Allegany County Public Schools
2015 – 2016 School Improvement Plan

SCHOOL: Center for Career and Technical Education   **PRINCIPAL: Mrs. Candy Canan**

SCHOOL PROGRESS INDEX: 1.0006

(Please Check)	STRAND	2014 Criteria
	1	➢ Meets and/or exceeds academic standards ➢ Minimal subgroups missing AMOs
	2	➢ Meets academic standards ➢ Some subgroups missing AMOs
√	**3**	➢ Minimally meets or does not meet academic standards ➢ Multiple groups missing AMOs
	4	➢ Usually does not meet academic standards ➢ Multiple subgroups missing AMOs ➢ Systemic whole school reform may be needed
	5	➢ Does not meet academic standards ➢ Multiple subgroups missing AMOs ➢ Systemic whole school reform may be needed

Are you a Title I school? ☐ **Yes**   ☒ **No**
Have you ever been a Blue Ribbon School?   ☐ **Yes**   ☒ **No**
Are you a High Poverty School? ☐ **Yes**   ☒ **No**

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

(Please check)	Category	Description
	Reward	➢ Meets and/or exceeds academic standards ➢ Closing the achievement gap
	Focus	➢ Need to focus on subgroups not meeting AMOs ➢ Need to focus on the gap in subgroup performance
	Priority	➢ Multiple subgroups missing AMOs ➢ Systemic whole school reform may be needed

1

Allegany County Public Schools
2015 – 2016 School Improvement Plan

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2015-2016 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators	■	2	2
Teachers	■	29	29
Itinerant staff	0	■	4
Paraprofessionals	0	2	2
Support Staff	0	4	4
Other	0	9	9
Total Staff	0	46	50

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	**2015 – 2016 Official Data**	**2014 – 2015 Official Data**	**2013 – 2014 Official Data**	**2012 – 2013 Official Data**
Percentage of faculty who are: • Highly qualified to teach in assigned area(s) • Not highly qualified to teach in assigned area(s)	86.2% 13.8%	81.8% 18.2%	84.5% 15.5%	83.3% 16.6%
For those not highly qualified, list name, grade level course	Welding Cosmetology HVAC Carpentry	Welding Cosmetology HVAC Carpentry IT Networking	Welding Cosmetology HVAC Electrical Carpentry IT Networking	Welding Cosmetology HVAC Electrical Culinary Carpentry
Number of years principal has been in the building	3	2	1	1
Teacher Average Daily Attendance	94.9%	96.6%	95.8%	94.8%

B. Student Demographics

Table 3   **SUBGROUP DATA**   Data from prior year's SIP

	2015 – 2016 **TOTAL**	**2014 – 2015** **TOTAL**	**2013-2014** **TOTAL**
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	≤10
African American	≤10	≤10	≤10
White	280	288	285
Asian	≤10	≤10	≤10
Two or More Races	≤10	≤10	≤10
Special Education	59	56	57
LEP	≤10	≤10	≤10
Males	172	164	161
Females	115	133	171
Total Enrollment (Males + Females)	287	298	129

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014**:   **54.98%**

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

Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
02 Hard of Hearing	≤10
03 Deaf	≤10
04 Speech/Language Impaired	≤10
05 Visual Impairment	≤10
06 Emotional Disturbance	≤10
07 Orthopedic Impairment	≤10
08 Other Health Impaired	20
09 Specific Learning Disability	32
10 Multiple Disabilities	≤10
12 Deaf-Blindness	≤10
13 Traumatic Brain Injury	≤10
14 Autism	≤10
15 Developmental Delay	**≤10**

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

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

The serious discipline problems at the Center for Career and Technical Education are minimal. The total number of referrals decreased from 83 in 2013-2014 to 61 in 2014-20145. In-school suspensions occurred for 38 students and out-of-school suspension for 18 students. One possible factor impacting our school's discipline is that our student population is derived from different parts of the county. School rivalries are present when students enter as juniors. A reason for low discipline numbers is that students get a chance to "start over" at the Career Center both academically as well as behaviorally. They can literally wipe the slate clean and start anew. The biggest factor that attributes to good student behavior is that fifty-percent of the time that the students are in school, they are engaged in hands-on activities in their skill classrooms which keep them from getting into trouble. CCTE had less than three suspensions due to harassment issues.

IV.   UNIVERSAL DESIGN FOR LEARNING

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

Table 5

UDL Principle/Mode	Representation – Process
Means of Representation: providing the learner various ways of acquiring information and knowledge	• Supply background knowledge • Highlight patterns, features, big ideas and relationships • Clarify vocabulary and symbols • Offer various ways to display, see and listen to information
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- Product** • Guide students in setting appropriate goals • Communicate through multiple types of media • Allow various methods for students to respond • Provide access to tolls and assistive technologies
Means for Engagement: *tap into learners interests, challenge them appropriately, and motive them to learn*	**Multiple Options for Engagement** • Provide students with the means to reflect and self-assess their work • Present opportunities for students to collaborate • Optimize individual choice and minimize distractions

V.   PROGRESS TOWARD MEETING ACADEMIC TARGETS

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

A.   Reading/ELA Data Overview

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

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

Reading – Proficiency Data (Elementary, Middle and High Schools

Allegany County Public Schools
2015 – 2016 School Improvement Plan

Table 6: ELA (Reading) MSA Results									
	All Students								
Subgroup	**2014**			**2013**			**2012**		
	# Tested	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**
All Students	146	95	65.1	132	79	59.8	151	85	56.3
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	138	90	65.2	127	76	59.8	146	81	55.5
Two or more races									
Special Education	28	9	32.1	*	*	*	*	*	*
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	80	47	58.8	76	43	56.6	93	46	49.5

HSA English II Results – High School only

Table 8: HSA Test Participation and Status English 2014							
	All Students – Grade 11						
Subgroup	**Number of Students**	**% Taken and Passed**	**Number Passed**	**% Taken and Not Passed**	**Number Not Passed**	**% Not Taken**	**Number Not Taken**
All Students	146	65.1	95	34.9	51	<5%	*
Hispanic/Latino of any race							
American Indian or Alaska Native							

Asian							
Black or African American							
Native Hawaiian or Other Pacific Islander							
White	138	65.2	90	34.8	48	<5%	*
Two or more races							
Special Education	30	30.0	9	70.0	21	<5%	*
Limited English Proficient (LEP)							
Free/Reduced Meals (FARMS)	90	58.9	53	41.1	37	<5%	*

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

Table 9 : Mathematics MSA Results									
	All Students								
Subgroup	**2014**			**2013**			**2012**		
	# Tested	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**
All Students	143	98	68.5	133	95	71.4	146	106	72.6
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	135	95	70.4	128	94	73.4	141	101	71.6
Two or more races									
Special Education	28	7	25.0	*	*	*	*	*	*
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	78	49	62.8	77	53	68.8	88	59	67.0

Table 11: HSA Test Participation and Status Algebra 2014							
	All Students – Grade 11						
Subgroup	**% 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	98	143	31.5	45	<5%	*
Hispanic/Latino of any race							
American Indian or Alaska Native							
Asian							
Black or African American							
Native Hawaiian or Other Pacific Islander							
White	70.4	95	135	29.6	40	<5%	*
Two or more races							
Special Education	26.7	8	30	73.3	22	<5%	*
Limited English Proficient (LEP)							
Free/Reduced Meals (FARMS)	64.6	53	82	35.4	29	<5%	*

Academic Data Review

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

   Historically, the special education population has always been our lowest performing group. Our priority is to reduce the gap so that the special education students become proficient in ELA and mathematics. The results of our school-wide assessment s drive instruction in both the skill and academic classrooms.

Moving Forward

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

   Our focus will be on the special education population. With review of the data, our special education students show less than a fifty percent pass rate for ELA and mathematics. Therefore we will develop strategies to promote success among those students.

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

   The Career Center currently implements programs that will address and support students' needs to ensure improved students' achievement. The Career Center offers a Comprehensive Skills Study class for all students to reinforce all skills and provide assistance with work required in the academic and skills classrooms.   It is an elective course designed to provide training in developing the learning strategies and study skills important to success in all subjects. A variety of instructional techniques are utilized to allow students to become more independent and have the ability to problem solve daily study and organization challenges faced by students within the school setting.   We have also provided study halls manned by highly qualified teachers to provide added instruction and homework assistance when students require it. All faculty members have been trained in Universal Design for Learning and ways to incorporate those techniques when working with all students including special education students in their classroom.   Faculty members will also utilize differentiated instruction and flexible groupings with these students. Special Educators will also provide accommodations per student IEP's. Teachers are also receiving monthly professional development in effective evidence based strategies.

C. Science

Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)									
	All Students								
Subgroup	**2014**			**2013**			**2012**		
	# Tested	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**
All Students	144	109	75.7	132	99	75.0	151	106	70.2

Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	136	105	77.2	127	96	75.6	146	101	69.2
Two or more races									
Special Education	27	14	51.9	*	*	*	*	*	*
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	79	55	69.6	75	54	71.1	93	62	66.7

HSA Biology Results – High Schools Only

Table 14: HSA Test Participation and Status Biology 2014							
	All Students – Grade 11						
Subgroup	**% 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	80.0	116	145	19.3	28	<5	*
Hispanic/Latino of any race							
American Indian or Alaska Native							
Asian							
Black or African American							
Native Hawaiian or Other Pacific Islander							
White	81.2	112	138	18.1	25	<5	*
Two or more races							

Special Education	53.6	15	28	46.4	13	<5	*
Limited English Proficient (LEP)							
Free/Reduced Meals (FARMS)	76.2	64	84	22.6	19	<5	*

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

   The biggest subgroup challenge at the Career Center is the special education population. The special education group is 53.6 percent proficient in Biology which is an improvement of 5% from last year. Most of these students received biology instruction before coming to the Career Center. Once they have taken the October HSA test in Biology, they will become bridge eligible. Most students will choose to complete the bridge project in Biology.

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 teachers are facilitators in the regular classrooms to ensure that IEP goals and objectives are being fulfilled. They also work with other students to assist them with reading and math skills to maintain success in the classroom. All teachers use UDL that provides differentiated instruction to all students. Students are also enrolled in a Comprehensive Skills Study class that is taught by a special educator to provide them with extra instruction and preparation for retaking of assessments. Students are also assisted before and after school. They will continue to receive instruction in biology concepts in Environmental Science.

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

Table 16: HSA Test Participation and Status Government 2014	
Subgroup	**All Students – Grade 11**

Allegany County Public Schools
2015 – 2016 School Improvement Plan

	% 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	*	145	<5.0	*	94.5	137
Hispanic/Latino of any race							
American Indian or Alaska Native							
Asian							
Black or African American							
Native Hawaiian or Other Pacific Islander							
White	<5.0	*	138	<5.0	*	94.2	130
Two or more races							
Special Education	<5.0	*	28	<5.0	*	92.9	26
Limited English Proficient (LEP)							
Free/Reduced Meals (FARMS)	<5.0	*	84	<5.0	*	91.7	77

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

   The data for government is not significant at the Career Center because government is a ninth grade course and our school houses eleventh and twelfth grade students. The only students who were enrolled in a government class were transfer students from other states or private schools.

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.

   We will be focusing on strategies that will ensure progress for our junior class who are two years removed from the government class but are required to pass or bridge in HSA government. Most of the juniors who have failed HSA government have failed the test at least four times.

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

The 2014 (2013) School Progress Index is 1.0006
This SPI places our school in Strand 3

A. **Achievement – Elementary, Middle and High** The Achievement Contribution Value represents your school's performance on the MSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school's target
   Table 17

2013(4) 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	68.53%	65.07%	73.61%	
2013(4) Achievement AMOs	76.76%	63.27%	75.33%	
Measure Progress Scale Values	.8928	1.0285	.9772	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	.2976	.3428	.3257	
Achievement Contribution Value				.3865

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

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

Table 19

2014 Gap Reduction Calculation	Algebra	English	Biology	Graduation Rate	Dropout Rate	Indicator Progress Scale Value
2014 Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	73.44% White	65.22% White	76.30% White	98.46% White	0.00% White	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	26.67% SPED	30.00% SPED	46.43% SPED	97.47% FARMS	3.75% FARMS	
This Year's Gap (complement)	53.23%	64.78%	70.13%	99.01%	96.25%	
2014 Gap Reduction AMO complement	68.51%	79.08%	94.95%	74.36%	83.70%	
Measure Progress Scale Values	.7770	.8192	.7389	1.3314	1.1499	
Proportional Significance	20%	20%	20%	20%	20%	
Measure Contribution	.1554	.1638	.1477	.2663	.2300	
Contribution Value						.3853

List any content area where the achievement proportional measure is less than 1. Algebra, English , Biology

B. **College and Career Readiness– High Schools Only** College and Career Readiness represents a combination of measures that ensures students are college or career ready upon graduation. College and Career Readiness consists of: 5-Year Adjusted Cohort Graduation Rate (60%) and College and Career Preparation (CCP) (40%). CCP is a measurement of a student's success in one of the following areas: Advance Placement (AP) or International Baccalaureate (IB) Program; Career and Technology Education (CTE) Concentrators; or College Enrollment. Students who have exited high school with a Maryland State High School Diploma are counted as being

successful for CCP when the student achieves at least one of the following: 1 – AP or IB: Earned a score of 3 or greater on an AP exam OR earned a score of 4 or greater on an IB exam. 2 – CTE Concentrators: Attained advance standing in a State-approved Career and Technology Education program of study (enrolled in the third course). 3 – Enrollment in College: Subsequently entered a post-secondary institution (two-year, four-year, or technical school) within 16 months of high school graduation.

Table 21

2014 College and Career Readiness Calculation	5-Year Graduation Rate	CCP	Combined Indicator
2014 College and Career Readiness Results	97.10%	100%	
2014 College and Career Readiness AMOs	86.30%	85.28%	
Measure Progress Scale Values	1.1251	1.1726	
Proportional Significance	60%	40%	
Measure Contribution	.6751	.4690	
			.2288

List any area where the Measure Progress Scale Value is less than 1. NA

VIII.   ATTENDANCE – Elementary and Middle Schools Data

Table 22: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	93.8%	N
Grade 11	92.5%	N
Grade 12	94.1%	Y

Table 23: Attendance Rate	All Students				
	94%	90%*	94%	94%	94%
Subgroups – School Level Data	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	93.5	94.0	92.3	92.6	93.6
Hispanic/Latino of any race					
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White			92.3	92.8	93.6
Two or more races					
Special Education			92.9	93.5	93.9
Limited English Proficient (LEP)					
Free/Reduced Meals (FARMS)			91.9	91.8	92.5

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.

   There is no easy identifiable poorly performing subgroup at CCTE because the seniors met the AMO of 94% and the junior class was two tenths of a percent away from meeting that goal. The special education population was actually higher in this category than the regular education population.

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.

   CCTE will continue to promote exemplary attendance in ways such as senior car giveaway, junior electronic giveaway, daily parental phone calls for absentees, as well as the traditional BOE attendance interventions and requirements.

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 rationale for maintaining good attendance strategies is based upon a yearly increase in attendance since 2012.

20

IX.   HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13!.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

1. **Based on the Examination of the Habitual Truancy Data, respond to the following:**
   a. **How many students were identified as habitual truants?**
      One student was identified as an habitual truant which is less than one percent (.34%)
   b. **Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.**

      With only one student as a habitual truant, this data does not constitute any changes or adjustments to interventions that are currently in place.

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

Goal: All students will graduate from high school.

Graduation and dropout rates as measures by AMO Progress:

Table 24 : Four –Year Adjusted Cohort Graduation Rate									
	All Students								
Subgroup	**2012-2013**			**2012-2014**			**2014-2015**		
	Adjusted Cohort	**Diplomas Earned**	**Grad Rate (%)**	**Adjusted Cohort**	**Diplomas Earned**	**Grad Rate (%)**	**Adjusted Cohort**	**Diplomas Earned**	**Grad Rate (%)**
All Students	165	154	93.3	139	132	94.96	150	*	≥95
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									

Black or African American								
Native Hawaiian or Other Pacific Islander								
White	158	149	94.3	131	*	≥95	142	*	≥95
Two or more races								
Special Education	*	*	*	*	*	*	29	27	93.1
Limited English Proficient (LEP)								
Free/Reduced Meals (FARMS)	102	93	91.18	80	75	93.75	83	*	≥95

Table 25 : Four –Year Adjusted Cohort Dropout Rate

	All Students								
Subgroup	**2012-2013**			**2013-2014**			**2014-2015**		
	Adjusted Cohort	**Dropouts**	**Dropout Rate (%)**	**Adjusted Cohort**	**Dropouts**	**Dropout Rate (%)**	**Adjusted Cohort**	**Dropouts**	**Dropout Rate (%)**
All Students	165	*	≤3	139	*	≤3	150	*	≤3
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	158	*	≤3	131	*	≤3	142	*	≤3
Two or more races									
Special Education	*	*	*	*	*	*	29	*	≤3
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	102	*	≤3	80	3	3.75	83	*	≤3

1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

   Students who attend the Career Center spend only fifty percent of their high school career at this school and are certified but do not graduate from the school. There are actually no subgroup challenges evident.

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.

   Students who attend the Career Center spend only fifty percent of their high school career at this school and are certified but do not graduate from the school. There are actually no subgroup challenges evident.

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.

   Students who attend the Career Center spend only fifty percent of their high school career at this school and are certified but do not graduate from the school. There are actually no subgroup challenges evident.

XI.   SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

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

2014-2015:

61Office Referrals: 0suspensions are due to harassment issues

38 ISS (ISI)

18 OSS

5 Other—combination of time-outs, conferences, detentions

The BOE and CCTE continue to be pro-active with prevention strategies to reduce the number of suspensions associated with sexual harassment, harassment and bullying. The BOE has numerous radio commercials that are anti-bullying/harassment oriented and provides information on what to do if a student is being harassed. This is broadcast to students, parents, staff members, and the community on various radio stations. The CCTE reviewed rules and policies about harassment and bullying to each student during the first week of school and class orientations.

XII.   POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

   a.   Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
   b.   Improve the link between research –validated practices and the environments in which teaching and learning occur.

   1.   Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.

While our school currently has no formalized PBIS program, all faculty members strive to create a positive and safe school environment in each of their classrooms. Positive behavior is also implemented in all areas of the school not just classrooms including hallways, buses, and restrooms. We have recently introduced ISI (in-school intervention) to encourage positive behavior.

XIII. **PRINCIPAL'S SLOs**

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

- Students enrolled in Level I and Level II Skill Programs at CCTE will exhibit College and Career readiness by demonstrating proficiency in content knowledge. Improvement in performance will be gathered and analyzed using ACPS standards-based benchmark assessments.

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

Based on the results of the 2014-2015 school year Level I Benchmark Assessments, the following data/evidence exists:

- Of the 14 Skill areas assessed, 13 of the 14 achieved Full Attainment Levels

- One area achieved Partial Attainment

- 87% of students Met or Exceeded Individual Target Scores

- 2 Areas found 100% of their students meeting or exceeding target scores during both nine-week periods assessed.

- The first nine-week assessment period found 85% of students meeting or exceeding individual target scores.

- The second nine-weeks found 89% of students meeting or exceeding individual target scores.

Based on the results of the 2014-2015 school year Level II Benchmark Assessments, the following data/evidence exists:

- Of 15 Skill Areas assessed, 13 of the 15 areas achieved Full Attainment Levels.

- Two areas achieved Partial Attainment.

- 91% of students Met or Exceeded Individual Target Scores

- 6 Areas found 100% of their students meeting or exceeding target scores during both nine-week periods assessed.

- The first nine-week assessment period found 88% of students meeting or exceeding individual target scores.

- The second nine-weeks found 93% of students meeting or exceeding individual target scores.

26

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

- Because our students elect to come to CCTE to pursue a CTE Pathway, it is imperative that we ensure that the students are not only taught the skills, but are able to demonstrate proficiency in those skill areas prior to exiting our programs. The initiation of quality benchmark assessments, at all levels, is necessary in improving instruction in an effort to make our students College and Career Ready.

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

- Individual student proficiency will be measured using the following calculation:

100 – Student Score = X
X divided by 2 = Y
Y + Student Score = Target Score for the Individual Student

This growth calculation will be measured using the results of the 1st semester Pre-test and Post-Test using the Benchmark Assessment developed for both the 1st and 2nd nine-week period.

PRINCIPAL SLO 2

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

- Students enrolled in the Welding, Carpentry, Electrical Maintenance, and HVAC Programs will improve overall mathematics skills related to their trades.

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

- Program Quality Index Data (PQI) was reviewed with regard to the % of students meeting the standard for Math. This data set is one of the indicators of performance for CTE Programs. The data acquired from PQI showed the following:

  2010- 28 of 41 students or 68.29% of students enrolled in C & D met standard
  2011- 36 of 49 students or 73.47% of students enrolled in C & D met standard
  2012- 31 of 48 students or 64.58% of students enrolled in C & D met standard
  2013- 22 of 29 students or 75.86% of students enrolled in C & D met standard
  2014- 24 of 36 students or 66.66% of students enrolled in C & D met standard

State performance measures for PQI show 86.95% of students statewide, in all programs, meet the standard for Academic Attainment in Math. Clearly, the Construction & Development Cluster at CCTE falls well below State Performance.

- During the 2014-2015 school year, students from each skill in the Construction and Development Cluster (Carpentry, Electrical, HVAC, and Welding) were assessed for math skills related to their respective trade. The results were as follows:

    Carpentry: 12 students assessed. 10 students met individual target scores. 83%
    Electrical: 10 students assessed. 9 students met individual target scores. 90%
    HVAC: 16 students assessed. 14 students met individual target scores. 88%
    Welding: 11 students assessed. 10 students met individual target scores. 91%

TOTALS: 49 students assessed in 2014-2015. 43 students met individual targets cores. 88%

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

One of the biggest challenges for us is that students have received their Algebra I instruction two years prior to coming to the Career Center. Even though these skills may be used in higher mathematics, they are not using them daily to reinforce the forgotten fundamentals
that were tested on the HSA. It is our hope that through collaboration between skill instructors and academic coaching and teaching efforts, student proficiency in mathematics will increase.

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

- The instructional period for this SLO will encompass the time period from October 2015 through and including March 2016. Pre-test will be administered in October with ongoing instruction being provided for students in each of the skill areas by both the skill instructor and the core content Mathematics Instructor assigned. Various skills will be measured to include addition, subtraction, multiplication, division, decimals, measurement, and basic algebra. Learning content is tied to local program standards, as well as apprenticeship standards required for the successful completion of assessments connected to articulation agreements through local union apprenticeship opportunities.

- Class discussions, whole group and small group instruction, independent work and multiple opportunities to be engaged in activities surrounding the standards will be used to measure progress. The pre-test/post-test model will be used to determine individual target attainment. Formative assessments will be used to consistently challenge students to use the standards during instruction in a manner that requires application and higher order thinking skills to occur. An increase in the standard for Full-Attainment has been initiated for school year 2015-2016, with Full Attainment requiring 80% of students assessed to meet or exceed individual target scores.

- Individual student proficiency will be measured using the following calculation:

    100 – Student Score = X
    X divided by 2 = Y
    Y + Student Score = Target Score for the Individual Student

XIV.   NON-TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

Describe your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.).

The Career Center holds a Back to School Night in August and usually has a good turnout of parents. The majority of parents who attend are of incoming juniors. Parents of Level I students are invited to Skills Showcase held in December to watch their children perform tasks in their skill. In February, the school holds an Open House during Career and Technical Education Month. There is an average of 150 people at this event. This year parents are going to be invited to the quarterly awards assemblies held for student recognition. The turnout for Parent Conference Days since the inception of ASPEN has dwindled.

Parent Advisory Committee 2015 – 2016

Name	Position
Stephanie McKenzie	Parent Representative
Candy Canan	Principal

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.**

CCTE   PARENT INVOLVEMENT PLAN

Expectations

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

I   – Shared decision-making opportunities

II   – Opportunities to build and increase understanding, communication, and support between home and school

III   – Formal and informal evaluation of the effectiveness of parent involvement activities

IV   – Activities that promote a positive environment of high expectations shared by home and school

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

Allegany County Public Schools
2015 – 2016 School Improvement Plan

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I - Shared Decision Making ◆ The parent involvement plan is developed with input from parents.	A variety of meetings involving parents such as • Local Advisory Council • Program Advisory Council • Allegany County Parent Advisory Committee • CCTE School Improvement Team	On-going	Principal Parent Council Chair Business/Community Partners SIT
II- Building Parental Capacity 1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments.	• Parents of students eligible for Bridge Projects will attend an informational meeting • Parents are invited to: Annual Back to School Night Annual Open House Annual Skills Showcase • Parent Conferences • ASPEN Online Grading	September August February December October Ongoing	Bridge Coordinator Principal Asst. Supervisor of Tech Ed Principal Teacher Guidance Counselor or website
2) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	• Local Advisory Council meets bimonthly. Business/community reps and a parent rep. • Program Advisory Committees made up of Community Business Partners and a parent representative	Bimonthly	Business/Community Partners
3) Ensure information is presented in a format and/or language parents can understand.	• Local Advisory Council meets bimonthly. Business/community reps and a parent rep. • Program Advisory Committees made up of Community Business Partners and a parent representative	Bimonthly	Business/Community Partners
4) Provide full opportunities for participation of parents of students from diverse backgrounds.	Teams made up of parents from diverse backgrounds. Special invitation for speakers who are considered to be in a non-traditional position in their career area	On-going On-going	Principal Skill Teachers

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
III- Review the Effectiveness ◆ The effectiveness of the school's parental involvement activities will be reviewed.	Back To School Night and Open House Night averages 150 guests. Parent Conference attendance is usually low during the second scheduled date in February	August September February	Principal
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Parent volunteer in activities such as chaperoning field trips, serving on the School Improvement team, fund raising, and sitting as a member of the PAC for various skills.	On-going	Principal

XVI.   TELL SURVEY

2015 EVALUATION

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

****** NA No available data in 2013 38.3% Faculty Participation

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

2013 to 2015 Evaluation:

ACTUAL Percent
_____2015%   Factor: The average percent of teachers' favorable responses will increase from _____% in 2013 to _____% in 2015.

    MET? (Yes/No)

ACTUAL Percent
_____2015%   Item: The average percent for teachers' favorable responses will increase from_____% in 2013 to _____% in 2015.

    MET? (Yes/No)

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

2015 TELL Survey

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

Table 26

Survey Factor (Domain)	Community Support and Involvement
Item Number	Q4.1a
Item Statement	Parents/guardians are influential decision makers in this school
School %	54%
County %	26%
State %	26%

Strategy: To enhance the school environment and improve teaching conditions related to the __Q4.1a___ factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
To get parents more involved in school activities	Spotlight Articles	Jemma Crowe/ Pam Bittner	Ongoing
	Positive Postcards	Candy Canan/ Faculty	Ongoing
	Involvement in 9 weeks assemblies	Candy Canan	3 nine-week periods
	CCTE Facebook Page	Candy Canan/ Tom Kukowsky	Ongoing

New Goal:

The average percent for teachers' favorable responses will increase from   31% in 2015 to 58% in 2017.

Section XVII.   MANAGEMENT PLAN

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

   Parts of the plan will be shared with faculty upon completion. The plan was shared at the first staff development day at the beginning of the school year. An update regarding the development of the school improvement plan will be shared with the faculty at a future school based professional development day. The final document will be reviewed with the faculty in October prior to its evaluation by the central office team. Each faculty member will receive an electronic copy of the monthly school improvement team meeting minutes, faculty meetings, or team/department meetings. The implementation and evaluation of the plan will be discussed at regularly scheduled faculty meetings.

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

   At the end of each quarter, the SIT will gather and analyze all data using current HSA scores and benchmarks. The data will be evaluated and used to monitor the progress of special education students and/or FARMS. After the data has been gathered, the principal will send a report to the appropriate supervisors.

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

   After analyzing the quarterly data as well as HSA test results in November and February, the SIT will revise the plan as necessary to ensure that instruction, professional development, and support programs meet the needs of students, as well as teachers.

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

   Each teacher receives an electronic copy of the SIP for review and/or contributions. Since the plan is based on improving the results of HSA, all teachers in the content areas will do their jobs to help and support the students in passing the tests, completing the bridge projects and/ or reaching the composite of 1602or 1208. Through our staff development, all teachers will be involved in implementing the objectives of the plan

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

   At parent conference sessions, copies of the school improvement plan will be available for review by the parents. A copy of the SIT plan will be placed on the school web site. Any interested person may request a copy of the plan, and faculty will be available to discuss it at any time. Revisions and corrections will be shared with parents through parent newsletter.

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

   An update regarding the development of the school improvement plan will be shared with the faculty at a school-based professional development day. The final document will be reviewed with the faculty in October after to its evaluation by the central office team. After evaluation, changes will be shared with each faculty member electronically and a new version will be sent to each faculty member. The implementation and evaluation of the plan will be discussed at regularly scheduled faculty meetings. Changes will also be shared through the faculty newsletter. Parents will be provided with a copy of the SIT plan upon request and may review it on the school's website. The community will be made aware of the plan through the LAC.

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

   Upon request from the SIT chair, Central Office staff will attend SIT meetings to provide assistance. The Central Office will also provide linkages with MSDE and other educational agencies. They will also assist in planning professional development activities. The school improvement plan will be forwarded to the appropriate personnel by October 24 if all data has been received. A review team comprised of Central Office staff will review the plan using the SIT rubric. The review team will meet with the SIT team from the Career Center after that date to review the implementation of the plan.

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

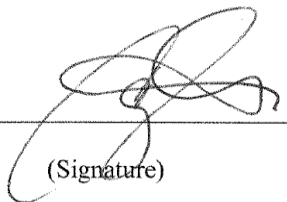| *Date*	*Person(s) Responsible*	*Activity*
October 16, 2015	*Jemma Crowe Carol Garner*	*Writing of the SIP Plan*
October 31, 2015	*Jemma Crowe*	*Plan due to Marsha Miller*
November 2015	*Jemma Crowe*	*Review of the SIP Plan*
January	*SIT CHAIR* *Instructional Leaders* *SIT Team/Faculty*	*Sharing of Plan with Faculty and Staff* *Review of Benchmark/HSA Data* *Revision of SIP*
March	*Instructional Leaders* *SIT Team/Faculty*	*Review of Benchmark/HSA Data* *Revision of SIP*
May	*Instructional Leaders* *SIT Team/Faculty*	*Review of Benchmark/HSA Data* *Revision of SIP*

Section XVIII. SIP ROSTER

Name	Position	Signature	Date
Jemma Crowe	Chairperson	*Jemma Crowe*	10/19/15
Pamela Bittner	English Teacher	*Pamela Bittner*	10-19-15
Brenda Blackburn	AHOP Teacher	*Brenda Blackburn*	10/19/15
Elizabeth Noonan	Social Studies Teacher	*Elizabeth Noonan*	10/22/15
Michael Dignan	IT and Networking Teacher	*Michael Dignan*	10/21/15
Jenean Fazenbaker	Guidance Counselor	*Jenean Fazenbaker*	10/26/15
Carol Garner	Science Teacher	*Carol Garner*	10/22/2015
Jason Kirby	Math Teacher	*Jason Kirby*	10/22/15
Tom Krukowsky	Graphics Teacher	*Tom Kruk*	10/21/15
Pamela McDonald	Social Studies Teacher	*Pamela McDonald*	10/19/15
Harry Morgan	Auto Tech Teacher	*Harry Morgan*	10/19/15
Robert Prosser	Engineering Teacher	*Robert Prosser*	10-19-15
Anthony Russell	HVAC Teacher	*Anthony Russell*	10-26-15
Marianne Spencer	Special Ed Facilitator	*Marianne Spencer*	10/19/15
James Robertson	Community Representative	*James Robertson*	10/26/15
Stephanie McKenzie	Parent Representative	*Stephanie*	10/26/15
Rebecca Shockey	Student Council President	*Rebecca Shockey*	10/27/15

Principal:

_____   __10/19/15__

(Signature)   (Date)

37