

**Allegany County Public Schools  
2016 – 2017 School Improvement Plan**

**School: Allegany High School**

**Principal: Michael S. Calhoun**

**Facilitating the Development of a School Vision**

**Mission Statement**

Education must be a cooperative effort involving the student, the teacher, the home, the school, and the community.

Recognizing that the student must be the focal point of our education program, we must instill a desire for learning and create a learning environment in which the student can learn and develop according to ability and interest.

The curriculum must emphasize life skills, preparation for continuing education, and preparation for employment to enable our students to become responsible citizens and enjoy a productive life.

The school must ensure an atmosphere that will promote learning through the cooperative effort of staff, students, family, and community working together.

**Beliefs**

We believe in our mission and vision statements.

**Vision**

Preparing all students for tomorrow's challenges - life, college, and career.

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**1. What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?**

*The vision is a point of discussion in initial teacher conferences. The vision is also found in the teacher handbook as well as the beginning of year newsletter.*

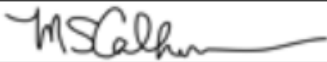

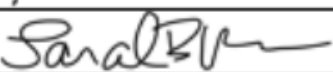
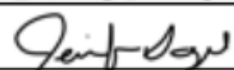
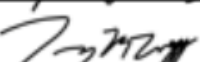
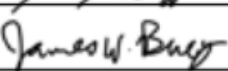
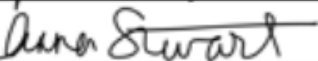
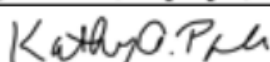
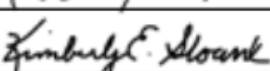
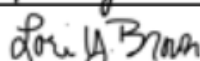
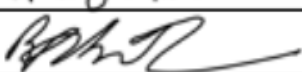
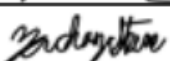
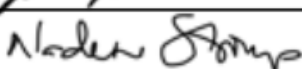
**2. When did the last periodic, collaborative review of the vision by stakeholders occur?**

*The last collaborative review of the vision was with the Endowment Committee at the start of the 2014-2015 school year.*

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**I. Local Planning Team Members**

Use this page to identify the members of the School Improvement Plan's team. Please include their affiliation/title.

<b>Name (Print and Sign)</b>	<b>Affiliation/Title</b>
Michael Calhoun 	Principal
Kevin Wallace 	Chair/Science
Sarah Welsh 	English
Jenny Sagal 	Science
Tammy Twigg 	Social Studies/Student Government
Jim Bucy 	Math/TRT
Anna Stewart 	Math/Parent
Kathy Park 	Science
Kim Sloane 	Social Studies
Lori Brown 	English
Amy Llewelyn 	Guidance/Parent
Zach Sterne 	Student Council President/SMOB
Nadine Stroup 	Academic Endowment Fund/Parent

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**II. SCHOOL DEMOGRAPHICS**

**A. Staff Demographics**

**STAFF DATA 2016-2017 School Year**

**Table 1**

School-based Personnel	Part Time	Full Time	Total
Administrators		4	4
Teachers	2	44	46
Itinerant staff			
Paraprofessionals		1	1
Support Staff		6	6
Other	5	20	25
Total Staff	7	75	82

**Table 2**

Under each year, indicate the number or percent as indicated of individual in each category.	2016 – 2017 Official Data	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data
<b>Percentage</b> of faculty who are: <ul style="list-style-type: none"> <li>• Certified to teach in assigned area(s)</li> <li>• Not certified to teach in assigned area(s)</li> </ul>	99.6 0.4	98.9 1.1	98.1 1.9	98.8 1.2
For those not certified, list name, grade level course	Jim Bucy, physics	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	14	13	12	11
Teacher Average Daily Attendance		95.2	95.4	95.3

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**B. Student Demographics**

**Table 3**

**SUBGROUP DATA**

Data from prior year's SIP

	<b>2016 – 2017 TOTAL</b>	<b>2015 – 2016 TOTAL</b>	<b>2014-2015 TOTAL</b>
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	n/a	n/a	≤10
African American	40	41	44
White	585	571	591
Asian	13	12	≤10
Two or More Races	40	32	24
Special Education	46	48	51
LEP	n/a	≤10	≤10
Males	348	344	361
Females	333	316	309
<b>Total Enrollment</b> (Males + Females)	681	660	670

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2015:** 40.70%

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**C. Special Education Data 2016-2017 School Year**

**Table 4**

<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	n/a
02 Hard of Hearing	n/a
03 Deaf	n/a
04 Speech/Language Impaired	n/a
05 Visual Impairment	n/a
06 Emotional Disturbance	≤10
07 Orthopedic Impairment	n/a
08 Other Health Impaired	17
09 Specific Learning Disability	21
10 Multiple Disabilities	n/a
12 Deaf-Blindness	n/a
13 Traumatic Brain Injury	n/a
14 Autism	≤10
15 Developmental Delay	n/a

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**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. Within the narrative, discuss how your school is aligning all aspects of the school’s culture to student and adult learning.

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

**Allegany High School is also a safe school that is relatively free from harassment. During the 2015-16 school year, there were a total of 572 disciplinary incidences. Of these incidences, 9 (1.57%) were due to some form of harassment. The largest categories consisted of tardiness (27.8%), disrespect (10.84%), and disruption (31.12%).**



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**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. Complete Table 5.

**Table 5**

UDL Principle/Mode	Representation – Process
<b>Means of Representation:</b> <i>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>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- Product</b>
	<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>
<b>Means for Engagement:</b> <i>tap into learners interests,</i>	<b>Multiple Options for Engagement</b>

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<i>challenge them appropriately, and motivate them to learn.</i>	<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>
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- 1. In your analysis of the UDL chart, discuss how school personnel uses the Gradual Release of Responsibility Instructional Framework for planning and instruction and include the principles, guidelines, and checkpoints of UDL.**

School personnel are using the GRR instructional framework via the daily posting of content, language, and social purposes as well as being reflective in daily lesson plans. Social studies and science teachers have been designing gourmet GRR lessons, presenting the lessons and evaluate the lessons as part of the county-wide lesson study.

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**V. ACADEMIC PROGRESS**

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2016 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany County are required to do the same.

In your analysis of students requiring special education services, please address the following special education issues for students in your school:

1. ***Access to the General Education Curriculum.*** How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?

*Special education students at Allegany High School are fully included in general education classrooms, ensuring daily, direct access to general education teachers and curriculum. Students are supported in various classes by special education teachers who assist the general education teachers with providing accommodations and supplementary aids. Study Hall times during 5th period are used as opportunities for reteaching and reinforcing academic skills.*

2. ***Collaboration with General Educators.*** How is your school ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?

*Allegany High School has a Comprehensive Skills class which is populated by both special education and non-special education students. Students who may benefit from this class are identified by the Guidance Counselors and the Special Education Facilitator. This class is staffed by a special education teacher, and allows for almost daily communication between the departments in order to support students. Daily class lessons are modified as identified in the IEP, and instructional and testing accommodations are provided. Special education students who are not enrolled are allowed to access this classroom through communication and collaboration between the general education and Comprehensive Skills teachers. Special education students benefit from easy access to support, and general education teachers can access immediate support for students who need reteaching and/or accommodations for a test.*

3. ***Strategies used to address the Achievement Gap.*** When the school agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.

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*All special education students have a case manager whose responsibility it is to maintain contact with their students. Case managers track their progress in the general education curriculum and monitor academic progress and credit count. Students are also identified and enrolled in an Affective Education class in order to teach strategies on how to be successful in school. This class encourages school attendance, which directly impacts success. This school year, a job fair is being held for juniors and seniors who have special education services where they will have contact with multiple community employers and information on potential post secondary job and career support services.*

4. **Interventions, enrichments and supports** to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students?

*Special education students at Allegany High School participate in the full inclusion model of service delivery. They have access to all intervention/enrichment programs the same as their non-disabled peers. Special education students participate in Project YES, PBIS enrichment, Unified sports teams, ALCO Clubs, and all organizations are available to them.*

**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 gap for ELL, Special Education and lowest performing subgroup students.

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

**Complete data charts using 2015 and 2016 PARCC results.**

**Table 6**

ELA Student Group English 10	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof

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All Students	133	36	27.1	28	21.1	31	23.3	33	24.8	5	3.8	208	38	18.3	40	19.2	49	23.6	61	29.3	20	9.6
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	125	31	24.8	26	20.8	30	24.0	33	26.4	5	4.0	177	29	16.4	32	18.1	41	23.2	57	32.2	18	10.2
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	12	10	83.3	1	8.3	1	8.3	0	0	0	0
Free/Reduced Meals (FARMS)	48	21	43.8	14	29.2	5	10.4	6	12.5	2	4.2	93	23	24.7	28	30.1	19	20.4	18	19.4	5	5.4
ADA	0	0	0	0	0	0	0	0	0	0	0	5	0	0.0	0	0	2	40.0	1	20.0	2	40.0
Female	53	13	24.5	8	15.1	18	34.0	13	24.5	1	1.9	98	11	11.2	14	14.3	23	23.5	39	39.8	11	11.2
Male	80	23	28.8	20	25.0	13	16.3	20	25.0	4	5.0	110	2	24.5	26	23.6	26	23.6	22	20.0	9	8.2

**Table 7**

ELA  Student Group	2016											
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		
		#	%	#	%	#	%	#	%	#	%	

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<b>English 11</b>		<b>Prof</b>	<b>Prof</b>	<b>Prof</b>	<b>Prof</b>	<b>Prof</b>	<b>Prof</b>	<b>Prof</b>	<b>Prof</b>	<b>Prof</b>	<b>Prof</b>
<b>All Students</b>	47	21	44.7	17	36.2	7	14.9	2	4.3	0	0
<b>American Indian or Alaska Native</b>	*	*	*	*	*	*	*	*	*	*	*
<b>White</b>	45	20	44.4	16	35.6	7	15.6	2	4.4	0	0
<b>Two or more races</b>	*	*	*	*	*	*	*	*	*	*	*
<b>Special Education</b>	*	*	*	*	*	*	*	*	*	*	*
<b>Free/Reduced Meals (FARMS)</b>	20	11	55.0	7	35.0	2	10.0	0	0	0	0
<b>Female</b>	22	7	31.8	9	40.9	4	18.2	2	9.1	0	0
<b>Male</b>	25	14	56.0	8	32.0	3	12.0	0	0	0	0

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### **Academic Data Review**

1. Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 10 and 11**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

For Allegany, the following subgroups have not made progress toward meeting State performance standards for PARCC: Free/Reduced Meals (FARMS), Black or African American, and Special Education. Students of these subgroups have shown evidence of lacking skills for thinking critically about what they read, for analyzing the quality of arguments and evidence presented, and for recognizing how a text's structure and language convey ideas.

### **Moving Forward**

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

Each discipline will emphasize reading-writing-thinking experiences, and school-wide emphasis will familiarize students with critical nouns and verbs encountered on PARCC assessments and tasks.

For the special education sub-group, IEPs will be followed to ensure students equal access of material (e.g., through verbatim reading, employment of scribes, or application of extended time).

In addition, all disciplines will “bridge” student learning of fundamental ELA skills and knowledge required for students to think critically, solve problems, and support or explain their answers. The following curricular frameworks define learning outcomes to be supported by all disciplines (with specific emphasis by the ELA Department):

**Literary Text** - Students will read and analyze fiction, drama, and poetry.  
They will be helped to . . .

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- find the most relevant details when summarizing a novel or play.
- understand how plots are structured through events and dialogue.
- recognize how authors create humor or suspense in their stories.
- understand how word choice and figurative language contribute to a story.

**Informational Text** - Students will read and analyze nonfiction, history, science, and the arts.

They will be helped to . . .

- select the most reliable or relevant evidence when summarizing science or social studies texts.
- understand processes explained in science or social studies texts.
- understand how a social studies, science, or other informational text is organized.
- recognize the difference between facts and opinions presented in a text.
- identify which words in a text are clues about an author's point of view.

**Writing Expression** - Students will compose well-developed writing, using details from what they have read.

They will be helped to . . .

- organize their ideas clearly.
- determine what type of language to use for a particular style of writing.
- master the various techniques used when writing arguments, reports, or stories.

**Knowledge and use of Language Conventions** - Students will show they can compose, using rules of standard English.

They will be helped to . . .

- use active instead of passive voice, which leads to vague sentences.
- develop a good command of all the verb forms.
- understand how to correctly punctuate to indicate pauses or omit information.

**Vocabulary** – Students will show they can use context to determine what words and phrases mean.

They will be helped to . . .

- make sense of allusions or analogies.
- understanding the connotation of words and how it impacts the tone of a text.
- increase vocabulary strategies or knowledge of word parts to help figure out unfamiliar words.



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**Mathematics Data Overview**

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

**Short Term Goal:** To reduce the gap for ELL, Special Education and lowest performing subgroup students.

**Math – Proficiency Data (Elementary, Middle and High Schools)**

Complete data charts using 2015 and 2016 PARCC results.

Table 9

Math  Student Group  Algebra II	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	70	5	7.1	18	25.7	29	41.1	18	25.7	0	0	142	34	23.9	49	34.5	29	20.4	29	20.4	1	0.7
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latin o of any race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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<b>White</b>	67	5	7.5	16	23.9	28	41.8	18	26.9	0	0	130	30	23.1	45	34.6	27	20.8	27	20.8	1	0.8
<b>Two or more races</b>	*	*	*	*	*	*	*	*	*	*	*	5	1	40.0	2	40.0	0	0	0	0	0	0
<b>Special Education</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>ADA</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Free/Reduced Meals (FARMS)</b>	16	2	12.5	5	31.3	7	43.8	2	12.5	0	0	28	10	35.7	14	50.0	2	7.1	2	7.1	0	0
<b>Female</b>	22	2	9.1	6	27.3	8	36.4	6	27.3	0	0	68	17	25.0	24	35.3	17	25.0	10	14.7	0	0
<b>Male</b>	48	3	6.3	12	25.0	21	43.8	12	25.0	0	0	74	17	25.0	25	33.8	12	16.2	19	25.7	1	1.4

**Table 10**

<b>Math</b>	<b>2016</b>										
	<b># Tested</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Level 5</b>	
		<b># Prof</b>	<b>% Prof</b>	<b># Prof</b>	<b>% Prof</b>	<b># Prof</b>	<b>% Prof</b>	<b># Prof</b>	<b>% Prof</b>	<b># Prof</b>	<b>% Prof</b>
<b>Geometry</b>											
<b>All Students</b>	11	8	72.7	3	27.3	0	0	0	0	0	0
<b>Black or African American</b>	*	*	*	*	*	*	*	*	*	*	*

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White	*	*	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	10	7	70.0	3	30.0	0	0	0	0	0	0
Female	*	*	*	*	*	*	*	*	*	*	*
Male	*	*	*	*	*	*	*	*	*	*	*

**Table 12**

Math	2015											2016										
Student Group	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
Algebra I																						
All Students	94	30	31.9	39	41.5	23	24.5	2	2.1	0	0	88	22	25.0	37	42.0	23	26.1	6	6.8	0	0
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	2	1	50.0	1	50.0	0	0	0	0	0	0
White	82	24	29.3	34	41.5	22	26.8	2	2.4	0	0	76	20	26.3	30	39.5	21	27.6	5	6.6	0	0
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	12	7	58.3	4	33.3	1	8.3	0	0	0	0	11	8	72.7	2	18.2	1	9.1	0	0	0	0
Free/Reduced Meals (FARMS)	59	21	35.6	19	32.2	18	30.5	1	1.7	0	0	53	18	34.0	22	41.5	12	22.6	1	1.9	0	0
Female	47	15	31.9	21	44.7	10	21.3	1	2.1	0	0	44	6	13.6	21	47.7	15	34.1	2	4.5	0	0
Male	47	15	31.9	18	38.3	13	27.7	1	2.1	0	0	44	16	36.4	16	36.4	8	18.2	4	9.1	0	0

**Academic Data Review**

1. Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8, Algebra I, Algebra II and Geometry**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

*Challenges at Allegany High School in Math include FARMS and Special Ed subgroups, both of which lagged significantly behind the White subgroup. FARMS is a challenge in all three areas, while Special Ed is primarily in Algebra I. Faculty will continue to incorporate UDL in their lessons. Faculty will be available for assistance during extended Period 5 time.*

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*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 2016-2017 will increase with each benchmark administration to increase the number of students who meet performance levels in 2017.*

### **Moving Forward**

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

*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.*

*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 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)*

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**B. Science**

<b>Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2016</b>			<b>2015</b>			<b>2014</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	130	111	85.4	137	107	78.1	165	125	75.8
Hispanic/Latino of any race				*	*	*	*	*	*
American Indian or Alaska Native				*	*	*	*	*	*
Asian				*	*	*	*	*	*
Black or African American				15	7	46.7	13	6	46.2
Native Hawaiian or Other Pacific Islander				*	*	*	*	*	*
White				114	94	82.5	144	113	78.5
Two or more races				*	*	*	*	*	*
Special Education				*	*	*	18	5	27.8
Limited English Proficient (LEP)				*	*	*	*	*	*
Free/Reduced Meals (FARMS)				54	33	61.1	78	50	64.1

1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups.

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*The primary challenges for biology are the grade 10 Black (46.7%) and Special Ed (61.1%) 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.

*Special Education students will get a study period with an instructional assistant to help them with their class work not finished in class. Students can also request a tutor from a National Honor Society student through the guidance office.*

3. What program(s) is being implemented to ensure that all students will meet the HSA graduation requirement (high school only) for Biology?

*Students who have failed the HSA twice have the opportunity to do bridge projects. All students who have failed the HSA have the opportunity to take the test again.*

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

<b>Table 14: Maryland School Assessment Performance Results –Government</b>									
<b>Subgroup</b>	<b>2017 Cohort</b>								
	<b>2016 - Grade 12</b>			<b>2015 - Grade 11</b>			<b>2014 - Grade 10</b>		
	<b># Teste d</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Teste d</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Teste d</b>	<b># Prof.</b>	<b>% Prof.</b>
All Students	129	106	82.1	139	87	62.1	165	97	58.8
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American				14	2	13.3	14	2	14.3
Native Hawaiian or Other Pacific Islander									
White				117	82	70.1	143	92	64.3
Two or more races									
Special Education				10	3	30.0	18	2	11.1
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)				57	28	49.1	78	38	48.7

1. Based on available data, describe the challenges in Government. In your response, identify challenges in terms of subgroups.

*The primary challenges for government are the grade 11 Black (13.3%), FARMS (49.1%), and Special Ed (30.0%) 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.



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*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.*

3. What program(s) is being implemented to ensure that all students will meet the HSA graduation requirement?

*Students who have failed the HSA twice have the opportunity to do bridge projects. All students who have failed the HSA have the opportunity to take the test again.*

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**VI. EARLY LEARNING - N/A**

**VII. ATTENDANCE**

<b>Table 15: 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	93.7	N
Grade 9	93.7	N
Grade 10	94.0	Y
Grade 11	94.4	Y
Grade 12	92.4	N

<b>Table 16: Attendance Rate</b>	<b>All Students</b>				
<b>Subgroups – School Level Data</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
All Students	≥95.0	93.9	93.8	94.3	93.7
Hispanic/Latino of any race	*	*	96.1	97.5	96.6
American Indian or Alaska Native	*	*	96.0	93.6	93.5
Asian	*	≥95.0	97.7	96.9	96.3
Black or African American	93.7	92.1	90.1	90.4	88.3
Native Hawaiian or Other Pacific Islander	*	*	*	0.0	0.0
White	≥95.0	91.4	94.1	94.6	94.1
Two or more races	*	*	89.2	93.4	91.9
Special Education	90.3	91.4	92.1	92.0	90.1

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Limited English Proficient (LEP)	*	*	98.3	96.0	*
Free/Reduced Meals (FARMS)	93.2	91.6	91.5	92.2	91.4

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, ELL and lowest attending.

*Grades 9 (93.7%) and 12 (92.4%), all students (93.7), American Indian (93.5%), Two or more races (93.4%), Black/African American (88.3%), Special education (90.1%), and FARMS (91.4%) were all below the AMO of 94.0%.*

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. PBIS is in its third year at Allegany High School.*

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**VIII. 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? **13**
  - 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.*

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**IX. 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 17 : Four –Year Adjusted Cohort Graduation Rate</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2013-2014</b>			<b>2014-2015</b>			<b>2015-2016</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	173	163	94.22	151	142	94.04			
Hispanic/Latino of any race	*	*	*	*	*	*			
American Indian or Alaska Native	*	*	*	*	*	*			
Asian	*	*	*	*	*	*			
Black or African American	10	9	90.00	*	*	*			
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*			
White	154	145	94.16	138	*	≥95.00			
Two or more races	*	*	*	*	*	*			
Special Education	*	*	*	*	*	*			
Limited English Proficient (LEP)	*	*	*	*	*	*			
Free/Reduced Meals (FARMS)	64	56	87.50	62	54	87.10			

<b>Table 18 : Four –Year Adjusted Cohort Dropout Rate</b>			
<b>Subgroup</b>	<b>All Students</b>		
	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>

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	Adjusted Cohort	Dropouts	Dropout Rate (%)	Adjusted Cohort	Dropouts	Dropout Rate (%)	Adjusted Cohort	Dropouts	Dropout Rate (%)
All Students	173	7	4.05	151	8	5.3			
Hispanic/Latino of any race	*	*	*	*	*	*			
American Indian or Alaska Native	*	*	*	*	*	*			
Asian	*	*	*	*	*	*			
Black or African American	10	1	10.00	*	*	*			
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*			
White	154	6	3.90	138	6	4.35			
Two or more races	*	*	*	*	*	*			
Special Education	*	*	*	*	*	*			
Limited English Proficient (LEP)	*	*	*	*	*	*			
Free/Reduced Meals (FARMS)	64	5	7.81	62	8	12.90			

1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups, especially Special Education, ELL and the subgroup with the lowest graduation rate and the highest dropout rate .

*Even though there is currently no 2015-2016 graduation rate data, trend data indicates that FARMS graduation rate (87.10%) and dropout rate (12.90%).*

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.*

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.

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**X. 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 2014-2015 and 2015-2016 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 2015-16 school year, there were a total of 572 disciplinary incidences. Of these incidences, 9 (1.57%) were due to some form of harassment. The largest categories consisted of tardiness (27.8%), disrespect (10.84%), and disruption (31.12%). There were a total of ≤10 in-school suspensions and 106 out of school suspensions.*

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**XI. 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. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

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, 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. The PBIS team will also implementing a new program partnered with Farmers insurance called, *It’s Cool to Be Kind*.

2. Discuss the research-based strategic/group interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

The PBIS team will explore the pilot use of *Check & Connect* with those students identified as needing Tier II and Tier III supports.



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**XII. PRINCIPAL'S SLOs**

**PRINCIPAL SLO 1**

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

The content focus of SLO 1 is Spanish 1. The student group for this SLO is 28 students, 17 of which are female and 11 are male. The class is made up of 18 freshman, 7 sophomores, 2 juniors, and 1 senior. Two of the students have IEP's, six have medical concerns, and 3 have attendance issues.

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

Being a Spanish 1 class, there is no baseline data.

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

The SLO aligns with Allegany's goal of "preparing all students for tomorrow's challenges - life, college, career." The course will help students prepare for more rigorous courses both in high school and college. Research shows that learning a second language can improve English and math skills.

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

Student growth will be determined from the final benchmark. The benchmark, as well as other assessment, will be scored using rubrics that were created to align with the tasks created for the final benchmark.

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**PRINCIPAL SLO 2**

**1. 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 academic English 3. The student group for this SLO is 19 students. All students are 11th graders of varying achievement levels. Some have attendance issues and 14% of the class scored very low on PARCC.

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

The first informational text est was used for baseline data. The class had a “D” average. A second source is the previous year’s PARCC results, Only 30% of the students in this class met or exceeded expectations in Grade 10 ELA/Literacy

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

Reading and understanding informational text is an important skill for people to have in order to be thoughtful citizens. This supports the school’s mission statement by making the student the focal point of education, emphasizing life skills they need to be able to read and make sense of informational texts throughout life.

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

Evidence of growth will be provided from pre and post-assessments of an informational text. The teacher will provide all students multiple opportunities to demonstrate learning how to read informational texts with scoring guides. Opportunities will include oral and written expression, individual and collaborative work.

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

**Parent/Community Involvement Needs**

Describe in a narrative 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 2016 – 2017**

Name	Position
Nadene Stroup	President
Anne Bryan	Vice President
Stephanie Wade	Treasurer
Kathy Eirich	Secretary
Kimi-Scott McGreevy	Parent
Lisa Chaney	Parent
Evan West	ACTA
Michael Calhoun	Principal
Amy Llewellyn	Counselor
Julia Persons	Parent
Patti D'Archangelis	Parent

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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.**

**ALLEGANY HIGH SCHOOL PARENT INVOLVEMENT PLAN**

**Expectations**

Allegheny 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 2016-2017.

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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>	<p>Committee members will meet to discuss and plan activities, actions, and initiatives.</p> <ul style="list-style-type: none"> <li>• Parent Advisory Council (school level)</li> <li>• Endowment Committee meeting with each department about needs</li> </ul>	<p>Ongoing</p> <p>monthly</p>	<p>Tamarra Edwards / Kimi-Scott McGreevy</p>
<b>II. Building Parental Capacity</b> <ul style="list-style-type: none"> <li>➤ Provide assistance to parents in understanding the State's academic content standards and students academic achievement standards, and State and local academic assessments.</li> <li>➤ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement</li> </ul>	<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> <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>	<p>Ongoing</p> <p>Spring 2017 10/11/16</p> <p>8/2016 8/2016</p>	<p>Michael Calhoun, Principal</p> <p>Tamarra Edwards / Tammy Twigg</p> <p>Student Government</p> <p>Peer Helpers</p>

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<p>➤ Ensure information is presented in a format and/or language parents can understand.</p> <p>➤ Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<ul style="list-style-type: none"> <li>Freshmen Orientation</li> </ul>	1/2017 9//2017	Tammy Twigg
	<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> <li>Parent Advisory Committee</li> <li>Academic Endowment Foundation</li> <li>Freshman Activities Orientation</li> </ul>	<p>ongoing</p> <p>ongoing 9/2016</p>	<p>Michael Calhoun, Principal</p> <p>Tamarra Edwards</p> <p>Student Government/ Tammy Twigg</p> <p>Michael Calhoun, Principal</p> <p>Tammy Twigg</p>

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p><b>III- Review the Effectiveness</b></p> <p>➤ The effectiveness of the school's parental involvement activities will be reviewed.</p>	<p>Committee members will meet to assess the effectiveness of the parental involvement activities and initiate a plan for the 2016-2017 school year.</p> <p>Evaluation of each activity as they occur</p>	June 2017	Tammy Twigg

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<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	

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**Section XIV. PROFESSIONAL DEVELOPMENT PLAN – N/A**

**Section XV. MTSS PRACTICE PROFILE AND PRIORITIES**

**Please include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan.**

**1. Based upon the results of the MTSS Practice Profile, what are the priorities that the MTSS team selected?**

Qualified personnel use research-based strategic interventions for students needing Tier II and Tier III behavior support in addition to Tier I behavioral supports.

**2. How will these priorities be addressed?**

Administration, PBIS coach, and other relevant team leaders will determine a process for combining teams who will collaborate around the MTSS Behavioral Tiers in order to braid all behavioral initiatives within the school. The combined team will explore the pilot use of Check and Connect with those students identified as needing Tier II and Tier III supports. With District support, the team will create an action plan.

**Section XVI. 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?**



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*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' 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*

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*review to assist in the implementation of the plan.*

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

***November 9<sup>th</sup> – submission of plan***

***early December - 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***