

School: Allegany High School

Principal: Michael S. Calhoun

I. School Progress Index: 1.0326

Please check the strand for which your school is identified.

(Please Check)	STRAND	Criteria
	1	<ul style="list-style-type: none"><li>➤ Meets and/or exceeds academic standards</li><li>➤ Minimal subgroups missing AMOs</li></ul>
	2	<ul style="list-style-type: none"><li>➤ Meets academic standards</li><li>➤ Some subgroups missing AMOs</li></ul>
x	3	<ul style="list-style-type: none"><li>➤ Minimally meets or does not meet academic standards</li><li>➤ Multiple groups missing AMOs</li></ul>
	4	<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>
	5	<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

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

(Please check )	Category	Description
	Reward	<ul style="list-style-type: none"><li>➤ Meets and/or exceeds academic standards</li><li>➤ Closing the achievement gap</li></ul>
	Focus	<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>
	Priority	<ul style="list-style-type: none"><li>➤ Multiple subgroups missing AMOs</li><li>➤ Systemic whole school reform may be needed</li></ul>

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## II. School Demographics

### A. Staff Demographics

#### STAFF DATA 2013-2014 School Year

**Table 1**

School-based Personnel	Part Time	Full Time	Total
Administrators	<b>1</b>	<b>3</b>	<b>4</b>
Teachers	<b>3</b>	<b>46</b>	<b>49</b>
Itinerant staff	<b>3</b>		<b>3</b>
Paraprofessionals		<b>4</b>	<b>4</b>
Support Staff		<b>6</b>	<b>6</b>
Total Staff	<b>7</b>	<b>59</b>	<b>66</b>

**Table 2**

Under each year, indicate the number or percent as indicated of individual in each category.	<b>2013 – 2014 Official Data</b>	<b>2012 – 2013 Official Data</b>	<b>2011 – 2012 Official Data</b>	<b>2010 – 2011 Official Data</b>
<b>Percentage</b> of faculty who are: <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>	98.2 1.2	99.0 1.0	98.3 1.7	99.4 0.6
For those not highly qualified, list name, grade level course	Jim Bucy, physics Sally Buser, French	Jim Bucy, physics Sally Buser, French	Jim Bucy, physics Sally Buser, French	Jim Bucy, physics Sally Buser, French
Number of years principal has been in the building	11	10	9	8
Teacher Average Daily Attendance		96.0	94.8	96

## B. STUDENT DEMOGRAPHICS CHART

**Table 3**

### SUBGROUP DATA

Data from prior year's SIP

	2013-2014	2012-2013	2011-2012
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	n/a	≤10	≤10
African American	41	48	39
White	601	621	634
Asian	≤10	10	≤10
Two or More Races	16	10	≤10
Special Education	57	54	55
LEP	≤10	≤10	≤10
FARMS	No Data	281	247
Males	365	354	367
Females	304	336	323
Total Enrollment (Males + Females)	669	690	690

Percentage of student eligible for Free and Reduced Meals as of October 31, 2012: **40.09**

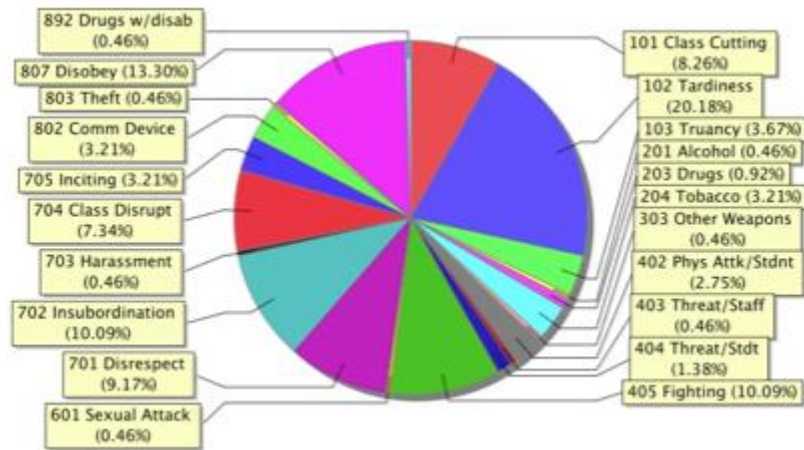
# SPECIAL EDUCATION DATA 2012-2013 School Year

**Table 4**

<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	≤10
02 Hard of Hearing	n/a
03 Deaf	n/a
04 Speech/Language Impaired	≤10
05 Visual Impairment	n/a
06 Emotional Disturbance	≤10
07 Orthopedic Impairment	n/a
08 Other Health Impaired	18
09 Specific Learning Disability	23
10 Multiple Disabilities	≤10
12 Deaf-Blindness	n/a
13 Traumatic Brain Injury	n/a
14 Autism	≤10
15 Developmental Delay	n/a

## Discipline/Climate Narrative

Discipline data reveals that there were a total of 218 student conduct incidences during the 2012-2013 school year. The greatest percentage (32.1%) of incidences was a result of attendance issues: *Cutting Class, Tardiness, and Truancy* as well classroom related issues: *Disrespect, Insubordination, and Class Disruption* comprising 26.6% of the issues.



### **III. AMO Progress – Reading and Math**

#### **School Level AMO Analysis**

Annual Measurable Objective targets are unique to specific schools and subgroups; schools are striving to meet their individual targets to support the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. Through Maryland's ESEA Flexibility Waiver, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in the upcoming six years (2017).

#### **Reading**

**Long Term Goal:** To reduce the percent of non-proficient students for each subgroup and overall performance by half by 2017.

**Short Term Goal:** To meet the school specific established AMO for each subgroup and overall performance by 2014.

## Reading – Proficiency Data (Elementary, Middle and High Schools)

Table 5: School Progress on the AMO Targets – Reading (English 2) AMO Data												
Subgroup	School Level											
	All Students			Level (Select Level)			Level (Select Level)			Level (Select Level)		
	2013 AMO	% Proficient	MET Y/N		% Proficient	MET Y/N		% Proficient	MET Y/N		% Proficient	MET Y/N
All Students	87.7	86.3	Y									
Hispanic/Latino of any race	*	*										
American Indian or Alaska Native	NA	NA										
Asian	NA	NA										
Black or African American	76.9	66.7	Y									
Native Hawaiian or Other Pacific Islander	*	*										
White	86.6	88.5	Y									
Two or more races	NA	NA										
Special Education	43.2	30.0	Y									
Limited English Proficient (LEP)	*	*										
Free/Reduced Meals (FARMS)	80.3	78.3	Y									

1. Based on the examination of the AMO Data for Reading/Language Arts ,
  - a. Describe what challenges are evident. *All subgroups met the target based on the confidence band, but the “white” subgroup is the only subgroup that truly met AMO.*
  - b. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate. *Students who have not passed the HSA will receive in-school tutoring by Bridge/Prep faculty. National Honor Society tutors will provide free after-school tutoring. Faculty will continue to design lessons using UDL. Faculty will be available for assistance during extended Period 5 time.*
  - c. Identify challenges in terms of grade level(s) and/or subgroup(s). *All students are 1.4 percentage points below the AMO; Black or African American subgroup is 10.2 percentage points below the AMO; Special Education subgroup is 13.2 percentage points below the AMO; and FARMS subgroup is 2.0 points below the AMO.*



- d. Describe the **objective milestone(s)** you will keep to prove that you are meeting the needs of the identified grade and/or subgroup? *The average English benchmark scores for all students will increase to 75% or above by the end of the 2013-14 school year. Benchmark data will be tracked by the ELA instructional leader.*
- e. Include a description of corresponding resource allocation. N/A

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

Table 6: HSA Test Performance Status 2013									
Subgroup	Grade 10			Grade 11			Grade 12		
	% Passed	Total	HSA	% Passed	Total	HSA	% Passed	Total	HSA
All Students	69.7	115/165	115/163	85.4	129/151	129/150	88.0	125/142	125/139
Hispanic/Latino of any race	*								
American Indian or Alaska Native									
Asian									
Black or African American							72.7	8/11	8/11
Native Hawaiian or Other Pacific Islander									
White	69.7	108/155	108/153	86.9	119/137	119/136	89.8	115/128	115/125
Two or more races									
Special Education	≤5.0		0/10						
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	50.0	36/72	36/71	72.7	40/55	40/54	77.8	35/45	35/42

Table 7: HSA Test Participation and Status English 2013							
Subgroup	All Students – Grade 10						
	% Taken and Passed	Number Passed (top number)	Total Test Takers (bottom number)	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	68.5	115	168	29.8	50	≤5.0	*
Hispanic/Latino of any race							
American Indian or Alaska Native							
Asian							
Black or African American							
Native Hawaiian or Other Pacific Islander							
White	68.4	108	158	29.7	47	≤5.0	
Two or more races							
Special Education	≤5.0	*	*	92.3	12	7.7	1
Limited English Proficient (LEP)							
Free/Reduced Meals (FARMS)	48.0	36	75	48.0	36	≤5.0	*

Table 8: HSA Test Participation and Status English 2013							
Subgroup	All Students – Grade 11						
	% Taken and Passed	Number Passed (top number)	Total Test Takers (bottom number)	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	84.3	129	153	14.4	22	≤5.0	*
Hispanic/Latino of any race							
American Indian or Alaska Native							
Asian							
Black or African American							
Native Hawaiian or Other Pacific Islander							
White	86.2	119	138	13.0	18	≤5.0	*
Two or more races							
Special Education							
Limited English Proficient (LEP)							
Free/Reduced Meals (FARMS)	71.4	40	56	26.8	15	≤5.0	*

2. Based on the examination of the 2013 High School Assessment (HSA) results for English:
  - a. Identify any additional challenges that are evident. *“Composing Skills” and “Evaluating Language Use and Content of Text” present the greatest challenge for students on the benchmark tests. In 2012-13, 44% of all students performed at the basic level for “Composing Skills” and 47% of all students performed at the basic level for “Evaluating Language Use and Content of Text.”*
  - b. Describe what, if anything, the school will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocation. *With a transition toward Common Core and PAARC assessments, all teachers will be integrating UDL and writing as part of their individual curricula. In 2013-2014, the English department is transitioning to new grade-level curricula through Holt-McDougal Literature Series.*
  - c. Describe the **objective milestone(s)** you will keep to prove that you are meeting the needs of the lowest performing subgroup and/or grade? *To increase the number of students passing the HSA in 2013-14, the average English benchmark scores for all students will increase to 75% or above by the end of the school year.*

## Mathematics

**Long Term Goal:** To reduce the percent of non-proficient students for each subgroup and overall performance by half by 2017.

**Short Term Goal:** To meet the school specific established AMO for each subgroup and overall performance by 2014.

### Mathematics – Proficiency Data ( Elementary, Middle and High Schools)

Table 9: School Progress on the AMO Targets – Mathematics (Algebra 1) AMO Data												
Subgroup	All Students											
	School Level			Level (Select Level)			Level (Select Level)			Level (Select Level)		
	2013 AMO	% Proficient	MET Y/N		% Proficient	MET Y/N		% Proficient	MET Y/N		% Proficient	MET Y/N
All Students	88.3	84.0	Y									
Hispanic/Latino of any race	*											
American Indian or Alaska Native	NA											
Asian	NA											
Black or African American	74.4	54.5	Y									
Native Hawaiian or Other Pacific Islander	*											
White	88.7	86.2	Y									
Two or more races	NA											
Special Education	65.9	40.0	Y									
Limited English Proficient (LEP)	*											
Free/Reduced Meals (FARMS)	86.1	72.2	N									

1. Based on the examination of the AMO Data for Mathematics (Algebra I)
  - a. Describe what challenges are evident. *FARMS failed to meet the AMO. All other groups met AMO solely due to the confidence band interval.*
  - b. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate. *Students who have not passed the HSA will receive in-school tutoring by Bridge/Prep faculty. National Honor Society tutors will provide free after-school tutoring. Faculty will continue to incorporate UDL in their lessons. Faculty will be available for assistance during extended Period 5 time.*
  - c. Identify challenges in terms of grade level(s) and/or subgroup(s). *All students were 2.6 percentage points above the confidence interval but 4.3% points below their AMO of 88.3. Blacks were 14 percentage points above the confidence interval but 19.9% points below their AMO of 74.4%. Whites were 4.7 percentage points above the confidence interval but 2.5% points below their AMO of 88.7. Special Ed were 12.7 percentage points above the confidence interval but 13.9% points below their AMO of 65.9. FARMS (72.2%) were 13.9% points below the AMO of 86.1%.*
  - d. Describe the **objective milestone(s)** will you keep to prove that you are meeting the needs of the identified grade and/or subgroup? *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 2013-2014 will increase with each benchmark administration to increase the number of students who do pass HSA in 2014.*
  - e. Include a description of corresponding resource allocation.

## HSA Algebra I Results – High Schools Only

Table 10: HSA Test Performance Status 2013 - Algebra									
Subgroup	Grade 10			Grade 11			Grade 12		
	% Passed	Total	HSA	% Passed	Total	HSA	% Passed	Total	HSA
All Students	79.0	124/157	124/157	87.0	127/146	127/145	85.7	120/140	120/138
Hispanic/Latino of any race	*								
American Indian or Alaska Native									
Asian									
Black or African American							60.0	6/10	6/10
Native Hawaiian or Other Pacific Islander									
White	79.1	117/148	117/148	88.9	120/135	120/134	87.4	111/1277	111/125
Two or more races									
Special Education	8.3	1/12	1/12						
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	67.6	46/68	46/68	76.5	39/51	39/50	76.1	35/46	35/44

Table 11: HSA Test Participation and Status Algebra 2013							
Subgroup	All Students – Grade 10						
	% Taken and Passed	Number Passed (top number)	Total Test Takers (bottom number)	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	73.8	124	168	19.6	33	6.5	11
Hispanic/Latino of any race							
American Indian or Alaska Native							
Asian							
Black or African American							
Native Hawaiian or Other Pacific Islander							
White	74.1	117	158	19.6	31	6.3	10
Two or more races							
Special Education	7.7	1	13	84.6	11	7.7	1
Limited English Proficient (LEP)							
Free/Reduced Meals (FARMS)	61.3	46	75	29.3	22	9.3	7

Table 12: HSA Test Participation and Status Algebra 2013							
Subgroup	All Students – Grade 11						
	% Taken and Passed	Number Passed (top number)	Total Test Takers (bottom number)	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	83.0	127	153	12.4	19	≤5.0	*
Hispanic/Latino of any race							
American Indian or Alaska Native							
Asian							
Black or African American							
Native Hawaiian or Other Pacific Islander							
White	87.0	120	138	10.9	15	≤5.0	*
Two or more races							
Special Education							
Limited English Proficient (LEP)							
Free/Reduced Meals (FARMS)	69.6	39	56	21.4	12	8.9	5

2. Based on the examination of the 2013 High School Assessment (HSA) results for Algebra:
  - a. Identify any additional challenges that are evident. *Evident challenges are our Special Education students and FARMS students.*
  - b. Describe what, if anything, the school will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocation. *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. Students will receive in-school tutoring by Bridge/Prep faculty. National Honor Society tutors will provide free after-school tutoring. 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)



- c. Describe the **objective milestone(s)** you will keep to prove that you are meeting the needs of the lowest performing subgroup and/or grade? *County benchmarks and Tests and on line mini assessments will be used to prove teachers and students are meeting the needs of identified subgroups. The number of students scoring 70% or above on the Mathematics Benchmarks in 2013-2014 will increase with each benchmark administration to increase the number of students who do pass HSA in 2014.*

#### IV. Science

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2011			2012			2013		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	213	183	85.9	140	125	89.3	141	120	85.1
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	14	11	78.6	*	*	*	11	7	63.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	190	163	85.8	129	119	92.2	127	110	86.6
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	19	13	68.4	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	69	54	78.3	46	38	82.6	46	33	71.7

1. Based on the examination of the 2013 Maryland School Assessment data for Science (Biology):
  - a. Describe where challenges are evident. Identify challenges in terms of grade levels and subgroups. *Only 15.4% of Special Education students in Grade 10 passed the Biology HSA.*
  - b. Describe the changes or adjustments that will be made to ensure progress and include 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.*
  - c. Include a description of corresponding resource allocation. *The Special Education department will be a resource.*
  - d. Describe the **objective milestone(s)** you will keep to prove that you are meeting the needs of the lowest performing subgroup? *The percentage of special education students scoring 60% or above on Biology benchmarks in 2013-2014 will increase to 50%.*

## HSA Biology Results – High Schools Only

<b>Table 14: HSA Test Performance Status 2013 - Biology</b>									
<b>Subgroup</b>	<b>Grade 10</b>			<b>Grade 11</b>			<b>Grade 12</b>		
	<b>% Passed</b>	<b>Total</b>	<b>HSA</b>	<b>% Passed</b>	<b>Total</b>	<b>HSA</b>	<b>% Passed</b>	<b>Total</b>	<b>HSA</b>
All Students	78.3	126/161	126/159	82.1	124/151	124/150	85.7	120/140	120/137
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American							70.0	7/10	7/10
Native Hawaiian or Other Pacific Islander									
White	77.5	117/151	117/149	82.5	113/137	113/136	86.6	110/127	110/124
Two or more races									
Special Education	15.4	2/13	2/11						
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	63.2	43/68	43/67	74.5	41/55	41/54	73.3	33/45	33/42

Table 15: HSA Test Participation and Status Biology 2013							
Subgroup	All Students – Grade 10						
	% Taken and Passed	Number Passed (top number)	Total Test Takers (bottom number)	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	75.0	126	168	20.8	35	≤5.0	*
Hispanic/Latino of any race							
American Indian or Alaska Native							
Asian							
Black or African American							
Native Hawaiian or Other Pacific Islander							
White	74.1	117	158	21.5	34	≤5.0	*
Two or more races							
Special Education	15.4	2	13	84.6	11	≤5.0	*
Limited English Proficient (LEP)							
Free/Reduced Meals (FARMS)	57.3	43	75	33.3	25	9.3	7

Table 16: HSA Test Participation and Status Biology 2013							
Subgroup	All Students – Grade 11						
	% Taken and Passed	Number Passed (top number)	Total Test Takers (bottom number)	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	81.0	124	153	17.6	27	≤5.0	*
Hispanic/Latino of any race							
American Indian or Alaska Native							
Asian							
Black or African American							
Native Hawaiian or Other Pacific Islander							
White	81.9	113	138	17.4	24	≤5.0	*
Two or more races							
Special Education							
Limited English Proficient (LEP)							
Free/Reduced Meals (FARMS)	73.2	41	56	25.0	14	≤5.0	*

2. Based on the examination of the 2013 High School Assessment (HSA) results for Biology:
  - a. Identify any additional challenges that are evident. *Evident challenges are Special Ed and FARMS.*
  - b. Describe what, if anything, the school will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocation. *This year all teachers will be analyzing data as part of the SLO practice. Teachers are also becoming more familiar with UDL and differentiated instruction that will better target these two subgroups.*
  - c. Describe the **objective milestone(s)** you will keep to prove that you are meeting the needs of the lowest performing subgroup and/or grade? *The percentages of special education and FARMS students scoring 60% or above on Biology benchmarks in 2013-2014 will increase to 50%.*

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

1. The Government HSA will be administered again this year as an end of course test. This means that all students in the Government class will **take** the Government HSA in May 2014, with the exception of those students in AP Government who have already taken and passed the Government HSA. Beginning with this year's freshman class of 2013-2014, students in this cohort will need to **take and pass** the Government HSA to graduate. For this cohort, the composite score will be 1602. BCRs will be included in the Government HSA. All other HSAs will be selected response questions only.
  - a. Describe what you have done to prepare students for this assessment.
    - i. **Government teachers have been utilizing more BCR structured activities as part of assignments and/or tests.**
    - ii. **The AP Government teacher also teaches the essay structure and techniques used for the AP Government exam.**
    - iii. **Government teachers currently use more text-dependent questioning techniques.**
    - iv. **Collaborative efforts with an interdisciplinary focus are being used – Professional Learning Community meetings with the 9th grade team (some during the prescribed 2-hr delays) discuss the change so other teachers, especially the English teachers, are aware of the BCR requirement.**
  - b. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate.
    - i. **Teachers are using existing Benchmarks to monitor progress – these Benchmarks have maintained a BCR component and students have consistently worked towards completing these even after the state requirement was lifted in the past.**
    - ii. **Allegany H.S. National Honor Society members are tutoring those students at risk.**
    - iii. **Score data reports indicate on-going success even during the non-required period. Continual monitoring of classroom progress will occur throughout the school year.**
    - iv. **Special education assistants are being utilized, especially for in-class help.**
    - v. **Teachers are incorporating UDL into their lessons.**
    - vi. **The Bridge coordinator additionally monitors score reports.**

<b>Table 17: HSA Test Performance Status 2013 - Government</b>									
<b>Subgroup</b>	<b>Grade 10</b>			<b>Grade 11</b>			<b>Grade 12</b>		
	<b>% Passed</b>	<b>Total</b>	<b>HSA</b>	<b>% Passed</b>	<b>Total</b>	<b>HSA</b>	<b>% Passed</b>	<b>Total</b>	<b>HSA</b>
All Students				73.2	104/142	104/141	87.5	126/144	125/142
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American							70.0	7/10	7/10
Native Hawaiian or Other Pacific Islander									
White				74.2	98/132	98/131	88.5	116/313	115/129
Two or more races									
Special Education									
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)				60.4	29/48	29/47	82.6	38/46	37/44

Table 18: HSA Test Participation and Status Government 2013							
Subgroup	All Students – Grade 10						
	% Taken and Passed	Number Passed (top number)	Total Test Takers (bottom number)	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	≤5.0	*	*	≤5.0	*	≤5.0	*
Hispanic/Latino of any race							
American Indian or Alaska Native							
Asian							
Black or African American							
Native Hawaiian or Other Pacific Islander							
White	≤5.0	*	*	≤5.0	*	94.9	150
Two or more races							
Special Education	≤5.0	*	*	≤5.0	*	≥95.0	*
Limited English Proficient (LEP)							
Free/Reduced Meals (FARMS)	≤5.0	*	*	6.7	5	89.3	67

**Table 19: HSA Test Participation and Status Government 2013**

Subgroup	All Students – Grade 11						
	% Taken and Passed	Number Passed (top number)	Total Test Takers (bottom number)	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	68.4	104	152	25.0	38	6.6	10
Hispanic/Latino of any race							
American Indian or Alaska Native							
Asian							
Black or African American							
Native Hawaiian or Other Pacific Islander							
White	71.5	98	137	24.8	34	≤5.0	*
Two or more races							
Special Education							
Limited English Proficient (LEP)							
Free/Reduced Meals (FARMS)	51.8	29	56	33.9	19	14.3	8

2. Based on the examination of the 2013 High School Assessment (HSA) results for Government:

- Identify any additional challenges that are evident. *The overall challenge is that this exam will maintain BCRs that other exams have not maintained. This is a challenge to those Government teachers. One other challenge is that students who pass their Government class are not required to take a Government class again if they fail the HSA. Remediation for these students is more difficult.*
- Describe what, if anything, the school will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocation. *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 the first 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. Due to a recent scheduling change, students who are at-risk of failure or who have failed and must re-take are served during their 30-minute “free” time, called a pull-out, organized by the Bridge coordinator.*
- Describe the **objective milestone(s)** you will keep to prove that you are meeting the needs of the lowest performing subgroup and/or grade? *The percentage of FARMS students scoring 70% or above on social studies benchmarks in 2013-2014 will increase to 60%.*



**VI. SPI (School Progress Index)**

The 2013 School Progress Index is 1.0326

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, Mod-MSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school's targets.

**Table 20**

2013 Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced or Proficient	84.03	86.30	84.03	
2013 Achievement AMOs	88.27	87.65	87.65	
Measure Progress Scale Values	0.9520	0.9846	0.9586	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.3173	0.3282	0.3195	
Achievement Contribution Value				0.3860

List any content area where the Measure Progress Scale Value is less than 1. *Algebra, English 2, Biology*

Any content area listed should be addressed in the AMO Progress section of the 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, Mod-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 22**

<b>2013 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>2013 Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient</b>	<b>White 86.92</b>	<b>White 88.55</b>	<b>White 90.30</b>	<b>White 94.20</b>	<b>White 5.11</b>	
<b>2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient</b>	<b>FARMS 72.22</b>	<b>FARMS 78.33</b>	<b>FARMS 72.41</b>	<b>FARMS 87.27</b>	<b>FARMS 9.43</b>	
<b>This Year's Gap (complement)</b>	<b>14.70</b>	<b>10.22</b>	<b>17.88</b>	<b>6.93</b>	<b>4.32</b>	
<b>2013 Gap Reduction AMO complement</b>	<b>85.07</b>	<b>57.47</b>	<b>85.64</b>	<b>84.86</b>	<b>93.62</b>	
<b>Measure Progress Scale Values</b>	<b>1.0027</b>	<b>1.5624</b>	<b>0.9589</b>	<b>1.0967</b>	<b>1.0220</b>	
<b>Proportional Significance</b>	<b>33.33%</b>	<b>33.33%</b>	<b>33.33%</b>	<b>20%</b>	<b>20%</b>	
<b>Measure Contribution</b>	<b>0.2005</b>	<b>0.3125</b>	<b>0.1918</b>	<b>0.2193</b>	<b>0.2044</b>	
<b>Contribution Value</b>						<b>.4514</b>

List any content area where the achievement proportional measure is less than 1. *Biology*

Any content area listed should be addressed in the AMO Progress or graduation section of the 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: Advanced 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 24**

<b>2013 College and Career Readiness Calculation</b>	<b>5-Year Graduation Rate</b>	<b>CCP</b>	<b>Combined Indicator</b>
<b>2013 College and Career Readiness Results</b>	<b>92.26</b>	<b>76.61</b>	
<b>2013 College and Career Readiness AMOs</b>	<b>90.26</b>	<b>84.57</b>	
<b>Measure Progress Scale Values</b>	<b>1.0221</b>	<b>0.9058</b>	
<b>Proportional Significance</b>	<b>60%</b>	<b>40%</b>	
<b>Measure Contribution</b>	<b>0.6133</b>	<b>0.3623</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.

**VII. Attendance – Elementary and Middle Schools**

<b>Table 25: 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	93.8	N
Grade 9	93.3	N
Grade 10	93.8	N
Grade 11	94.3	Y
Grade 12	93.7	N

<b>Table 26: 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>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
All Students	93.4	93.3	93.4	>=95.0	93.9
Hispanic/Latino of any race			*	*	*
American Indian or Alaska Native			*	*	*
Asian			94.8	*	>=95.0
Black or African American			91.7	93.7	92.1
Native Hawaiian or Other Pacific Islander			*	*	*
White			93.5	>=95.0	94.0
Two or more races			*	*	*
Special Education	91.9	91.3	90.3	93.3	91.4
Limited English Proficient (LEP)	*	*	*	*	*
Free/Reduced Meals (FARMS)	91.5	90.7	91.2	93.2	91.6

1. Based on the examination of the Attendance Data

- Describe where challenges are evident. In your response, identify challenges in terms of grade and/or subgroups. *Black/African American (92.1%), Special education (91.4%), and FARMS (91.6%) were all below the AMO of 94%.*
- Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. *Parents of students who have missed 8, 12, and/or 15 days will receive a school-generated letter alerting them of the student's attendance and the possible loss of credit. Students who have missed 15 days will sign an attendance contract.*

**VIII. Graduation and Dropout Rates (4-Year Cohort) – High Schools Only**

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

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

Table 27: Four-Year Cohort Graduation Rate				
Subgroups	2009-2010	2010-2011	2011-2012	2012-2013
All Students	89.21	89.83	92.81	
Hispanic/Latino of any race				
American Indian or Alaska Native				
Asian				
Black or African American	88.33	86.67	75.00	
Native Hawaiian or Other Pacific Islander				
White	89.55	90.48	94.16	
Two or more races				
Special Education	76.92	65.22		
Limited English Proficient (LEP)				
Free/Reduced Meals (FARMS)	87.06	87.34	88.68	

Table 28: Four-Year Cohort Dropout Rate				
Subgroups	2009-2010	2010-2011	2011-2012	2012-2013
All Students	7.88	7.63	6.54	
Hispanic/Latino of any race				
American Indian or Alaska Native				
Asian				
Black or African American	11.11	6.67	25.00	
Native Hawaiian or Other Pacific Islander				
White	7.73	7.14	5.11	
Two or more races				
Special Education	15.38	13.04		
Limited English Proficient (LEP)				
Free/Reduced Meals (FARMS)	8.24	7.59	9.43	

1. Based on the examination of graduation and dropout rate data
  - a. Describe where challenges are evident. In your response, identify challenges in terms of subgroups. *Even though there is currently no 2012-2013 graduation rate data, SPI results indicate that College and Career Preparation is a challenge. Last year, 197 out of the school's 690 students sat for a total of 411 AP exams. Both of these values have increased since 2008 when 110 students sat for a total of 194 exams. At the same time, the percentage of exams with a score of 3-5 has declined – 54.6% in 2008 to 34.5% in 2013. All ELA exams dropped 8.6% points while all sciences dropped 4.1% from last year. It should be noted that last year was the first year for the new AP Biology curriculum and with new curricula comes new adjustments to instruction. Of the 151 students who graduated last year, 129 or 85% of them were planning to further their education at a two or four year college. Eight students were headed directly into the armed services, one student to the police academy, and 13 were entering the workforce.*
  - b. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. *Teachers and guidance will continue to promote AP exams. Teachers are being trained in disciplinary literacy and students are getting more practice with Close reading. Science teachers are becoming more familiar with the new inquiry based labs now required by the College Board.*

## IX. Transition Plan

### Transition Plan Outcomes:

1. Implement high quality professional learning that is aligned with the *Learning Forward* Standards for Professional Learning to help teachers develop the new knowledge, skills, and practices necessary for full implementation of the Maryland Common Core State Curriculum (MD CCSC), STEM Education, and the Teacher and Principal Evaluation (TPE) system. Key data to guide the design of professional learning include:
  - Student performance data;
  - Teaching, Empowering, Leading and Learning (TELL) Maryland Survey results;
  - Classroom-Focused Improvement Process (CFIP) information; and
  - State, LEA, and appropriate school-based data;
2. Facilitate regular opportunities for school staff to access and navigate electronic resources (RTTT portal and LEA-provided resources) to support:
  - Full of implementation of MD CCSC, STEM Education and TPE
  - Ongoing information on PARCC assessment, design, and timeline to support transition from MSA/HSA to PARCC

### *Learning Forward's* Standards for Professional Learning:

- *Learning Communities*: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- *Leadership*: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- *Resources*: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- *Data*: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- *Learning Designs*: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- *Implementation*: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
- *Outcomes*: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

<b>Transition Plan Outcome #</b>	<b>Activities</b>	<b>Target Staff</b>	<b>Responsible Person(s)</b>	<b>Required Resources</b>	<b>Timeline</b>	<b>Outcomes</b>	<b>Progress Monitoring</b>
<i>Aligned Standards</i>	<i>Learning Designs Implementation</i>	<i>Learning Communities</i>	<i>Leadership</i>	<i>Resources</i>	<i>Implementation</i>	<i>Outcomes</i>	<i>Data</i>
1	Professional Development:  PowerPoint presentation from EEA Team	All teachers	EEA Team	PowerPoint  Copies of EEA Resources	August 2013	Activity Artifacts	
1	Professional Development:  Presentations to review the major points of the STEM EEA including: <ul style="list-style-type: none"> <li>• Review of why STEM?</li> <li>• STEM Standards of Practice and Framework</li> <li>• STEM-centric classroom</li> <li>• Expectation that a minimum of 1 STEM lesson be developed and implemented by teachers of every discipline during each marking period</li> <li>• Introduction to NGSS</li> <li>• Review of</li> </ul>	All teachers	STEM leader	LCD projector, laptop, PPT and Internet Access  Handouts of STEM Standards of Practice/Engineering Practices	August 2013	STEM Lessons Developed	



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	engineering principles						
2	Department meetings to look more closely at CCSC Algebra 1, Geometry, Algebra 2 – MSDE Teacher Toolkit	Math Department	Math Leader	Copies of CCSC Guided Questions	On going		
1	Department meetings to re-write old Tests and Quizzes to include CCSC rigor	Departments	Department Leaders	Copies of old Tests and Quizzes	On Going		
1	Increased frequency of department meetings addressing SLOs and STEM lessons as well as newly aligned MCCSS curriculum.	ELA Department	Instructional Leader and Transition Team ELA rep.	SLO templates and examples, STEM lesson templates, MCCSS framework	On going		
2	STEM lesson and SLO collaboration using stemplans.allconet.org	Grade Bands	PLC chairs	STEM and SLO templates and examples	On going		
1	STEM sharing and modeling	All faculty	Faculty volunteers	STEM lessons being taught	On going		
1	Establish mentoring and cooperative relationships to improve interpretation and implementation of STEM	PLCs	PLC Leaders	Review requirements, templates, and provide time for cooperative planning	On Going		

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**X. 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.**

**Parent Advisory Committee 2013 – 2014**

Name	Position
Kimi Scott McGreevy	President
Stephanie Wade	PAC alternate
Anne Bryan	PAC representative
Julie Courtney	Parent
Laurie Marchini	Board Member/parent
Kathy Eirich	Parent
Scott Lohr	Parent
Evan West	ACTA
Michael Calhoun	Principal
Amy Llewellyn	Counselor
Joshua Mallow	Student council president

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Sierra Buskirk	Student council vice
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**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.**

**2013-2014 ALLEGANY HIGH 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 2013-2014.

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**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> <li>• Parent Advisory Council (school level)</li> <li>• Endowment Committee meeting with each department about needs</li> </ul>	ongoing  8/24/2013	Tamarra Edwards / Kimi-Scott McGreevy
<b>II- Building Parental Capacity</b> <ol style="list-style-type: none"> <li>1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments.</li> </ol>	<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 website</li> <li>• MSA Report Card</li> <li>• ASPEN On-line Grades</li> <li>• "College Road Show"</li> <li>• Tri-State College Night at ACM</li> </ul>	ongoing      Spring 2014 10/11/13	Michael Calhoun, Principal  Tamarra Edwards / Kimi-Scott McGreevy/Tammy Twigg    Debi Slider and Amy Llewellyn

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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> <li>• <i>AP/Honors Reception</i></li> <li>• Freshmen Orientation</li> </ul>	8/22/2013 8/22/2013  January 201 9/11/2013 9/4/2013 9/3/2013	Student Government  Peer Helpers  Laurie Marchini  Kimi-Scott McGreevy  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 / Kathy Geatz  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> <li>• Freshman Activities Orientation</li> </ul>	ongoing  9/2013	Michael Calhoun, Principal  Tammy Twigg

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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 2013-2014 school year.</p> <p>Evaluation of each activity as they occur</p>	06/04/2013	Kimi Scott-McGreevy and 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	Tammy Twigg

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**XI. Tell Survey Update**

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

Data: 2013 TELL Survey Results								
Survey Factors	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	Professional Development	Instructional Practices and Support
Item number	2.1d	3.1a	4.1c	5.1e	6.1c	7.1d	8.1l	9.1f
School %	61.8	85.7	97.1	91.4	79.4	94.3	66.7	94.3
Allegany County %	60.9%	92.2%	91.4%	87.8%	88.7%	83.2%	86.2%	95.4%
State %	52.7%	78.9%	89.2%	77.6%	81.9%	74.1%	83.0%	91.2%

*The TELL Survey captured teachers' perceptions of the teaching environment as they relate to the eight factors in the table above. After analyzing the school's survey results, identify one of the eight factors that will enhance the teaching environment at the school.*

**2013 Objectives:**

**Factor: Professional Development** -The average percent of teachers' favorable responses will increase from 71.2% in 2013 to 80.0% in 2015.

**Item: 8.1e** - The average percent for teachers' favorable responses will increase from 40.6% in 2013 to 60.0% in 2015.

Strategy: To enhance the school environment and improve teaching conditions related to the professional development factor.			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
8.1e	Instructional leaders will meet monthly to keep faculty abreast of changes and to listen to concerns – especially dealing with suggestions for professional development. Instructional leaders will then relay this information to the principal during monthly meetings to assist with the planning of school-based professional development	Instructional leaders  Principal	monthly

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<b>Evaluation Summary</b>			
	<b>2013 Results</b>	<b>Growth</b>	<b>Comments</b>
<b>Factor: Time</b>			
<b>Item: 2.1b</b> Teachers are allowed to focus on educating students with minimal interruptions.	65.7%	-6.0%	Interruptions via PA as well as the number of students out for field trips continue to cause instructional interruptions.
<b>Item: 2.1c</b> The non-instructional time provided for teachers in my school is sufficient.	68.6%	-3.1%	STEM plans weighed on the minds of the teachers



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**XII. 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 milestone 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 milestone and objective assessment data?**

*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 each of the HSA content area teachers/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' monthly meetings.*

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**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.**

***December 6<sup>th</sup> – submission of plan***

***December 10<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***

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Section XIII. SIP Roster

Name	Position	Signature	Date
Kevin A. Wallace	Chair, Science	<i>Kevin A. Wallace</i>	12-5-13
Jim Bucy	Math, Parent	<i>James W. Bucy</i>	12-5-13
Lori Brown	Instructional Leader, English	<i>Lori Y. Brown</i>	12-5-13
Kay Sheehe	Instructional Leader, Social Studies	<i>Kay R. Sheehe</i>	12-5-13
Anna Stewart	Instructional Leader, Math	<i>Anna Stewart</i>	12-5-13
Kim Sloane	Social Studies	<i>Kimberly C. Sloane</i>	12-05-13
Kathy Park	Biology	<i>Kathy R. Park</i>	12/6/13
Jenny Sagal	Biology	<i>Jenny Sagal</i>	12-5-13
Tammy Twigg	Social Studies	<i>Tammy Twigg</i>	12-05-13
Sarah Welsh	English	<i>Sarah Welsh</i>	12/5/13
Amy Llewellyn	Guidance	<i>Amy Llewellyn</i>	12/5/13
Kimi-Scott McGreevy	Parent	<i>Kimi-Scott McGreevy</i>	12/6/13
Josh Mallow	Student Government	<i>Joshua Mallow</i>	12-5-13

Principal:

*WMS*

12-5-13

(Signature)

(Date)