when needed to resolve issues • Collaborative learning structures will be utilized in classrooms • Grade level mentors - K-2 students paired with 3-5 students to complete activities • Implement inclusive and structured play opportunities at recess • Reward positive behaviors • Implement school-wide service learning projects
Initiative leader and team: Who is responsible and involved in the work?	• Climate/Culture Team • Principal • Guidance Counselor • Social Emotional Coach • Classroom Teachers

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Small group lessons with guidance counselor and social emotional coach • Second Step resources • Toolbox resources • AfterSchool Presenters and Guidance Counselor • ClassDojo • PBIS • Various activities for cross grade level partners • Community partners for service learning projects
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Teacher observations • Maryland Engagement Survey • Student surveys • Staff check-ins at team meetings
Timeline: Include dates for implementation of action steps.	• Maryland Engagement Survey - Spring • Weekly small groups • Student surveys at least twice per year • Staff check-ins twice per month
Secondary Area of Need State the Domain, Topic, and Score	Domain: Community Topic: Participation and Engagement Average Score: 6.76
Topic Description:	The Participation and Engagement topic measures students' emotional and behavioral commitment to their school, including enthusiasm for learning, interest in school activities, and sense of belonging.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	• Implement daily student checkins through morning meetings. • Greet students by name upon arrival. • Offer student choice in school based events (PBIS events, attendance events, etc.) • Provide opportunities for project based learning to help solve school based problems. • Encourage development of student interest based clubs and activities. • Recognize student growth in academics, attendance, and citizenship.

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Initiative leader and team: Who is responsible and involved in the work?	• Administration • Guidance Counselor • Behavior Specialist • Social/Emotional Coach • LAP • Resource Officer • 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)?	• Classroom teachers to run daily morning meetings • Admin and support staff at morning arrival, along with teachers and staff in the hallways • PBIS/Climate team to create and analyze student event choice • Group leaders for student interest groups • School secretary to help develop growth recognition awards
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Maryland Engagement Survey • Student surveys • Staff checkins at team meetings
Timeline: Include dates for implementation of action steps.	• Maryland Engagement Survey- spring • Student surveys - twice per year • Staff checkin - twice per month at team meetings

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VIII. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I

PBIS Tier II

PBIS Tier III

Our school uses several programs to maintain good discipline and a positive school climate. One of these is the Positive Behavior Interventions and Support (PBIS) program. The foundation of our PBIS program is built around the core expectations of being Respectful, Responsible, Safe, and Kind. Each classroom teacher uses Class Dojo to manage classroom behavior in a positive way by awarding dojo points for following school expectations. Once a classroom earns their classroom dojo goal, students earn a roll on the School Monopoly board which has 30 different incentives for students to participate in. Students earn tokens for displaying positive behaviors which can be cashed in for a token to the Token Tower. Students who consistently follow school expectations also have the opportunity to earn brag tags, which serve as special tokens recognizing their positive choices and efforts to uphold our school values. These brag tags celebrate individual success while encouraging others to model similar behaviors.

To maintain excitement and reinforce positive conduct throughout the year, Westernport Elementary also hosts quarterly PBIS Booster Events, where students come together to celebrate their achievements, review expectations, and participate in fun activities. These boosters help refresh students' understanding of PBIS goals and maintain a positive, engaging, and inclusive school culture. Each marking period, there will be a school-wide event for all the students who can earn admission. Students can attend these events by meeting the guidelines for each event. Our PBIS program is supported by Community Grant Funds.

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Voice charts are displayed throughout the building displaying which voice level is expected in that particular area. For example, the hallway is level 0, "Silence is Golden". These charts let students know what behavior is expected.

Students who display positive behaviors are eligible to receive positive referrals from staff. Students are recognized by office staff on morning announcements. Parents are regularly contacted to maintain positive interactions. The referral and picture of the students are then posted on a bulletin board near the office.

All staff members monitor the hallways during bus arrival and dismissal time, a time to greet and build relationships. A variety of staff also participates in daily duties, including lunch and recess, in order to maintain positive interactions with students throughout the day.

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

Students who have not responded positively to Tier I behavioral supports are eligible to participate in a school-based Check-In/Check-Out program. Students are referred to the program based on past behaviors and response to Tier I support. In this program, student participants are paired with a faculty mentor who will check in and out with them on a daily basis in order to provide encouragement and support. Small groups are developed from SRSS data in order to meet the needs of students in Tier II. These groups are held consistently with the guidance counselor and social emotional support coach. Identified students also participate in counseling with our school based mental health therapist.

Title I funds have also been set aside to purchase supplemental materials, such as sensory items and books for classrooms, to support social and emotional learning interventions and support to improve student behaviors.

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IX. 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?
Parents, families, and community members were involved in the development of the plan. There was catastrophic flooding in Allegany County on May 13, 2025. Due to this, the Westernport's Title I Spring Meeting for parents which was scheduled for May 19, 2025 was cancelled. However, parent feedback information was used from the previous Mid-year meeting and the Title I Spring Parent Interest Survey was used to form the plan. Also, input on the plan was gathered on August 21, 2025 Back to School Night / Annual Title I Meeting, there were 137 in attendance at this event. During this time, parents, family members and community members were given the opportunity to look over the parent family engagement plan, parent family engagement budget and the parent family engagement compact for the school. No suggestions were given for changes. Parents, family members, and community members were also invited to attend action team meetings to provide input. Most importantly, students, family members and staff were thrilled to be back in their school.

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

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Action teams made up of teachers, special educators, instructional specialists, and other school staff contributed to the development of the School Improvement Plan. Each team was responsible for various sections of the plan in order to gain varied insights into activities and strategies to reach specific plan goals. Each team examined the work of the others in order to create a cohesive strategic plan for improvement.

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Title I Annual Meeting/Back to School Night: Title I funds are used to pay stipends and fixed charges for teachers to present during after school hours. (\$817.90)	August 21, 2025
Title I Mid-Year Monitoring Meeting with Parents	January 2026
Title I Spring Meeting with Parents	April 2026
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families.	Ongoing
Title I Family Engagement Coordinator collaborates with the Community School Coordinator to plan for and implement parent, family, and community events.	Ongoing
Home-School Compacts are created with parent input and are used during parent teacher conference days and as needed.	Ongoing
Title I funds are used to pay stipends and fixed charges (\$294.61) for teachers to work beyond the regular work day to plan for and present Math Night and to purchase materials such as math games and/or math manipulatives (\$700.00) for parents to take home to use with their students.	November 18, 2025

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Title I funds are used to pay stipends and fixed charges (\$294.61) for teachers to work beyond the regular work day to plan for and present Reading Night (Books Before Bedtime) and to purchase materials such as books (\$711.52) for parents to take home to use with their students.	December 11, 2025
Title I funds are used to pay stipends and fixed charges (\$294.61) for teachers to work beyond the regular work day to plan for and present Science/STEM Night and to purchase materials such as supplies for projects (\$700.00) for parents to take home to use with their students.	October 28, 2025
Title I funds (FY25 Carryover) will be used to purchase take-home folders for all students to improve the home-school connection.	Ongoing
The Title I Parent Family Engagement Coordinator holds weekly workshops with volunteers to create materials of instruction for classrooms and homes, including PreK and Kindergarten packets.	Every Tuesday
The Title I Mid-Year Survey and the Title I Parent Interest Survey are given and results are summarized to help inform and improve parent programs.	January, April/May

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

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

The school and the community provide many additional services for students who are experiencing difficulties. These may include Head Start, nutrition programs, housing programs, violence prevention, adult education programs, career and

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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	Pre-K3, Pre-K, and Kindergarten teachers, Dr. Cherie Helmstetter, Early Elementary Programs Specialist	The Raising a Reader program is a “reading at home program” that provides students and families with bags of books that are rotated each week to promote a love of literacy.
Community Schools	Concentration of Poverty Grant	Community schools promote positive, equitable outcomes by providing students and families with the physical and mental health, academic, and extracurricular support needed to thrive by working with a variety of community partners such as local churches, Frostburg University, local businesses, public library, and various health agencies such as the health department.
Judy Center	Samantha Kennedy	The Judy Center provides programs that will give parents the knowledge, skills, and resources to meet their children’s basic needs; provides affordable high-quality early childhood programs; and provides quality health services, which promote the healthy lifestyle.
ACPS After School Program	Title I	The After School program provides a safe space after school for students to complete homework, do activities, and have a warm meal for dinner.
ACPS Summer School Program	ACPS/Title I	The Summer School program provides summer bridge lessons and activities to students in order to slow the loss of instruction over the summer break. Students in various geographic regions of the county attend the program at select schools.

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Westmar Early Learning Center	ACPS	The Westmar Early Learning Center houses early childhood programs for area students in Pre-K 3 and 4. Students receive high-quality instruction from highly-qualified early childhood educators. The center works in conjunction with the Judy Center & Head Start programs housed in the same building.
Western Maryland Food Bank	Allegany County	The Western Maryland Food Bank is a subsidiary of the national food bank, Feeding America. The WMFB works through local organizations to provide needy families with food. Students in the “Friday Friends” program receive a bag of food to supply their meals through the weekend at home.
Outdoor School	ACPS	Outdoor School allows fifth grade students to experience sleeping away from home in the natural environment. Students learn about our local environment through lessons, hikes, and activities.
Evergreen Heritage Center	EHC Foundation	The Evergreen Heritage Center provides environmental lessons through hands-on activities. Their visits allow students to learn about local natural resources, STEM, and nutrition. The Elementary Edibles program introduces students to fresh and healthy food choices.
Head Start	Allegany County HRDC Head Start	HRDC Head Start is a federally funded program that implements education, health and parent involvement into a secure, productive environment. Services are provided to qualifying low-income families within Allegany County. Families of children ages 3 to 4 years old receive comprehensive preschool opportunities including components focusing on health, nutrition, education, disability services, parent involvement, medical and social services. The emphasis is on the total family – not just the children.

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Career Day	Guidance Counselor, Local Organizations/Businesses, Parents	A career day is an activity in which business partners from a variety of companies come together at a school to share information about their workplace, their job, and the education and skills that are required for success in their career.
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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.

X. Professional Community for Teachers and Staff - Standard 7

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

Professional Learning 1:	
Professional Learning Title	Collaborative Grade Level Team Planning

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Date(s), Time, and Location	Twice a month
Intended Audience	Teachers
Method of Funding	Title I
Changes to occur as a result of Professional Learning	Grade level teams will collaborate to develop impactful and engaging lessons in the core subjects.
Knowledge and skills the participant will attain	Data reflected decision making; adjustments for student abilities
Method to measure implementation of knowledge and skills in the classroom	Lesson plans, observations, data outcomes

Professional Learning 2:	
Professional Learning Title	Vertical Planning for ELA and Math
Date(s), Time, and Location	Quarterly
Intended Audience	Teachers, Specialists

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Method of Funding	Title I (\$26.51 rate x 6 teachers x 5 hours = \$795.30 + fixed charges @ \$63.58 = \$858.88)
Changes to occur as a result of Professional Learning	Teachers and specialists will dive deeper into unpacking standards in order to develop lessons that reach the range of ability levels in each classroom.
Knowledge and skills the participant will attain	Educators will share content and pedagogical knowledge across grade levels to ensure deeper understanding of student background knowledge and future skills.
Method to measure implementation of knowledge and skills in the classroom	Lesson plans, observations, data outcomes

Professional Learning 3:	
Professional Learning Title	Grade Level Articulation
Date(s), Time, and Location	June 2026, Conference Room
Intended Audience	Grade level teachers, special educators
Method of Funding	Title I (\$26.51 rate x 3 hours x 15 teachers = \$1,192.95 + fixed charges @ \$95.38 = \$1,288.33 + additional supplies \$412.79 = \$1,701.12)
Changes to occur as a result of Professional Learning	Teachers will share pertinent information about students with the next grade level, create class lists, adjust literacy lab groupings.

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Knowledge and skills the participant will attain	Informed groupings and adjusted instruction.
Method to measure implementation of knowledge and skills in the classroom	Literacy lab groups and class rosters

XI. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
The plan will be shared at a faculty meeting. Handouts of key points of the final draft of the plan, which will simplify our focus in all appropriate areas, will be distributed in January 2026.
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, on the Title I bulletin board (a snapshot summary), and by being available in the office (paper copy and electronic version). The plan will be shared upon approval in February 2026.
4. How will student progress data be collected, reported, and evaluated by the SIT?
Student progress data will be collected via district based assessments. These results will be discussed within grade level data meetings as well as action team meetings.
5. How will the administration monitor the plan?
School administration will monitor the plan by working closely with action team leaders and instructional coaches in order to maintain understanding of reaching school wide goals.

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School Improvement Plan for Title I School - SIGN OFF SHEET		
Name	Signature	Role
Derek Horne	<i>Derek Horne</i>	Principal
Brian Morgan	<i>Brian Morgan</i>	Instructional Specialist
Amy Smith	<i>Amy Smith</i>	Grade 1
Beth Chapman	<i>Beth Chapman</i>	Grade 2
Ben Benson	<i>Ben Benson</i>	Grade 3
Jenn Hughes	<i>Jenn Hughes</i>	Grade 4
Shawn Jones	<i>Shawn Jones</i>	Grade 5
Candice Smith	<i>Candice Smith</i>	Kindergarten
Tamela Rankin	<i>Tamela Rankin</i>	Special Education
Deborah J. Hendrickson	<i>Deborah J. Hendrickson</i>	Resource
Laura Wilson	<i>Laura Wilson</i>	Guidance Counselor
Terina McGrew	<i>Terina McGrew</i>	Community Grant Coordinator
Donna Beeman	<i>Donna Beeman</i>	ACPS/School Reading Coach or Specialist
Katelyn Pratt	<i>Katelyn Pratt</i>	ACPS/School Math Coach or Specialist
		Title I School Support Specialist
Laura Biser	<i>Laura Biser</i>	Title I Family Engagement Coordinator
Olivia Bateson	<i>Olivia Bateson</i>	Parent/Family Member
Emily Lewis	<i>Emily Lewis</i>	Community Member