

SCHOOL: Allegany High School

PRINCIPAL: Michael S. Calhoun

SCHOOL PROGRESS INDEX: \_\_1.0098\_\_

(Please Check)	STRAND	2014 Criteria
	<b>1</b>	<ul style="list-style-type: none"><li>➤ Meets and/or exceeds academic standards</li><li>➤ Minimal subgroups missing AMOs</li></ul>
	<b>2</b>	<ul style="list-style-type: none"><li>➤ Meets academic standards</li><li>➤ Some subgroups missing AMOs</li></ul>
<b>X</b>	<b>3</b>	<ul style="list-style-type: none"><li>➤ Minimally meets or does not meet academic standards</li><li>➤ Multiple groups missing AMOs</li></ul>
	<b>4</b>	<ul style="list-style-type: none"><li>➤ Usually does not meet academic standards</li><li>➤ Multiple subgroups missing AMOs</li><li>➤ Systemic whole school reform may be needed</li></ul>
	<b>5</b>	<ul style="list-style-type: none"><li>➤ Does not meet academic standards</li><li>➤ Multiple subgroups missing AMOs</li><li>➤ Systemic whole school reform may be needed</li></ul>

Are you a Title I school? ☐ Yes ☒ No

Have you ever been a Blue Ribbon School? ☐ Yes ☒ No

Are you a High Poverty School? ☐ Yes ☒ No

Please check if your school is identified in one of the Title I categories.

(Please check )	Category	Description
	<b>Reward</b>	<ul style="list-style-type: none"><li>➤ Meets and/or exceeds academic standards</li><li>➤ Closing the achievement gap</li></ul>
	<b>Focus</b>	<ul style="list-style-type: none"><li>➤ Need to focus on subgroups not meeting AMOs</li><li>➤ Need to focus on the gap in subgroup performance</li></ul>
	<b>Priority</b>	<ul style="list-style-type: none"><li>➤ Multiple subgroups missing AMOs</li><li>➤ Systemic whole school reform may be needed</li></ul>

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

<b>Part</b>	<b>Table of Contents</b>	<b>Page</b>
<b>I</b>	<b>Title Page</b>	<b>1</b>
<b>II</b>	<b>School Demographics</b>	<b>3</b>
<b>III</b>	<b>Culture and Climate Narrative</b>	<b>6</b>
<b>IV</b>	<b>Universal Design for Learning</b>	<b>7</b>
<b>V</b>	<b>Progress Towards Meeting Academic Targets</b>	<b>9</b>
<b>VI</b>	<b>Early Learning</b>	<b>NA</b>
<b>VII</b>	<b>SPI – School Progress Index</b>	<b>20</b>
<b>VIII</b>	<b>Attendance</b>	<b>23</b>
<b>IX</b>	<b>Habitual Truancy</b>	<b>25</b>
<b>X</b>	<b>Graduation and Dropout Rates</b>	<b>26</b>
<b>XI</b>	<b>School Safety/Suspensions</b>	<b>28</b>
<b>XII</b>	<b>PBIS or Behavior Management Systems</b>	<b>28</b>
<b>XIII</b>	<b>Principal’s SLOs</b>	<b>29</b>
<b>XIV</b>	<b>Parent Involvement, Title I or Non-Title I</b>	<b>31</b>
<b>XV</b>	<b>Professional Development Plan</b>	<b>NA</b>
<b>XVI</b>	<b>TELL Survey Evaluation</b>	<b>35</b>
<b>XVII</b>	<b>Management Plan</b>	<b>37</b>
<b>XVIII</b>	<b>SIP Roster</b>	<b>39</b>
<b>XIX</b>	<b>Title I Components (Title I Schools Only) – Separate Document</b>	
<b>XX</b>	<b>Title I Evaluation (Title I Schools Only) – Separate Document</b>	

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**II. SCHOOL DEMOGRAPHICS**

**A. Staff Demographics**

**STAFF DATA 2015-2016 School Year**

**Table 1**

School-based Personnel	Part Time	Full Time	Total
Administrators		4	4
Teachers		45	45
Itinerant staff	3		3
Paraprofessionals	-	2	2
Support Staff	-	6	6
Other	10	9	19
Total Staff	13	66	79

**Table 2**

Under each year, indicate the number or percent as indicated of individual in each category.	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data
<b>Percentage</b> of faculty who are:	98.9	98.1	98.8	99.0
<ul style="list-style-type: none"> <li>Highly qualified to teach in assigned area(s)</li> <li>Not highly qualified to teach in assigned area(s)</li> </ul>	1.1	1.9	1.2	1.0
For those not highly qualified, list name, grade level course	Jim Bucy, physics Sally Buser, Spanish	Jim Bucy, physics Sally Buser, Spanish	Jim Bucy, physics Sally Buser, Spanish	Jim Bucy, physics Sally Buser, Spanish
Number of years principal has been in the building	13	12	11	10
Teacher Average Daily Attendance		95.4	95.3	96.0

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**B. Student Demographics**

**Table 3**

**SUBGROUP DATA**

Data from prior year's SIP

	<b>2015 – 2016</b>	<b>2014 – 2015</b>	<b>2013-2014</b>
	<b>TOTAL</b>	<b>TOTAL</b>	<b>TOTAL</b>
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	n/a	≤10	n/a
African American	41	44	41
White	571	591	601
Asian	12	≤10	≤10
Two or More Races	32	24	16
Special Education	48	51	57
LEP	≤10	≤10	≤10
Males	344	361	365
Females	316	309	304
Total Enrollment (Males + Females)	660	670	669

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:** **42.28%**

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**C. Special Education Data 2015-2016 School Year**

**Table 4**

<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	≤10
02 Hard of Hearing	-
03 Deaf	-
04 Speech/Language Impaired	≤10
05 Visual Impairment	-
06 Emotional Disturbance	≤10
07 Orthopedic Impairment	-
08 Other Health Impaired	16
09 Specific Learning Disability	25
10 Multiple Disabilities	≤10
12 Deaf-Blindness	-
13 Traumatic Brain Injury	-
14 Autism	≤10
15 Developmental Delay	-

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**III CULTURE AND CLIMATE NARRATIVE**

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland’s public schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

- A. Safe
- B. Appropriate for academic achievement; and
- C. Free from any form of harassment.

In narrative form, address your school’s climate and culture.

The culture and climate of Allegany High School is one that does indeed foster learning and youth development and stands behind it’s vision statement of “preparing all students for tomorrow’s challenges – life, college, career.”

Allegany High School is also a safe school that is free from any form of harassment. Of the 48 total suspensions during the 2014-2015 school year, none of them were of harassment in nature.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**IV. UNIVERSAL DESIGN FOR LEARNING**

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments.

**Table 5**

<b>UDL Principle/Mode</b>	<b>Representation – Process</b>
<i><b>Means of Representation:</b> providing the learner various ways of acquiring information and knowledge.</i>	<p>Provide options for perception – alternatives for auditory and visual information</p> <p>Provide options for language, mathematical, expressions, and symbols – support decoding of text and mathematical notation</p> <p>Provide options for comprehension – activate or supply background knowledge; highlight patterns, big ideas, and relationships</p>
<i><b>Means for Expressions:</b> providing the learner</i>	<b>Expression/Action- Product</b>

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

<p><i>alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Provide options for physical action – vary methods for response, optimize access to tools and technologies</p> <p>Provide options for expression and communication – multiple media for communication, multiple tools for construction and composition</p> <p>Provide options for executive functions – guide appropriate goal setting, support planning and strategy development</p>
<p><b>Means for Engagement:</b> <i>tap into learners interests, challenge them appropriately, and motive them to learn.</i></p>	<p><b>Multiple Options for Engagement</b></p> <p>Provide options for recruiting interest – optimize individual choice/autonomy, relevance, value, and authenticity; minimize threats and distractions</p> <p>Provide options for sustaining effort and persistence – vary demands and resources to optimize challenges, increase mastery-oriented feedback</p> <p>Provide options for self regulation – facilitate personal coping skills and strategies, develop self-assessment and reflection</p>



**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**V. PROGRESS TOWARD MEETING ACADEMIC TARGETS**

With greater accountability on learning and achievement, it is clear that we have to explore practices to effectively improve student achievement. As part of the 2015 2016 School Improvement Five Year Comprehensive School Improvement Plan, schools are required to analyze their historical academic State and local assessment data and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for all subgroups and specialized populations. Please use the 2012, 2013, 2014 Maryland School Assessment (MSA), 2014 High School Assessment (HSA), formative local assessment data, and/or other standardized research based data to respond to the following questions.

**A. Reading/ELA Data Overview**

**Long Term Goal:** To prepare 100% of students to be college and career ready by graduation.

**Short Term Goal:** To reduce the percent of non-proficient students for each subgroup and overall by half in six years (2017).

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**HSA English II Results – High School only**

<b>Table 7: HSA Test Participation and Status: English 2014</b>							
<b>Subgroup</b>	<b>Grade 10</b>						
	<b>Number of Students</b>	<b>% Taken and Passed</b>	<b>Number Passed</b>	<b>% Taken and Not Passed</b>	<b>Number Not Passed</b>	<b>% Not Taken</b>	<b>Number Not Taken</b>
All Students	170	69.4	118	27.6	47	≤5.0	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	14	28.6	4	57.1	8	14.3	2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	148	73.6	109	24.3	36	≤5.0	*
Two or more races	*	*	*	*	*	*	*
Special Education	18	11.1	2	83.3	15	5.6	1
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	81	58.0	47	35.8	29	6.2	5

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

<b>Table 8: HSA Test Participation and Status English 2014</b>							
<b>Subgroup</b>	<b>All Students – Grade 11</b>						
	<b>Number of Students</b>	<b>% Taken and Passed</b>	<b>Number Passed</b>	<b>% Taken and Not Passed</b>	<b>Number Not Passed</b>	<b>% Not Taken</b>	<b>Number Not Taken</b>
All Students	142	77.5	110	20.4	29	≤5.0	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	132	76.5	101	22.0	29	≤5.0	*
Two or more races	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	61	65.6	40	31.1	19	≤5.0	*

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**B. Mathematics –HSA Algebra I Results – High Schools Only**

<b>Table 10: HSA Test Participation and Status Algebra 2014</b>							
<b>Subgroup</b>	<b>All Students – Grade 10</b>						
	<b>% Taken and Passed</b>	<b>Number Passed (top number)</b>	<b>Total Test Takers (bottom number)</b>	<b>% Taken and Not Passed</b>	<b>Number Not Passed</b>	<b>% Not Taken</b>	<b>Number Not Taken</b>
All Students	74.1	126	170	22.9	39	≤5.0	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	71.4	10	14	28.6	4	≤5.0	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	74.3	110	148	22.3	33	≤5.0	*
Two or more races	*	*	*	*	*	*	*
Special Education	22.2	4	18	77.8	14	≤5.0	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	61.7	50	81	34.6	28	≤5.0	*

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

<b>Table 11: HSA Test Participation and Status Algebra 2014</b>							
<b>Subgroup</b>	<b>All Students – Grade 11</b>						
	<b>% Taken and Passed</b>	<b>Number Passed (top number)</b>	<b>Total Test Takers (bottom number)</b>	<b>% Taken and Not Passed</b>	<b>Number Not Passed</b>	<b>% Not Taken</b>	<b>Number Not Taken</b>
All Students	81.7	116	142	11.3	16	7.0	10
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	82.6	109	132	11.4	15	6.1	8
Two or more races	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	72.1	44	61	21.3	13	6.6	4

**Academic Data Review**

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.

## **Allegany County Public Schools 2015 – 2016 School Improvement Plan**

*Historically, two subgroups consistently have not received higher percentages of passing scores for Allegany: Black or African American and Special Education. These subgroups are priorities, and for the area of English, mastery of reading comprehension skills and practices may help reduce their achievement gaps. Such skills and practices include*

- *summarizing,*
- *sequencing,*
- *inferencing,*
- *comparing and contrasting,*
- *drawing conclusions,*
- *self-questioning,*
- *problem-solving,*
- *relating background knowledge,*
- *distinguishing between fact and opinion, and*
- *finding main idea, important facts, and supporting details.*

*While local formative assessments and researched-based strategies in all disciplines are aligning to target such areas of weakness throughout the year, general deficiencies in reading abilities are evident at both the classroom and school levels.*

*Challenges at Allegany High School in Math include the grade 10 Special Education (22.2%) and grade 10 FARMS (61.7%) subgroups, both of which lagged significantly behind the White subgroup. National Honor Society tutors will provide free after-school and study hall tutoring. Faculty will continue to incorporate UDL in their lessons. Faculty will be available for assistance during extended Period 5 time.*

*County Benchmarks and Tests will be used to identify problem areas and prove that teachers and students are meeting the needs that have been identified. The number of students scoring 70% or above on the Mathematics Benchmarks in 2015-2016 will increase with each benchmark administration to increase the number of students who do pass HSA in 2016.*

### **Moving Forward**

1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students' needs to ensure improved students achievement.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

*The review of previously stated historical data presents even greater challenges to decision-making that impacts students' acquisition of higher-order reading/thinking skills required of college and career-level materials. In order to effectively support current needs of students in these subgroups, a more comprehensive reading approach must be targeted toward these learners who currently do not "officially qualify" for reading intervention during high school.*

*Results of previous PARCC assessments will be used to identify problem content, reasoning and application areas as well as student subgroups whose scores need to improve. These results will be used in conjunction with previous HSA and county Benchmark results to identify areas and groups that require extra attention.*

2. Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.

*Each of the major disciplines currently emphasizes reading-writing-thinking experiences through both their curricula and textbooks, and school-wide emphasis is being targeted to familiarize students with critical nouns and verbs encountered on PARCC assessments and tasks. For the special education sub-group, IEPs are followed to ensure students equal access of material (e.g., through verbatim reading, employment of scribes, or application of extended time).*

*With a transition toward Common Core and PAARC assessments, all teachers will be integrating math practices and UDL as part of their individual curricula. All teachers will be analyzing data as part of the SLO process. Faculty will be available for assistance during extended Period 5 time. During tutoring sessions students will be given foldables with HSA vocabulary and examples. They will also take mini assessments on line (see link below) to test knowledge. [http://www.mdk12.org/assessments/high\\_school/index\\_d.html](http://www.mdk12.org/assessments/high_school/index_d.html)*

3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

*To ensure sufficient progress toward increasing student achievement in this area (and specifically increasing achievement for identified subgroups), funding needs to be targeted that offers researched-based, "adult-like" reading intervention classes that specifically supports students lacking essential reading skills in unlocking "reading keys for academic success." Such funding must occur at the county level, but also must be approached with understanding that reading acquisition for young adults is different than that of younger students.*

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**C. Science**

<b>Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2014</b>			<b>2013</b>			<b>2012</b>		
	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>
All Students	159	130	81.8	141	120	85.1	140	125	89.3
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	11	7	63.6	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	142	116	81.7	127	110	86.6	129	119	92.2
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	55	41	74.5	46	33	71.7	46	38	82.6



**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**HSA Biology Results – High Schools Only**

<b>Table 13: HSA Test Participation and Status Biology 2014</b>							
<b>Subgroup</b>	<b>All Students – Grade 10</b>						
	<b>% Taken and Passed</b>	<b>Number Passed (top number)</b>	<b>Total Test Takers (bottom number)</b>	<b>% Taken and Not Passed</b>	<b>Number Not Passed</b>	<b>% Not Taken</b>	<b>Number Not Taken</b>
All Students	73.5	125	170	23.5	40	≤5.0	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	42.9	6	14	50.0	7	7.1	1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	76.4	113	148	20.9	31	≤5.0	*
Two or more races	*	*	*	*	*	*	*
Special Education	27.8	5	18	72.2	13	≤5.0	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	61.7	50	81	34.6	28	≤5.0	*

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

<b>Table 14: HSA Test Participation and Status Biology 2014</b>							
<b>Subgroup</b>	<b>All Students – Grade 11</b>						
	<b>% Taken and Passed</b>	<b>Number Passed (top number)</b>	<b>Total Test Takers (bottom number)</b>	<b>% Taken and Not Passed</b>	<b>Number Not Passed</b>	<b>% Not Taken</b>	<b>Number Not Taken</b>
All Students	85.2	121	142	11.3	16	≤5.0	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	84.8	112	132	12.1	16	≤5.0	*
Two or more races	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	73.8	45	61	21.3	13	≤5.0	*

- Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups.  
*The primary challenges for biology are the grade 10 Black (42.9%) and Special Ed (27.8%) subgroups.*
- To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.  
*Special Education students will get a study period with an instructional assistant to help them with their class work not finished in class*

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**D. Social Studies (HSA Government Results) – High Schools Only**

<b>Table 15: HSA Test Participation and Status Government 2014</b>							
<b>Subgroup</b>	<b>All Students – Grade 10</b>						
	<b>% Taken and Passed</b>	<b>Number Passed (top number)</b>	<b>Total Test Takers (bottom number)</b>	<b>% Taken and Not Passed</b>	<b>Number Not Passed</b>	<b>% Not Taken</b>	<b>Number Not Taken</b>
All Students	57.1	97	170	40.0	68	≤5.0	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	14.3	2	14	85.7	12	≤5.0	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	62.2	92	148	34.5	51	≤5.0	*
Two or more races	*	*	*	*	*	*	*
Special Education	11.1	2	18	88.9	16	≤5.0	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	46.9	38	81	49.4	40	≤5.0	*

1. Based on available trend data, describe the challenges in Government. In your response, identify challenges in terms of subgroups. The primary challenges for biology are the grade 10 Black (14.3%), FARMS (46.9%), and Special Ed (11.1%) subgroups.
2. To support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.  
*The use of collaborate professional development time is being utilized, particularly during the scheduled 2 hr delays, for 9<sup>th</sup> grade teachers to discuss this challenge and to help this group with the graduation requirement to have as much success the first time as possible. If tutors are used, no resources are needed as NHS tutors serve the school.*

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**VI. EARLY LEARNING**

**VII. SPI (SCHOOL PROGRESS INDEX) – Use 2014 SPI Data – which is 2013 Data for Elementary and Middle Schools**

The 2014 (2013) School Progress Index is 1.0098

This SPI places our school in Strand 3

- A. Achievement – Elementary, Middle and High** The Achievement Contribution Value represents your school's performance on the MSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school's targets.

**Table 17**

<b>2013(4) Achievement Calculation</b>	<b>Math (MSA or Algebra/Data Analysis)</b>	<b>Reading (MSA or English 2)</b>	<b>Science (MSA or Biology)</b>	<b>Combined Indicator</b>
% of students who scored Advanced or Proficient	84.38	83.23	80.75	
2013(4) Achievement AMOs	89.44	88.89	88.89	
Measure Progress Scale Values	0.9434	0.9363	0.9084	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.3145	0.3121	0.3028	
Achievement Contribution Value				<b>0.3717</b>

List any content area where the Measure Progress Scale Value is less than 1. Math, reading, science  
Any content area listed should be addressed in the AMO Progress section of the plan.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

- B. **Gap Reduction – High School Only** The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA and MSA for elementary and middle schools and HSA and Alt-MSA for high schools. High schools also include the results of the 4-Year Adjusted Cohort Graduation Rate and 4-Year Adjusted Cohort Dropout Rate.

**Table 19**

<b>2014 Gap Reduction Calculation</b>	<b>Algebra</b>	<b>English</b>	<b>Biology</b>	<b>Graduation Rate</b>	<b>Dropout Rate</b>	<b>Indicator Progress Scale Value</b>
<b>2014 Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient</b>	<b>White 86.15</b>	<b>White 88.55</b>	<b>White 85.38</b>	<b>White 94.37</b>	<b>White 5.11</b>	
<b>2014 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient</b>	<b>FARMS 77.14</b>	<b>FARMS 71.83</b>	<b>FARMS 77.46</b>	<b>FARMS 88.46</b>	<b>FARMS 11.76</b>	
<b>This Year's Gap (complement)</b>	<b>90.99</b>	<b>83.28</b>	<b>92.08</b>	<b>94.10</b>	<b>93.34</b>	
<b>2014 Gap Reduction AMO complement</b>	<b>86.57</b>	<b>61.62</b>	<b>87.07</b>	<b>86.38</b>	<b>94.26</b>	
<b>Measure Progress Scale Values</b>	<b>1.0511</b>	<b>1.3494</b>	<b>1.0575</b>	<b>1.0894</b>	<b>0.9903</b>	
<b>Proportional Significance</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	
<b>Measure Contribution</b>	<b>0.2102</b>	<b>0.2699</b>	<b>0.2115</b>	<b>0.2179</b>	<b>0.1981</b>	
<b>Contribution Value</b>						<b>0.4430</b>

List any content area where the achievement proportional measure is less than 1. Dropout rate

Any content area listed should be addressed in the AMO Progress or graduation section of the plan.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

- C. College and Career Readiness– High Schools Only** College and Career Readiness represents a combination of measures that ensures students are college or career ready upon graduation. College and Career Readiness consists of: 5-Year Adjusted Cohort Graduation Rate (60%) and College and Career Preparation (CCP) (40%). CCP is a measurement of a student’s success in one of the following areas: Advance Placement (AP) or International Baccalaureate (IB) Program; Career and Technology Education (CTE) Concentrators; or College Enrollment. Students who have exited high school with a Maryland State High School Diploma are counted as being successful for CCP when the student achieves at least one of the following: 1 – AP or IB: Earned a score of 3 or greater on an AP exam OR earned a score of 4 or greater on an IB exam. 2 – CTE Concentrators: Attained advance standing in a State-approved Career and Technology Education program of study (enrolled in the third course). 3 – Enrollment in College: Subsequently entered a post-secondary institution (two-year, four-year, or technical school) within 16 months of high school graduation.

**Table 21**

<b>2014 College and Career Readiness Calculation</b>	<b>5-Year Graduation Rate</b>	<b>CCP</b>	<b>Combined Indicator</b>
<b>2014 College and Career Readiness Results</b>	<b>94.87</b>	<b>74.65</b>	
<b>2014 College and Career Readiness AMOs</b>	<b>90.56</b>	<b>86.11</b>	
<b>Measure Progress Scale Values</b>	<b>1.0476</b>	<b>0.8669</b>	
<b>Proportional Significance</b>	<b>60%</b>	<b>40%</b>	
<b>Measure Contribution</b>	<b>0.6286</b>	<b>0.3468</b>	
			<b>0.1951</b>

List any area where the Measure Progress Scale Value is less than 1. CCP  
Any area listed should be addressed in the graduation section of the plan.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**VIII. ATTENDANCE – Elementary and Middle Schools Data**

<b>Table 22: School Progress Attendance Rate</b>	<b>All Students AMO = 94.0%</b>	
<b>Grade Level – School Level Data</b>	<b>Attendance Rate</b>	<b>MET Y/N</b>
All Students	94.3	Y
Grade 9	94.6	Y
Grade 10	93.9	N
Grade 11	94.1	Y
Grade 12	94.6	Y

<b>Table 23: Attendance Rate</b>	<b>All Students</b>					
<b>Subgroups – School Level Data</b>	<b>94%</b>	<b>90%*</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
All Students	93.3	93.4	≥95.0	93.9	93.8	94.3
Hispanic/Latino of any race			*	*	96.1	97.5
American Indian or Alaska Native			*	*	96.0	93.6
Asian			*	≥95.0	97.7	96.9
Black or African American			93.7	92.1	90.1	90.4
Native Hawaiian or Other Pacific Islander			*	*	*	0.0
White			≥95.0	94.0	94.1	94.6
Two or more races			*	*	89.2	93.4
Special Education	91.3	90.3	93.3	91.4	92.1	92.0
Limited English Proficient (LEP)	*	*	*	*	98.3	96.0
Free/Reduced Meals (FARMS)	90.7	91.2	93.2	91.6	91.5	92.2

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.  
*10<sup>th</sup> grade (93.9%), Two or more races (93.4%), Black/African American (90.4%), Special education (92.0%), and FARMS (92.2%) were all below the AMO of 94%.*
2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.  
*Parents of students who have missed 5, 10, and/or 12 days will receive a school-generated letter alerting them of the student's attendance and the possible loss of credit. Students who have missed 12 days will sign an attendance contract.*  
  
*The PBIS designed a "matrix" of expected behaviors and is planning an incentive program that will recognize some of these behaviors with the hopes of increasing attendance.*
3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.  
*The school-generated letter that is sent to parents is a continuation from previous years. Although the above listed groups were below the AMO, Two or more races, Black/African American, and FARMS increased from last year. PBIS is in its second year at Allegany High School.*



**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**IX. HABITUAL TRUANCY**

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year.

Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

1. **Based on the Examination of the Habitual Truancy Data, respond to the following:**
  - a. **How many students were identified as habitual truants? Less than 10**
  - b. **Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.** In many cases, the reason for habitual truancy is due to the lack of parental support. One specific case had a student who was out sick for numerous days (without a doctor's note) before finally going to the doctors. Plans in place to reduce the number of habitual truant students is for the assistant principal to meet with the parents, home visitations by the PPW, PBIS incentives, as well as the PPW going as far as picking up a student and bringing her to school.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**X. GRADUATION AND DROPOUT RATE (4-Year Cohort) – High Schools Only**

**Goal: All students will graduate from high school.**

**Graduation and dropout rates as measures by AMO Progress:**

<b>Table 24 : Four –Year Adjusted Cohort Graduation Rate</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2011-2012</b>			<b>2012-2013</b>			<b>2013-2014</b>		
	<b>Adjusted Cohort</b>	<b>Diplomas Earned</b>	<b>Grad Rate (%)</b>	<b>Adjusted Cohort</b>	<b>Diplomas Earned</b>	<b>Grad Rate (%)</b>	<b>Adjusted Cohort</b>	<b>Diplomas Earned</b>	<b>Grad Rate (%)</b>
All Students	153	142	92.81	155	147	94.84	173	163	94.22
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	12	9	75.00	11	*	≥95.00	10	9	90.00
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	137	129	94.16	141	133	94.33	154	145	94.16
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	53	47	88.68	51	45	88.24	64	56	87.50

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

<b>Table 25 : Four –Year Adjusted Cohort Dropout Rate</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2011-2012</b>			<b>2012-2013</b>			<b>2013-2014</b>		
	<b>Adjusted Cohort</b>	<b>Dropouts</b>	<b>Dropout Rate (%)</b>	<b>Adjusted Cohort</b>	<b>Dropouts</b>	<b>Dropout Rate (%)</b>	<b>Adjusted Cohort</b>	<b>Dropouts</b>	<b>Dropout Rate (%)</b>
All Students	153	10	6.54	155	8	5.16	173	7	4.05
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	12	3	25.00	11	*	≤3.00	10	1	10.00
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	137	7	5.11	141	8	5.67	154	6	3.90
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	53	5	9.43	51	6	11.76	64	5	7.81

1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.  
*Even though there is currently no 2014-2015 graduation rate data, SPI results indicate that College and Career Preparation is a challenge. In addition, trend data indicates that FARMS graduation rate (87.50%) and dropout rate (7.81%), as well as the African American dropout rate (10.00) could be a challenge.*
2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

*Teachers and guidance will continue to promote AP exams. Students are getting more practice with Close reading. Science teachers continue to become more familiar and more comfortable with the new inquiry based labs now required by the College Board.*

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

## **XI. SCHOOL SAFETY – SUSPENSIONS**

Suspension – In school and out of school suspensions

School Safety – Suspension for Sexual Harassment, Harassment, and Bullying

Examine the number of in school and out of school suspensions for the 2013-2014 and 2014-2015 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

During the 2014-2015 school year Allegany High School had a total of 48 suspensions – 13 in-school and 35 out-school. Of these 48 suspensions, none of them were for bullying or harassment of any type. We plan to continue practices and policies that are in place and work to reduce the number of suspensions.

## **XII. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

- a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
  - b. Improve the link between research –validated practices and the environments in which teaching and learning occur.
1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.

The Allegany High School PBIS team has developed a “Camper in 3D” Behavior Expectation matrix. The 3D’s are “dependable”, “dignified”, and “determined”. The matrix qualifies and delineates the expected student behaviors for the classroom, cafeteria,

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

hallways/restrooms and athletic/extra-curricular activities. In addition, the team has developed a “Student Support/Feedback” form to be completed by school staff and submitted to the PBIS team.

**XIII. PRINCIPAL’S SLOs**

**PRINCIPAL SLO 1**

**What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.**

*The content focus SLO 1 is Academic Biology. The student group selected consists of 58 students including 55 sophomores, 7 of whom have an IEP and 3 juniors. Of these students, 34.5% are female 65.5% are male, and 20.7% are minority students.*

**Describe the information and/or data that was collected or used to create the SLO.**

*Historical HSA data was used to create this SLO. In 2013-2014 the pass rate was 47.7% and in 2014-2015 the pass rate was 46%*

**How does the SLO support School Improvement Needs and/or Goals?**

*Academic biology students have historically performed poorly on the Biology HSA. Not only will students hopefully improve the pass rate on the HSA, but since this assessment is also a graduation requirement, the students will also help to increase the school’s graduation rate, as well as the overall SPI.*

**Describe what evidence will be used to determine student growth for the SLO.**

*Students will take the Biology HSA in May 2016. We will use the scores on this test to document any growth. Throughout the school year, the students will be taking four benchmark assessments which are based on HSA questions from the previous years. We will use pre-test and post-test data from these assessments to document student growth and determine the need for re-teaching. Also, students will be given various methods of demonstrating their knowledge through formative assessments such as laboratory experiences and projects.*

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**PRINCIPAL SLO 2**

**What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.**

*The content focus of SLO 2 is AP Biology. The AP Biology class consists of 12 students. Four students are in the 11th grade and 8 are in the 12<sup>th</sup> grade. There are no IEP students in this group. Two students are minority students. Five are males and 7 are females. All of these students are advanced learners and participate in honors and AP classes.*

**Describe the information and/or data that was collected or used to create the SLO.**

*At the beginning of the school year, students were given a pre-test that consisted of the multiple choice and grid-in section of the 2014 AP Biology Exam. The average score on the pre-test was 34% indicating a need for learning. These students have some prior knowledge of the course content; however, they lack the depth required for AP study.*

**How does the SLO support School Improvement Needs and/or Goals?**

*This SLO supports School Improvement needs since AP scores play a role in the College and Career Readiness portion of the SPI. Improved AP scores can lead to a higher SPI.*

**Describe what evidence will be used to determine student growth for the SLO.**

*Student scores on the same AP released exam that was used for the pre-test. The post-test version will be given in May, prior to the AP exam. Students will also demonstrate their knowledge through laboratory reports, written response questions, as well as being able to explain and demonstrate concepts by building and utilizing models. Students will also be asked to make judgments on ethical issues by applying their knowledge of biological concepts and processes such as stem cell research.*

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**XIV. NON-TITLE I PARENT INVOLVEMENT**

**Parent/Community Involvement Needs**

Describe your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.). .). **The parent advisory committee members, the academic endowment committee members and the faculty work together to provide opportunities for all parents to be integrally involved in their child's education.**

**Allegany High School Endowment Fund Board of Directors 2015 – 2016**

<b>Name</b>	<b>Position</b>
Nadene Stroup	President
Anne Bryan	Vice President
Stephanie Wade	Treasurer
Kathy Eirich	Secretary
Kimi-Scott McGreevy	Parent
Scott Lohr	Parent
Lisa Chaney	Parent
Stefanie Crowe	Parent
Evan West	ACTA
Michael Calhoun	Principal
Amy Llewellyn	Counselor

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**Non Title I Parent Involvement Plan**

Under the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school community.**

**2015-2016 PARENT INVOLVEMENT PLAN**

**Expectations**

Allegany High School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

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

**Goal:** By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet the AMO target for 2015-2016.

**Action Plan**

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<b>I - Shared Decision Making</b> <ul style="list-style-type: none"> <li>♦ The parent involvement plan is developed with input from parents.</li> </ul>	Committee members will meet to discuss and plan activities, actions, and initiatives. <ul style="list-style-type: none"> <li>•</li> </ul>	ongoing	Tamarra Edwards / Kimi-Scott McGreevy



**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

	<ul style="list-style-type: none"> <li>• Parent Advisory Council (school level)</li> <li>• Endowment Committee meeting with each department about needs</li> </ul>	monthly	
<b>II- Building Parental Capacity</b>  1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments.	<ul style="list-style-type: none"> <li>• Parent conferences</li> <li>• School newsletter</li> <li>• Principal's weekly email blast</li> <li>• Classroom syllabi</li> <li>• School, System and MSDE websites</li> <li>• ASPEN On-line Grades</li> <li>• "College Road Show"</li> <li>• Tri-State College Night at ACM</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul> Spring 2016 10/13/15	Michael Calhoun, Principal  Tamarra Edwards / Tammy Twigg
2) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	<ul style="list-style-type: none"> <li>• Guides for parent conference day</li> <li>• Bake sale for community service project</li> <li>• Brochures, college information packets, local university and college applications were made available to parents</li> <li>• College 101</li> </ul> Freshmen Orientation	8/22/2015 8/22/2015   1/8/2016 9/3/2015	Student Government  Peer Helpers   Tammy Twigg
3) Ensure information is presented in a format and/or language parents can understand.	<ul style="list-style-type: none"> <li>• Weekly principal email blast</li> <li>• School newsletter</li> <li>• <i>Alcohi Mirror</i> newspaper</li> <li>• Powerpoint presentation of the Blue Power Book</li> </ul>	ongoing	Michael Calhoun, Principal  Tamarra Edwards  Student Government/Tammy Twigg
4) Provide full opportunities for participation of parents of students from diverse backgrounds.	<ul style="list-style-type: none"> <li>• Parent Advisory Committee</li> <li>• Academic Endowment Foundation</li> </ul> Freshman Activities Orientation	ongoing  9/2015	Michael Calhoun, Principal  Tammy Twigg

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

---

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<b>III- Review the Effectiveness</b> <ul style="list-style-type: none"> <li>The effectiveness of the school's parental involvement activities will be reviewed.</li> </ul>	<p>Committee members will meet to assess the effectiveness of the parental involvement activities and initiate a plan for the 2015-2016 school year.</p> <p>Evaluation of each activity as they occur</p>	June 2016	Tammy Twigg
<b>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering</b>	<ul style="list-style-type: none"> <li>All athletic teams</li> <li>Band</li> <li>Mock Trial</li> <li>Drama Club</li> <li>Baccalaureate Service</li> <li>"Celebrate Allegany"</li> <li>Student Dance Chaperones</li> <li>Meet the Squad Night</li> <li>Circle of Friends</li> <li>Student Government canned food drives</li> <li>Chaperones for FBLA conferences</li> </ul>	ongoing	

**XIV. TITLE I PARENT INVOLVEMENT**

**XV. PROFESSIONAL DEVELOPMENT PLAN**

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**XVI. TELL SURVEY**

**2015 EVALUATION**

***Teaching Empowering Leading & Learning Survey - (TELL Maryland)***

*The TELL Survey is a perceptual survey that allows educators to TELL Maryland if they have positive teaching and learning conditions that research has shown to be important to student achievement and teacher retention.*

**2013 to 2015 Evaluation:**

**ACTUAL Percent**

\_\_\_\_\_ **2015%**    **Factor:** The average percent of teachers' favorable responses will increase from \_\_\_\_\_% in 2013 to \_\_\_\_\_% in 2015.

MET? (Yes/No)

**ACTUAL Percent**

\_\_\_\_\_ **2015%**    **Item:** The average percent for teachers' favorable responses will increase from \_\_\_\_\_% in 2013 to \_\_\_\_\_% in 2015.

MET? (Yes/No)

**Identify the factor and the item. What do you attribute the increase or decrease to from the 2013 to the 2015 TELL Survey?**

No data is available, only 48.21% of faculty responded.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**2015 TELL Survey**

Collaborate and determine one domain (Construct, Factor) that your school will focus your school improvement efforts to improve/enhance the school environment and improve teaching conditions at your school. Under each domain are several items that may focus your efforts even more. Compare your 2015 results to the County and to the State. Set the Goal for the 2017 TELL Survey. Complete the Strategy Chart.

**Table 26**

<b>Survey Factor (Domain)</b>	<b>Time</b>
<b>Item Number</b>	<b>2.1b</b>
<b>Item Statement</b>	<b>Teachers are allowed to focus on educating students with minimal interruptions.</b>
<b>School %</b>	<b>NA</b>
<b>County %</b>	<b>62.9</b>
<b>State %</b>	<b>60.1</b>

<b>Strategy: To enhance the school environment and improve teaching conditions related to the TIME factor (domain).</b>			
<b>Item to be Addressed</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
<b>2.1b</b>	The school will focus on reducing the number of interruptions over the PA system.	Principal and Staff	2015-2016 school year

**New Goal:**

The average percent for teachers' favorable responses will increase from \_\_\_\_\_% in 2015 to 60.0% in 2017.

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**Section XVII. MANAGEMENT PLAN**

**1. How will the plan be shared with the faculty and staff?**

*The plan will be shared with faculty and staff at the school-wide staff development in February. A copy of the plan will be available in the faculty lounge as well as online. As changes and/or updates are made to the plan the faculty will be notified via email.*

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

*Milestone data will be collected by the Content Team chairs and brought before the SIT soon after the collection of the data. The SIT will then evaluate the data in regards to the targets given in the plan.*

**3. How will the SIP be revised based on student progress and the method(s) used to measure student progress?**

*Upon evaluation of the milestone data, the content teams will determine whether activities must be added/deleted/modified for the initial target subgroup(s) or any other subgroup not initially targeted.*

**4. What role will classroom teachers and/or departments have in implementing and monitoring the plan?**

*The Content Action Teams will collect and analyze milestone data and modify the plan's academic activities if necessary. The Partnership Action Team will ensure that the community involvement activities are carried out. The SIT will work hand-in-hand with the principal to ensure that all activities are implemented and to revise the plan if and when it is necessary.*

**5. How will the initial plan be shared with parents and community members?**

*A link to the plan will be on the school's Web page. A copy will also be provided to the Academic Endowment Fund and parent Advisory groups at their first meeting after the completion of the initial plan. The completed plan will also be mentioned in the weekly email blast.*

**6. How will revisions to the SIP be presented to the staff, parents, and community?**

*Revisions to the plan will be presented to the faculty at regular faculty meetings and via school-wide memorandums. Parents and Community will be kept abreast to revisions in the plan via the weekly email blast as well as announcements at the respective groups'*

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

*monthly meetings.*

**7. How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?**

*The Central Office will have numerous roles regarding the plan: statistical assistance in developing the plan, staff development on the Data Management System for monitoring and analyzing student progress, dissemination of benchmarks for assessing students, and a plan review to assist in the implementing of the plan.*

**8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.**

***October 30<sup>th</sup> – submission of plan***

***November 12<sup>th</sup> - SIP Review***

***4<sup>th</sup> week of January - collection of milestone data***

***1<sup>st</sup> week of February - evaluation/revision of plan***

***4<sup>th</sup> week of March - collection of milestone data***

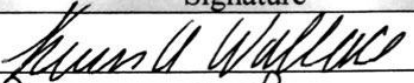
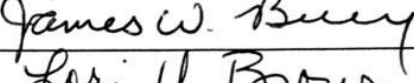

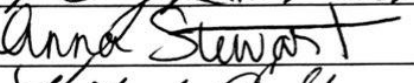

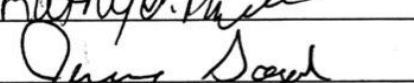
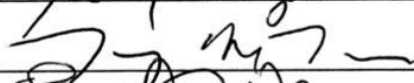
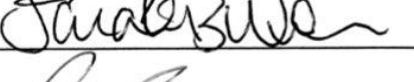
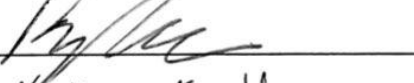
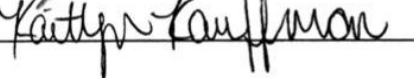
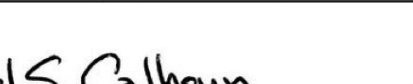
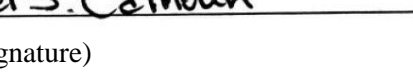
***1<sup>st</sup> week of April - evaluation/revision of plan***

***1<sup>st</sup> week of June – collection of benchmark data***

***3<sup>rd</sup> week of August - evaluation/revision of plan***

**Allegany County Public Schools  
2015 – 2016 School Improvement Plan**

**Section XVIII. SIP ROSTER**

Name	Position	Signature	Date
Kevin Wallace	Chair, Science		11/9/15
Jim Bucy	Math, Parent		11/11/15
Lori Brown	English		11/11/15
Kay Sheeche	Social Studies		11/11/15
Anna Stewart	Math, Parent		11/11/15
Kim Sloane	Social Studies		11/11/15
Kathy Park	Science		11/11/15
Jenny Sagal	Science		11/11/15
Tammy Twigg	Social Studies, Parent		11/9/15
Sarah Welsh	English		11/9/15
Amy Llewellyn	Guidance, PBIS Coordinator, Parent		11/10/15
Kaitlyn Kauffman	Student Government		11/11/15

Principal: 

Michael S. Calhoun

(Signature)

11-9-15

(Date)