

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

SCHOOL: Fort Hill High School

PRINCIPAL: Joe Carter

SCHOOL PROGRESS INDEX: 1.0083

(Please Check)	STRAND	2014 Criteria
	1	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Minimal subgroups missing AMOs
	2	<ul style="list-style-type: none"> ➤ Meets academic standards ➤ Some subgroups missing AMOs
✓	3	<ul style="list-style-type: none"> ➤ Minimally meets or does not meet academic standards ➤ Multiple groups missing AMOs
	4	<ul style="list-style-type: none"> ➤ Usually does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed
	5	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Closing the achievement gap
	Focus	<ul style="list-style-type: none"> ➤ Need to focus on subgroups not meeting AMOs ➤ Need to focus on the gap in subgroup performance
	Priority	<ul style="list-style-type: none"> ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2015-2016 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		3	3
Teachers		53	53
Itinerant staff	1		1
Paraprofessionals	0	9	9
Support Staff	0	4	4
Other	0	21	21
Total Staff	1	90	91

****Other-21 (this includes kitchen, custodial, and other staff).**

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:	100%	100%	100%	100%
<ul style="list-style-type: none"> Highly qualified to teach in assigned area(s) Not highly qualified to teach in assigned area(s) 				
For those not highly qualified, list name, grade level course	NA	NA	NA	NA
Number of years principal has been in the building	2	1	19	18
Teacher Average Daily Attendance		95.8%	95.6%	95.7%

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B. Student Demographics

Table 3

SUBGROUP DATA

Data from prior year's SIP

	2015 – 2016	2014 – 2015	2013-2014
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	*	*	≤10
African American	45	42	43
White	675	697	671
Asian	≤10	≤10	≤10
Two or More Races	26	24	≤10
Special Education	100	97	45
LEP	≤10	*	≤10
Males	408	340	374
Females	356	357	363
Total Enrollment (Males + Females)	764	770	737

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:** **52.94%**

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C. Special Education Data 2015-2016 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	30
02 Hard of Hearing	
03 Deaf	
04 Speech/Language Impaired	≤10
05 Visual Impairment	≤10
06 Emotional Disturbance	≤10
07 Orthopedic Impairment	
08 Other Health Impaired	29
09 Specific Learning Disability	39
10 Multiple Disabilities	≤10
12 Deaf-Blindness	
13 Traumatic Brain Injury	≤10
14 Autism	≤10
15 Developmental Delay	

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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.

Of the 625 office referrals for the 2014-2015 school year, 248 of the referrals (39.68%) were for class disruption. In 2013-2014, the highest number of discipline referrals, 100 of the 440 referrals or 22.73%, was for “Disobeying School Policies.” Over the course of several years of data, “Disobeying School Policy” has shown the highest number of referrals. It has been an umbrella code for discipline infractions that did not specifically fit the description of other violation codes; however, this past year the code has been eliminated by the state. The present shift in our data is therefore directly affected by this code elimination and other changes to the Maryland Guidelines for a State Code of Discipline, which is the state code of conduct adopted in July 2014. By eliminating the “Disobeying School Policy” code, those referrals had to be labeled as another code. In most cases, the disciplinary code with the closest fit was “Class Disruption,” even for simple infractions such as horseplay. Consequently, the number of referrals for class disruption rose drastically, but we believe the high percentage of our overall referrals that “Class Disruption” represents is misleading because of the revision of the Code of Conduct.

Overall, our referral numbers did increase from 440 in 2013-2014 to 625 referrals in 2014-2015. This is a 42% increase in overall office referrals; however, the referrals pertain to a small percentage of our overall population of students. Only nineteen freshmen students were responsible for 185 referrals, which is the exact difference between the number of referrals in 2013-2014

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and 2014-2015. In addition, the freshmen overall contributed to 46.56% of the total referrals. As a means of improving school discipline and overall climate, Fort Hill implemented a PBIS program, which began in the 2014-2015 school year. As part of this program, expected behaviors in halls, classrooms, and the cafeteria were explicitly taught, staff determined what was to be office managed and classroom managed behaviors, and students were recognized for exhibiting positive behaviors. While we did not see a decrease in our referral data with the implementation of this program, we do believe that the PBIS training we provided to teachers has made them more aware of these behaviors and more vigilant about addressing specific behaviors and following the established protocol for progressive discipline.

“Disrespect” accounted for 120 referrals (19.2%). This is in line with last year’s data, whereby “Disrespect” accounted for 80 referrals or 18.18%.

For the second year in a row, “Unauthorized Communication Device” referrals decreased. , In 2012-2013, this offense constituted 87 referrals or 19.68% of the referrals from that year. These referrals accounted for 58 referrals (13.18%) in 2013-2014. This referral number further decreased in the 2014-2015 school year, constituting 32 out of 625 or 5.12%.

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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 assessment

Table 5

UDL Principle/Mode	Representation – Process
Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	Provide options for perception. Materials and media to provide auditory equivalent for visual information. Learners learn best by using various representations at the same time. The FHHS teaching staff will use multiple methods of differentiated instruction (cooperative learning, DVD videos, guest speakers, telecommunication/ distance learning, etc.) and multiple means of representation to ensure learning is taking place.
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	Allow for embedded modeling and different types of testing. Allow for projects, project presentations, and co-operative assignment completion. Not all students are study dependent or learn well on their own. Some students express themselves better in specific ways, such as with hands-on projects, than in other forms of expression such as tests.
Means for Engagement: <i>tap into learners interests, challenge them appropriately, and motive them to learn.</i>	Multiple Options for Engagement
	Allow choices on how to complete tasks. These include using multimedia, social media, and computer technology. Although cell phone use is an issue in today's educational scene, when used appropriately, the learner is genuinely more enthusiastic about learning and reaps greater benefit from the lesson.

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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 two years (2017).

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

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Table 6: ELA (Reading) MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	137	109	79.6	79.4	71.6	Y	77.4	78.2	Y
Hispanic/Latino of any race	NA	NA	NA	*	*	*	NA	NA	NA
American Indian or Alaska Native	≤10	≤10	≤10	NA	NA	NA	NA	NA	NA
Asian	≤10	≤10	≤10	*	*	*	*	*	*
Black or African American	12	9	75	*	*	*	69.4	54.5	Y
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	123	98	79.7	79.2	72.5	Y	77.1	80.6	Y
Two or more races	*	*	*	NA	NA	NA	*	*	*
Special Education	11	1	9.1	43.5	10	Y	37.8	46.2	Y
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	72	48	66.7	72.2	56.2	N	69.4	64.7	Y

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HSA English II Results – High School only

Table 7: HSA Test Participation and Status: English 2014							
Subgroup	Grade 10						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	197	57.9	114	39.1	*	≤5	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	184	59.8	110	38	70	≤5	*
Two or more races	*	*	*	*	*	*	*
Special Education	18	11.1	2	77.8	14	11.1	2
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	113	42.5	48	53.1	60	≤5	*

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Table 8: HSA Test Participation and Status English 2014							
Subgroup	All Students – Grade 11						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	167	74.9	125	22.8	38	≤5	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	14	57.1	8	35.7	5	7.1	1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	145	76.6	111	21.4	31	≤5	*
Two or more races	*	*	*	*	*	*	*
Special Education	20	40	8	55	11	≤5	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	93	69.9	65	26.9	25	≤5	*

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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.*

Priorities for achievement continue to exist in the special education and FARMS categories. In 2014, 9.1% of students receiving special education services were proficient compared to 23% of special education students who were proficient in 2013. However, in 2013, 43.5 students were tested compared to 11 in 2014. Students receiving special education services will continue to be accommodated and receive special education services in the in the regular education classroom. Furthermore, students will use the vocabulary strategy that is implemented county-wide to enhance vocabulary skills which will be encountered on the test.

In 2104, scores for FARMS students increased by 10.5%. Teachers will continue to develop SLOs to address and target the needs of these students.

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.*

Teachers began using summative assessments to establish baseline data to develop SLOs. Teachers examined these assessments and created strategies to target areas of concern for students. Once those SLOs were created, teachers met with administrators and supervisors to review the learning outcomes and determine if the outcomes were appropriate.

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.*

Teachers created SLOs for grammar and mechanics and informative and argumentative writing. Once these SLOs were created, teachers met with administrators to examine the SLOs and determine if they were attainable and if teachers were targeting the

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appropriate students. Together, teachers and administrators discussed the results of the pretests that were given to students and the percentages that students would need to make to attain their targeted goals.

Special education teachers will continue to provide services to special education students in the regular education classroom. In addition, special education students will be accommodated in the regular education classroom as indicated on their IEPs.

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

In order to meet the needs of the PARCC assessment for all middle and high schools, the English supervisor purchased new textbooks that align with the Common Core Standards and the PARCC assessment. In addition, teachers were hired through the summer to develop lesson units designed to meet the Common Core Standards. These lesson units were given to all teachers and were to be implemented during the next school year.

Teachers created new benchmarks that imitated the PARCC assessment in order to afford students the opportunity to practice the design of the test. In addition, in order for students to become familiar with the PARCC assessment language, teachers adopted a uniform vocabulary list to incorporate into their lessons the academic vocabulary words that students will encounter on the PARCC assessment.

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

Table 9 : Mathematics MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	140	119	85	150	127	84.7	145	130	89.7
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	12	9	75	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	123	105	85.4	139	119	85.6	128	116	90.6
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	10	1	10	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	74	55	74.3	62	45	72.6	59	47	79.7

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HSA Algebra I Results – High Schools Only

Table 10: HSA Test Participation and Status Algebra 2014							
Subgroup	All Students – Grade 10						
	% Taken and Passed	Number Passed (top number)	Total Test Takers (bottom number)	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	70.1	138	197	26.9	53	≤5	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	70.7	130	184	26.6	49	≤5	*
Two or more races	*	*	*	*	*	*	*
Special Education	27.8	5	18	61.1	11	11.1	2
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	60.2	68	113	38.1	43	≤5	*

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Table 11: HSA Test Participation and Status Algebra 2014							
Subgroup	All Students – Grade 11						
	% Taken and Passed	Number Passed (top number)	Total Test Takers (bottom number)	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	82	137	167	13.2	22	≤5	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	64.3	9	14	28.6	4	7.1	1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	82.8	120	145	12.4	18	≤5	*
Two or more races	*	*	*	*	*	*	*
Special Education	35.0	7	20	60.0	12	≤5	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	73.1	68	93	20.4	19	6.5	6

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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.*

The main priority at FHHS is to prepare for the PARCC assessments in Algebra 1 which become a graduation requirement for the freshman entering the 2016-2017 school. Historical data on Algebra 1 performance will not directly correlate to the Common Core based PARCC assessment and adjusted local benchmarks. Thus, we can only speculate which groups are likely to experience difficulty based upon previous HSA and benchmark performance. Traditionally, FHHS has needed to focus on Special Education, African American, and FARMS students on standardized tests that include the state Algebra 1 assessment and local Algebra formative and summative assessments. It is anticipated that this trend in performance will continue through the 2016 PARCC Assessment

Strategies that mathematics teachers are employing to address deficiencies in Algebra 1 performance include a concerted effort to expose students to PARCC-type problems and tasks through the use of released PARCC questions and tasks, available online resources which include Illustrative Mathematics and EngageNY, along with interactive websites such as Khan Academy. Additionally, mathematics teachers will continue the use of proven strategies such as Strebe strategies and cooperative learning, along with a focus on district and school based PD efforts designed to improve student performance on PARCC.

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.*

We anticipate that group performance under PARCC will be comparable to what was observed on the high school assessment program. Thus, as we anticipate the struggles which subgroups are likely to encounter, we can proactively address their needs prior to the PARCC based benchmark assessments. The administration and mathematics faculty at FHHS will monitor all students via the Engrade testing system by analyzing weaknesses and gaps in content mastery.

Strategies that were used successfully with the HSA preparation will be adapted to PARCC-type questions and tasks. These strategies will be evaluated after one year to determine if they were effective with PARCC based assessments as well.

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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.*

Through walk-throughs, the administration will observe classrooms to ensure that UDL principles are being implemented and used with versatility. Additionally, the school administration will look for evidence of school based SLO activities and using Engrade, the administration will monitor student growth through benchmark performance. Using the SLO conferences, the administration will engage teachers in thoughtful discourse of their instructional strategies, assessment of student learning, and application of research-based teaching methods. Regular monitoring of classroom practice will help to insure that the implementation of effective instructional practices which promote student learning are being utilized

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

NA

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C. Science

Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	140	117	83.6	149	121	81.2	151	126	83.4
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	12	9	75	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	124	104	83.9	138	115	83.3	134	116	86.6
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	63	44	69.8	62	43	69.4	61	46	75.4

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HSA Biology Results – High Schools Only

Table 13: HSA Test Participation and Status Biology 2014							
Subgroup	All Students – Grade 10						
	% Taken and Passed	Number Passed (top number)	Total Test Takers (bottom number)	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	75.1	148	197	20.8	41	≤5	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	76.1	140	184	20.1	37	≤5	*
Two or more races	*	*	*	*	*	*	*
Special Education	33.3	6	18	61.1	11	5.6	1
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	65.5	74	113	29.2	33	5.3	6

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Table 14: HSA Test Participation and Status Biology 2014							
Subgroup	All Students – Grade 11						
	% Taken and Passed	Number Passed (top number)	Total Test Takers (bottom number)	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	85.6	143	167	13.2	22	≤5	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	64.3	9	14	28.6	4	7.1	1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	86.9	126	145	12.4	18	≤5	*
Two or more races	*	*	*	*	*	*	*
Special Education	40.0	8	20	60.0	12	≤5	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	77.4	72	93	21.5	20	≤5	*

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

Overall, The FARMS subgroup continues to be the lowest achieving subgroup. The FARMS population, which has not shown improvement since 2011, maintained a percentage of 69% passing. However, based upon the results from the last three school years, FHHS will need to target all populations in order to significantly impact the FARMS population because the students in the farms population also comprise every demographic region at FHHS.

In addition, for the Grade 10 cohort, there were no identified African American students and the students in the special education and FARMS subgroups were severely below the average performance for the school. For the Grade 11 cohort, similar challenges were faced. While the overall pass rate was 85.6%, the special education subgroup and the FARMS subgroup were significantly below this level. Additionally, the Grade 11 cohort had an African American subgroup which also failed to match the pass rate for the overall population. The small size of the special education and African American subgroups continues to be a limitation in the evaluation of the pass rate so an improvement by 2 or 3 students passing the Biology HSA would have a significant impact on the pass rate for these two subgroups.

2. *Moving forward 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 timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.*

FHHS will continue with the current Bridge program that is in place. Teachers will closely monitor students in the targeted subgroups by identifying deficient benchmark scores, failing test scores, while also offering yearlong tutoring. By the end of the first semester, 70% of the targeted subgroup will score 70% or higher on Biology Benchmark exams. FHHS will offer after school tutoring and assistance for the completion of Bridge Projects. In addition, the Biology teachers will work with struggling Biology students who have failed the HSA test at least 2 times and aide in completing Bridge Projects after school to complete their graduation requirement.

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Finally, the Biology HSA/Bridge remediation teacher will have any student who has failed the HSA test report to him for one month prior to the test during their study hall lunch shift to be tutored and remediated. The Biology remediation teacher will contact parents to let them know when the remediation period is open and closed. To aide in the process of a successful transition to PARCC testing, the Science department will collaborate bi-weekly to cover test topics, question types, and technology issues with testing.

To support student achievement, FHHS will continue with the current bridge program that is in place. Teachers will monitor students in the identified subgroups (African American and FARMS) by identifying deficient benchmark scores and failing test scores, using the county AMS and Engrade systems. By the end of the first semester, 70% of the students in these subgroups will score 70% or higher on the Biology Benchmark exams. Special education inclusion teachers who are assigned to Biology classes will work with small groups of special education students on content and on test-taking strategies. Since each identified subgroup contains such a low number of students, an increase of 3 to 5 students passing the Biology HSA will result in a significant increase in the passing percentage for each subgroup. Tutoring and recovery programs will remain in place for the students who have taken the test and did not pass.

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

Table 15: HSA Test Participation and Status Government 2014							
Subgroup	All Students – Grade 10						
	% Taken and Passed	Number Passed (top number)	Total Test Takers (bottom number)	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	57.9	114	197	36.5	72	5.6	11
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	58.2	107	184	37.0	68	≤5	*
Two or more races	*	*	*	*	*	*	*
Special Education	11.1	2	18	66.7	12	22.2	4
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	46	52	113	47.8	54	6.2	7

1. *In the 2014 School Improvement Plan, schools developed goals, objectives, timelines, and methods for measuring progress toward the goals. Based on available data, please identify any challenges to attaining the stated goal.*

Challenges in government include:

- Attendance issues; students who are chronically truant
- Difficulty reading and comprehending excerpts from historical documents, particularly among special education students

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- Difficulty in higher order thinking skills, specifically synthesis and evaluation, is evident among special education students. This challenge has a direct correlation with the High School Assessment pass rate
- A large number of students have FARMS status. As a result, FHHS will need to improve scores across all subgroups to improve the overall pass rate of FARMS
- 11 students who have not yet taken the exam will need to be identified and given the exam in order to meet qualifications which will subsequently allow them to complete a Bridge Project if necessary.

The FARMS population decreased from 68.1% in 2011-2012 to 46% in 2013-2014. The 2 year gap in test scores is because the state withdrew the government test. The FARMS percentage has not made a significant gain since 2011. Based upon the results from the last three school years, FHHS will need to target all populations in order to significantly impact the FARMS population and raise test scores on the Government HSA.

2. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

Students will be given multiple opportunities to synthesize and evaluate primary source documents including, but not limited to, excerpts from historical documents, diary entries, newspaper articles, and photographs. Within each 9-week period, at least one primary source document will be utilized to ensure student development and overall learning. Multiple experiences with primary source documents, including photographs, will increase the level of comfort among students when dealing with primary source documents. Multiple experiences with primary source documents, including photographs, will provide ample opportunity for teacher feedback and correction.

A few additional instruction changes have been added to help struggling students in the Government classes. Guided note-taking: outlining and identifying key terms has been simplified and made more prevalent throughout each nine weeks leading up to the test. Also, lesson “warm-ups” and “cool downs” will take place on a daily basis to ensure a good review of multiple choice questions modeled after the HSA regarding major concepts such as federalism, the Bill of Rights, the branches of government, and the powers of government.

In addition, Fort Hill is now a PBIS school and will provide incentive for students to be present at school, therefore improving the overall attendance rate.

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As always, the government teachers will also utilize various UDL strategies to accommodate learners that are struggling. All government teachers will add the following into their weekly lesson plans: Graphic Organizers (Venn Diagrams – compare and contrast state and federal powers), Group Writing/Reading Activities (Literature Circles – Executive, Legislative, and Judicial branches) Essay Writing, BCRs and ECRs from previous years public release exams – topics include apportionment, gerrymandering, and redistricting, perform skits illustrating the landmark supreme court cases, “Federalism Cartoon” to clarify the powers given to the national and state governments, and assign HSA practice tests on the Internet.

Teachers will closely monitor students in the targeted subgroups by identifying deficient benchmark scores and failing test scores. By the end of the first semester, 70% of the targeted subgroups (African American and FARMS) will score 70% or higher on Government Benchmark exams. In addition, FHHS will monitor the progress of students in these subgroups who will be first time test takers in 2014. Special education teachers who are assigned to Government classes will work with the special education students on content and test taking strategies.

Since each subgroup contains a small number of students, an increase of 4 or 5 students passing the test will result in a significant increase in the percentage passing for each subgroup. HSA bridge recovery programs will remain in place for those students who have taken the test twice and still have not passed and will continue until 2017 when PARCC takes place. Students who have not passed the HSA will meet for bridge sessions during 5th period to prepare for graduation.

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 adjustments stated above are largely the same as in previous years, but a greater emphasis has been placed on primary source documents, UDL strategies, and increased opportunity for students to utilize higher order thinking skills (i.e. increased rigor). Rationale behind the adjustment was to account for changing exams, on which students will be expected to score at a minimum level of proficiency. The increased rigor will expose students to greater opportunity for exercising higher level thinking skills, which is essential for proficient or advanced scoring on summative assessments. Data prior to this year shows stagnant student performance, which we hope to correct by utilizing these new methods and strategies for learning. UDL strategies target all learners, but will improve the scores of those subgroups who struggle most, e.g. special education.

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In addition, utilizing the AMS website benchmark scores to analyze existing data, predict future scores, and identify possible solutions has proven effective for certain subgroups. By the end of the first semester, 70% of the targeted subgroups will score 70% or higher on Government benchmarks. The social studies team will meet every four weeks throughout the course of the school year, to analyze benchmark performance data and make recommendations for improvement or continuation of the programs in place. The school will also target all subgroups that have a small population. The subgroups represent populations that are at risk for not meeting AMO because each student represents a significant portion of the population. Finally, the social studies department is utilizing the 2nd floor computer lab and the laptop smart cart more frequently so that students will become more familiar with taking the assessments on the computer.

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

The 2014 School Progress Index is 1.0083

This SPI places our school in Strand 3

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

Table 17

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	85.0	79.56	82.98	
2013(4) Achievement AMOs	90.33	81.50	89.80	
Measure Progress Scale Values	.9410	.9762	.9240	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	.3137	.3254	.3080	
Achievement Contribution Value				.9471

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

Algebra 1, English 2, and Biology

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

- B. Gap Reduction – High School Only** -The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA 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.

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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	White 85.71	White 79.67	White 83.45	White 89.19	White 9.93	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	FARMS 74.32	FARMS 66.67	FARMS 73.68	FARMS 77.22	FARMS 19.23	
This Year's Gap (complement)	11.39	13.01	9.77	11.97	9.30	
2014 Gap Reduction AMO complement	77.74	67.86	81.55	87.87	89.68	
Measure Progress Scale Values	1.1399	1.2820	1.1064	1.0017	1.0114	
Proportional Significance	20%	20%	20%	20%	20%	
Measure Contribution	.2280	.2564	.2213	.2003	.2023	
Contribution Value						.4433

List any content area where the achievement proportional measure is less than 1. None

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

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- C. College and Career Readiness– High Schools Only** College and Career Readiness represents a combination of measures that ensures students are college or career ready upon graduation. College and Career Readiness consist 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	85.31	72.48	
2014 College and Career Readiness AMOs	86.27	85.96	
Measure Progress Scale Values	.9889	.8432	
Proportional Significance	60%	40%	
Measure Contribution	.5934	.3373	
CCR Contribution Value			.1861

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

5 Year Graduation Rate and CCP

Any area listed should be addressed in the graduation section of the plan.

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VII. ATTENDANCE – High School Data

Table 22: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	93.0	N
Grade 9	92.4	N
Grade 10	92.7	N
Grade 11	93.6	N
Grade 12	93.5	N

Table 23: Attendance Rate	All Students					
Subgroups – School Level Data	94%	90%*	94%	94%	94%	94%
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All Students	91.1	91.5	92.7	92.6	92.8	93.0
Hispanic/Latino of any race			*	*	93.4	91.4
American Indian or Alaska Native			*	*	90.9	92.2
Asian			*	*	94.4	96.3
Black or African American			90.6	92.2	90.1	88.9
Native Hawaiian or Other Pacific Islander			*	*	88.6	*
White			92.8	92.7	93.1	93.3
Two or more races			*	*	90.2	90.6
Special Education	90.3	89.9	90.2	90.2	91.7	92.5
Limited English Proficient (LEP)	*	*	*	*	96.7	97.2
Free/Reduced Meals (FARMS)	88.2	89	90.3	90.5	90.7	91.2

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

The attendance rate for FHHS has risen to 93.0%. However, it is still 1% below the targeted AMO. The subgroup for 2 or more races had a rate of 90.6%, which is well below the AMO for the entire school. In addition, the subgroup FARMS, had a 91.2% attendance rate, which is well below the AMO for the entire school. Given that the 2 or more races subgroup is small, having only 1 or 2 students in this group who are attendance concerns will have a significant effect on the attendance rate of this subgroup. Because FARMS constitutes one of the largest subgroups in the school, a focus on addressing the attendance of this subgroup will have the greatest effect on raising the overall attendance rate at FHHS. However, it should be noted that the attendance rate for FARMS students has increased at an average rate between 0.2%-0.8% each year since 2009. Thus the efforts of the administration, the faculty, and the PBIS team, to improve the attendance of this subgroup are working.

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.*

The administration, in conjunction with the attendance office, will call home and report any student tardy after morning attendance has been taken. These calls have to be answered by parent/guardian to verify their absence or reason for missing school. If attendance doesn't immediately improve with phone calls, the PPW or Resource Officer will make home visits. Parental communication, usually by phone, typically improves the attendance rate once a parent/guardian understood the consequences of their child not attending school. In addition, the school will use the Period 8 education program to entice students to attend school on a regular basis so the students could obtain possible credits rather than losing credits and not graduating.

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.*

Current strategies to improve attendance will remain in place for 2015-2016. Overall, the attendance rate has been trending upward since 2009. Until it is clear that attendance has begun to trend downward, it would be prudent to maintain the attendance strategies in place, while allowing for fine-tuning of these strategies to promote the continued improvement in attendance.

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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.

Based on the Examination of the Habitual Truancy Data, respond to the following:

a. How many students were identified as habitual truants?

FHHS has identified 17 students as habitually truant.

b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.

The administration has identified students who are habitually truant and have set in place a protocol to alleviate the tardiness. To alleviate the truancy issue, the administration will call home and report any student tardy after morning attendance has been taken. Parental communication, usually by phone, typically improved tardiness rates once parent/guardians understood the consequences of their child being late to school.

The administration continually monitors tardy students using the ASPEN system and routinely discusses the policies with students who are habitually tardy. Every student that is placed on the “chronic” tardy list in the ASPEN system is called to the assistant principal’s office to discuss options and investigate the student’s situation so the problem will be alleviated. Once a discussion with the vice principal has taken place, the tardiness usually subsides.

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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:

Table 24 : Four –Year Adjusted Cohort Graduation Rate									
Subgroup	All Students								
	2011-2012			2012-2013			2013-2014		
	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)
All Students	171	145	84.8	175	147	84.0	153	137	89.54
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	14	12	85.71	*	*	*	13	12	92.31
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	151	128	84.77	164	138	84.15	134	119	88.81
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	12	8	66.67
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	73	54	73.97	78	59	75.64	70	59	84.29

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Table 25 : Four –Year Adjusted Cohort Dropout Rate									
Subgroup	All Students								
	2011-2012			2012-2013			2013-2014		
	Adjusted Cohort	Dropouts	Dropout Rate (%)	Adjusted Cohort	Dropouts	Dropout Rate (%)	Adjusted Cohort	Dropouts	Dropout Rate (%)
All Students	171	17	9.94	175	24	13.71	153	14	9.15
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	14	2	14.29	*	*	*	13	1	7.69
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	151	15	9.93	164	22	13.41	134	13	9.7
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	12	2	16.67
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	73	11	15.07	78	15	19.23	70	10	14.29

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

Fort Hill High School has seen an increase in the overall graduation rate of approximately 6.9 % from the 2009-2010 to the 2014-2015 school years and it has remained fairly constant since 2012. All identified subgroups have improved their graduation rate during that time. As a direct reflection of the improvement in graduation rate, the dropout rate has also improved, decreasing by approximately 4% over the same period of time. FHHS can attribute this to the administration, faculty, PBIS, and the attendance office for continually talking to kids about the importance of school and a quality education.

The challenge for FHHS is to continue monitoring the dropout rate of our largest subgroups which are White students and FARMS. Since these subgroups comprise 88% of our student population, any continued decrease in the dropout rate within these subgroups will result in a decrease in the dropout rate for the entire school. Additionally, we will monitor the progress of special education students who consistently have the lowest graduation rate of approximately 70%.

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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.*

While the 5-year cohort graduation rate was just shy of the AMO, there was a sizable difference in the CCP rate and AMO. The CCP can be improved by FHHS placing added emphasis on student enrollment in AP courses, along with increasing the proportion of students taking and passing the end-of-course AP exam. Since FHHS does not offer IB, we are unable to use this program to improve our CCP rating. In addition to AP offerings, FHHS offers credit bearing courses through ACM and FSU which have been popular with students who are able to pass the placement test for these courses. It is possible that placement test preparation prior to the administration of these tests would allow for a larger number of students to qualify for college credit bearing courses while at FHHS. FHHS and the Allegany County Public Schools should identify if there is sufficient interest in other credit bearing college classes or AP courses which could be taught by the faculty at FHHS as a way to increase the CCP offerings available to students.

With the implementation of PBIS at FHHS, it is hoped that this program will discourage students from dropping out of school prior to graduation. If PBIS is successful in this endeavor, the proportion of students entering FHHS as freshmen and remaining until graduation would be expected to increase.

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.*

AP enrollment at FHHS has generally been trending upward for the past several years. However, the proportion of students taking and passing the AP exams fluctuates yearly. In most AP courses at FHHS, the pass rate for the AP Exam is consistent with the national average. However, as FHHS continues to promote AP and credit-bearing courses among all students, the number of under qualified students taking these courses has increased. While exposure to the rigorous curriculum of AP is beneficial to all students, there is no guarantee that all students will be successful either in the class or on the exam. Thus, the challenge to us as we continue to encourage AP enrollment is to have supports in place to help those students who are struggling to adjust to college level work.

This is the first year in which PBIS is being implemented with fidelity at FHHS. In time, trend data will show the effect that this program has on improving the graduation rate.

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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 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.

Of the 440 discipline incidents in 2013-2014, 272 resulted in In-School Intervention (ISI) or 61.8%, and 100 resulted in Out of School Suspension (OSS) or 22.72%. The largest numbers of ISI infractions were for disobeying school policies, which was 52/272 or 19%. Second was for the inappropriate use of electronic devices, which comprised 50/272 incidents or 18%. Disrespect violations were a close third at 49/272 or 18%.

The largest numbers of OSS violations were for disrespect (29/100 or 29%). Second was fighting, which represented 15/100 suspensions or 15%. Any other category comprised less than 10% each.

In 2014-2015, overall office referrals increased to 628. Of those incidents, 338 resulted in an ISI (53.8%) and 153 resulted in OSS (24.36%). These numbers reflect a decrease in overall ISI but an increase in overall OSS numbers. The largest number of ISI infractions was for disruption, which was 134/338 or 39.64%. This number, however, is artificially inflated. The state discipline committee eliminated the code for disobeying school policies, so those violations had to be absorbed into other codes, most notably class disruption. The second largest percentage was 15.9%, or 54/338, for disrespect. Third for ISI was cutting class, which constituted 40/338 or 11.83%.

A third of all OSS were offenders who were disciplined for class disruption at 51/153. Second was 32/153 students who received OSS for disrespect (20.92%). Every other discipline referral code comprised 7% or less of the overall OSS.

Other than our concern for the overall increase in referrals, we find it difficult to compare the data between the two years because of the restructuring of the state discipline guidelines. A change in disciplinary codes and a change in the recommended levels of intervention invalidate a true point to point comparison of the incident infractions and the subsequent administrative actions. We have implemented PBIS as a means to address Office Discipline Referrals (ODRs). We continue to support teachers through PD sessions and analyze the discipline data to troubleshoot areas of concern and formulate possible solutions. For example,

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teachers are required to complete three teacher initiated interventions prior to writing an ODR for chronic behaviors. Included interventions are contacting parents, conferencing with the student, and utilizing support staff such as guidance counselors, the school nurse, or Project YES.

In 2013-2014, Fort Hill had no suspensions for sexual harassment, harassment, or bullying.

In 2014-2015, we had less than 10 suspensions for harassment and none for sexual harassment or bullying.

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.*

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to school-wide discipline. PBIS is a framework designed to recognize the positive behaviors of students who are meeting the school wide expectations of Preparation, Respect, Integrity, Diligence, and Empathy. Students, faculty and staff abide by the school motto of “We Have Sentinel PRIDE!” Just as students receive direct instruction for academic subjects, students receive instruction on the appropriate behaviors that are expected in the various settings during the school day (classroom, hallway, and cafeteria). The PBIS matrix and PRIDE expectations are visible in the school building and are provided in student planners. The Progressive Discipline Policy will remain in place; however, PBIS will enable students to be recognized and rewarded for positive behaviors that exhibit the characteristics of Sentinel PRIDE.

Students are recognized in a variety of ways. Students have the opportunity to earn an incentive for each month they have perfect attendance. A monthly and quarter raffle will be held for all students who have been present for each school day recorded up to that point. In

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addition, teachers and staff may nominate students who are displaying the PRIDE expectations through a positive office referral. A copy of the referral is mailed home along with a congratulatory letter. Students' pictures are displayed on a bulletin board in the cafeteria.

Students may also be recognized at a STARS breakfast held twice a year. Teachers nominate students to be recognized as a PRIDE star. A PRIDE star is a student who goes above and beyond the PRIDE expectations. Students and parents are invited to a breakfast held in the school cafeteria. During this celebration, students are awarded a certificate with a narrative explaining the reason they were nominated. A picture of Stars recipients is taken and submitted to the Cumberland Times-News.

Teachers play a vital role in implementing PBIS. Teachers receive professional development on PBIS twice a year. Each month, teachers are provided with attendance and conduct data. Data is reviewed and interventions are put in place to help reinforce the PRIDE expectations. Reviewing data allows the PBIS team and faculty to help support students who may be having difficulty meeting the behaviors set by Sentinel PRIDE. Teacher support helps drive the recognition aspect of PBIS. Teachers too are recognized for supporting the PBIS framework through incentives and raffles.

Implementing PBIS is a five year process in which Fort Hill High School is in their second year. By the end of five years, the PBIS team hopes to have created a positive environment where students will be recognized for displaying appropriate behavior. With the teaching and enforcing of expectations and the recognition of students and staff, it is our goal that office discipline referrals will decrease and student attendance will increase. Using the PBIS framework will assure us this goal will be met. In the future, Fort Hill High School will be a fully implemented PBIS school with lower office referrals, higher attendance rates, full teacher support and most of all SENTINEL PRIDE!

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XII. PRINCIPAL'S SLOs

PRINCIPAL SLO 1

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

The content is the 9th grade Government HSA. The Government HSA covers the purpose of local, state, and federal government and all the attributes that apply to each branch. 100% of freshman students will be assessed, which is 230 students. All 230 of the freshmen are enrolled in Government. This population is broken down into 123 males and 107 females. Seventeen freshmen students have an IEP. In addition, this SLO is measuring the growth of these students who are “true” freshmen. Students who are repeating the course or who are older upperclassmen with a freshman status due to their course credit count will not be included in the student population for this SLO.

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

The passing rate for the Government HSA was 73% for 2013-2014. In addition, the average benchmark score for the Government classes at FHHS is approximately 70%. Together, these measures were used to determine a baseline score which represents a sufficient level of content mastery to score proficient or advanced on the Government HSA in May.

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

This SLO supports the school wide initiative towards making students' college and career ready upon graduation. While the Government HSA data does not directly correlate to the school SPI, a strong performance in this area will improve the graduation rate, reduce the need for remediation, minimize the number of future Bridge Projects, help to narrow the achievement gap between FARMS and Non-Farms students, and to raise the level of career readiness for the graduating class of 2019.

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

The performance on county developed Government benchmarks and the number of passing test scores on the 2016 Government HSA will be used to determine how much student growth has occurred during the 2015-2016 instructional interval.

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PRINCIPAL SLO 2

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

Students in Grade 9 will demonstrate growth in written language in English I by writing an informative essay using an online writing and scoring program (HOLT Online Learning). Grade 9 students were chosen so the data for the group could be analyzed in future years. The intent is to follow the growth of this group of students as they progress through high school.

100% of freshmen students will be assessed, which is 217 students. This year's freshmen have had little experience in writing with an essay structure and no experience in writing with online software. These writing skills are essential for academic success as well as college and career readiness because many college institutions employ the use of writing software in their college application processes, placement tests, and coursework. Of the 217 freshmen, 153 are enrolled in English I, and 64 are enrolled in Honors English I. Sixteen freshmen students have IEPs. In addition, this SLO is measuring the growth of those students who are "true" freshmen. Students who are repeating the course or who are older, upperclassmen with a freshmen status because of their course credit count are not included in the student population.

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

The data used to support this SLO includes student performance scores from the online HOLT writing prompts which will be the pre-test data, and a second writing will be used to assess progress as the post-test data. A six point rubric designed by HOLT will be used to evaluate the students. In 2013-2014, 70% of Grade 9 students demonstrated growth, or 158 out of 225 students. Fort Hill High School only made this growth target last year because of the complexity factors that contributed to the removal of some students from the list, which increased the target percentage. As a result, Fort Hill decided not to increase the growth target. Other factors that contributed to maintaining the target include freshmen's inexperience with the essay writing structure and their lack of familiarity with online writing and scoring.

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

This SLO directly supports the school wide initiative to increase writing across all disciplines. Furthermore, this SLO supports the shift in instruction in ELA towards writing skills and technology skills, which are essential student skills for the PARCC ELA assessment in grade 10. By targeting this SLO to the current freshman class, the growth of the class can be followed in subsequent years to determine

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the effectiveness of the online writing program, along with identifying unknown factors impacting student writing skills which may be addressed in future years.

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

A comparison will be made between students' pre-test assessment scores on the HOLT online writing prompts and students' post-test online assessment scores. The SLO will also be monitored through the use of formative assessments tools such as journaling, conferencing with writers individually, and other essay writing that is scaffolded and will be assessed between the online pre and post assessment writing.

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XIII. 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.).

FHHS has an extremely large amount of volunteers in the local community (too many to name). Fort Hill has traditionally received and maintained strong parent/community involvement within the school. The support includes athletic boosters, parent groups that support teams/sports, band parents, and the FHHS foundation. For example, the band parents run the concession stands and the F club sell raffle tickets and memorabilia at every home event. In addition, a few cheerleader father figures provide the school with added security during basketball and football season

Parent Advisory Committee 2015 – 2016

Name	Position
Bonnie Harper	Community Member
Brian Miller	Community Member
Carrie Pannone	Parent
Theresa Clites	Parent (School Rep)
Paul Lapp	Community Member
Leslie Martin	Community Member
Raymond McCoy	Community Member
Steve Lewis	Community Member

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PARENT INVOLVEMENT PLAN

Expectations

FHHS 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.

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Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact For more information?
I - Shared Decision Making <ul style="list-style-type: none"> The parent involvement plan is Developed with input from parents. 	<p>Parents will develop a plan on a yearly basis.</p> <p>The first program implemented is the Washington Middle School mentoring program. Partnering with FSU and Allegany College of Maryland , a mentoring program was Started in 2009.</p> <p>Parents will develop a plan on a yearly basis.</p> <p>The second program implemented will be The Fort Hill Scholarship Foundation.</p>	Ongoing	Julie Farris
II- Building Parental Capacity <ol style="list-style-type: none"> 1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local Academic assessments. 	<p>Letters will be sent home in the mail from the main office to inform parents of the state HSA and PARCC testing, as well as the web Addresses for access to HSA and PARCC information.</p>	December 2015	Guidance Counselors and the Board of Education

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2) Provide materials and parent trainings/workshops to help parents improve their children's Academic achievement.	The guidance counselors hold workshops during the school year and invite students and parents to participate in college choices and career paths.	Ongoing	Guidance Counselors
3) Ensure information is presented in a format and/or language parents Can understand.	The guidance counselors hold workshops during the school year and invite students and parents to participate in college choices and career paths.	Every Other Month	Guidance Counselors
4) Provide full opportunities for participation of parents of students From diverse backgrounds.	The guidance counselors hold workshops during the school year and invite students and parents to participate in college choices and career paths specifically targeting minorities and FARMS students.	Every Other Month	Guidance Counselors

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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.	The principal will sit down with the Parents and all the involved parties and review what is producing positive results and what is not Producing positive results.	Bi-Annually	Joe Carter
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Parents volunteer their time with various activities including but not limited to the following: the homeless shelter sleep out, fundraisers, supervising and help with security at athletic events, and the concessions at home athletic events.	On Going	Julie Hot

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XIV. TELL SURVEY

2015 EVALUATION

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

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

Fort Hill High School's data for the Tell Survey was incomplete. There was an insufficient number of responses to generate a TELL survey report.

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)	Time
Item Number	Q2.1b
Item Statement	Teacher are allowed to focus on students with minimal interruptions
School %	45.45
County %	61.38
State %	35.35

Strategy: To enhance the school environment and improve teaching conditions related to the _____ factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
Q2.b1	The school will focus on reducing the number of interruptions over the PA system	Principal and Staff	2015-2016 School Year

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New Goal:

The average percent for teachers' favorable responses will increase from 45.45% in 2015 to 62% in 2017.

Section XV. MANAGEMENT PLAN

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

The School Improvement Plan will be shared with the faculty during the school based professional development days. The final document will be reviewed with the department chairs prior to the review of the SIP by the Central Office team. Minutes from each monthly SIT meeting will be distributed to all faculty members in electronic form. In addition, the SIP will be discussed at regularly scheduled faculty meetings, and selected PDA will be implemented throughout the year.

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

At the end of each quarter, the SIT and/or departments will examine benchmark data. If necessary, recommendations and revisions regarding the SIP activities will be made by the team. The SIT and/or departments will submit a copy of the objective milestones to the principal, along with any recommendations or revisions to the SIP activities

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

The principal and/or his designee, along with the SIT chairs will analyze the data, recommendations, and revisions to the SIP activities. Instructional activities, professional development activities, and support programs will be aligned to ensure that the school is meeting the needs of the students and faculty.

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

SIT membership at Fort Hill is comprised of teachers representing various grade levels and areas of expertise. The SIT manages the development, implementation, and evaluation of the SIP. The School Improvement Team manages the development, implementation, and evaluation of the School Improvement Plan. The team makes site-based decisions regarding school operations and procedures, curriculum, parent involvement activities, and the budget items based upon assessment data, survey data, and observations. The SIT meets monthly. In addition to the SIT, departments meet each month to coordinate responsibilities relating to the School Improvement Plan.

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

The initial plan will be shared with parents through the principal's newsletter. In addition, parent and community involvement activities of the School Improvement Plan will be reviewed at the Parent Advisory Committee meetings. Parents will also be offered information during Parent Conference days.

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

Revisions to the plan will be shared with staff during school-based staff development days and faculty meetings. The principal's newsletter will be used to share revisions with parents. The community representative will be informed during the Parent Advisory Committee meetings.

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

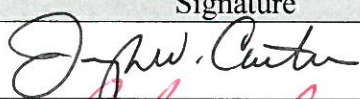
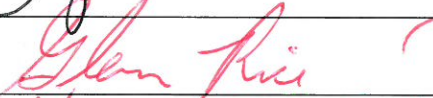
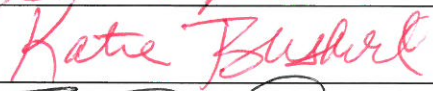
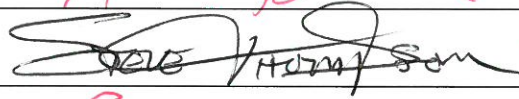
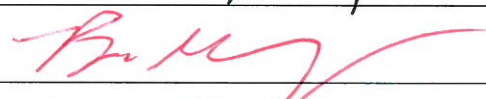
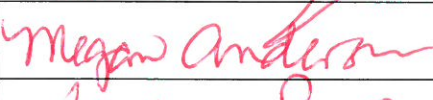

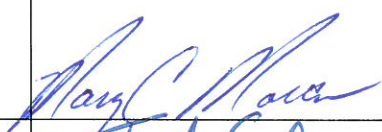
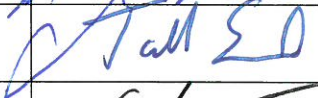

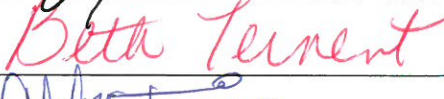
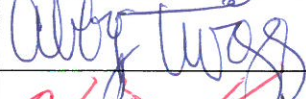
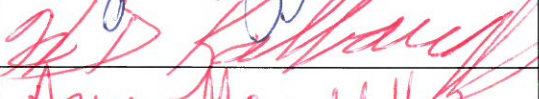
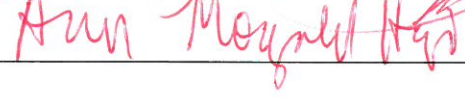
The instructional supervisory staff at Central Office and Technical Support Team has and will provide support in the development plan as needed. Marsha Miller offers guidance in the completion of the SIT plan. Marsha assists us on test data resources and linkages to this information on the MSDE and Maryland Report Card Website. We really appreciated Marsha sorting the data for our school. This really helped us complete the additional tasks. It also helped to increase the proficiency of the less proficient teachers in data analysis. The SIP will be forwarded to Marsha Miller. A review team comprised of central office personnel will review the plan using the SIP Rubric. The review team will meet with the SIT during the year to discuss the implementation of the plan

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



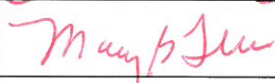
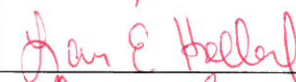
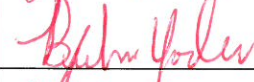
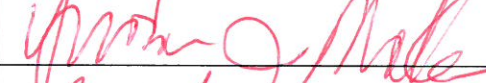


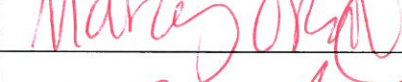

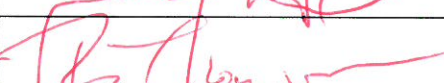
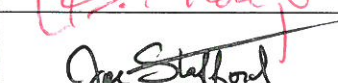
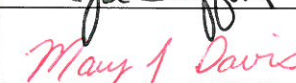
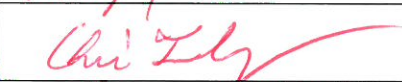

The SIP team will meet at the end of the first semester in January 2016 for an after school meeting and review, including discussion of benchmark data.

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Section XVI. SIP ROSTER

Name	Position	Signature	Date
Joseph Carter	Principal		October 30, 2015
Glenn Rice	Assistant Principal		October 30, 2015
Katie Buskirk	Assistant Principal		October 30, 2015
Steve Thompson	SIP Co-Chair		October 30, 2015
Brian McKinley	SIP Co-Chair		October 30, 2015
Megan Anderson	Math Teacher		October 30, 2015
Mark Beal	Computer Science Teacher		October 30, 2015
Mary Moran	Business Education Teacher		October 30, 2015
Todd Eirich	Social Studies Teacher		October 30, 2015
Ethan DeVore	Social Studies Teacher		October 30, 2015
Beth Ternent	Guidance Counselor		October 30, 2015
Abby Twigg	Guidance Counselor		October 30, 2015
Dee Kalbaugh	SEF		October 30, 2015
Ann Mongold	Special Education Teacher		October 30, 2015

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John Howard	Science Teacher		October 30, 2015
Anne Stark	Science Teacher		October 30, 2015
Mary Fuller	Science Teacher		October 30, 2015
Laura Holland	English Teacher		October 30, 2015
Barbara Yoder	English Teacher		October 30, 2015
Yvonne McKenzie	English Teacher		October 30, 2015
Brad Shober	Technology Teacher		October 30, 2015
Amber Waltz	Testing Coordinator		October 30, 2015
Marcy McCagh O'Rourke	Foreign Language Teacher		October 30, 2015
Todd Appel	Physical Education Teacher		October 30, 2015
Bob Thompson	Fine Arts Teacher		October 30, 2015
Joe Stafford	Head Custodian		October 30, 2015
Mary Davis	Cafeteria Manager		October 30, 2015
Chris Fraley	School Resource Officer		October 30, 2015
Ray McCoy	Community Representative		October 30, 2015

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Debbie Stumbaugh	Parent Representative	<i>Debbie Stumbgl</i>	October 30, 2015
Jen Beck	School Nurse	<i>Jen Beck</i>	October 30, 2015
Wendy Hoffman	Home Economics Teacher	<i>Wendy H. Hoffman</i>	October 30, 2015
Gene Pustolski	PPW	<i>Gene Pustolski</i>	October 30, 2015
Sidney Sibley	Project YES	<i>Sidney Sibley</i>	October 30, 2015

Principal:

John W. Carter
(Signature)

11/14/15
(Date)