Allegany County Public Schools
2015 – 2016 School Improvement Plan

SCHOOL: **Mountain Ridge High School** **PRINCIPAL:** **Gene Morgan**

SCHOOL PROGRESS INDEX: 1.0156 `

(Please Check)	STRAND	2014 Criteria
	1	➢ Meets and/or exceeds academic standards ➢ Minimal subgroups missing AMOs
X	**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** **X No**
Have you ever been a Blue Ribbon School? ☐ **Yes** **X No**
Are you a High Poverty School? ☐ **Yes** **X 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

Allegany County Public Schools
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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		52	52
Itinerant staff	X		X
Paraprofessionals		5	5 (Inst.Assistants)
Support Staff		3	3
Other		4	4 (Nurse, PPW, School Psych, Project YES)
Total Staff		67	67

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)	99.9% 1 period dance	53 2 teachers 1 period dance 1 period child care	55 4	54 2
For those not highly qualified, list name, grade level course	Amy Kenney – Dance	Amy Kenney – Dance Nadine Beechie – Honors Child Care	Amy Kenney – Dance Dawn Riley Shepetuk – French I Kathy Patterson – Inclusion English Nadine Beechie- Early Childhood Care	Amy Kenney-Dance Dawn Riley-Shepetuk – French I (2 classes) and French II (1 class)
Number of years principal has been in the building	5	4	3	2
Teacher Average Daily Attendance	[redacted]	95.0%	94.2%	95.7%

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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**
African American	**12**	**15**	**22**
White	**791**	**831**	**817**
Asian	**≤10**	**≤10**	**≤10**
Two or More Races	**13**	**15**	*
Special Education	**89**	**88**	**77**
LEP	*	*	*
Males	**412**	**430**	**412**
Females	**417**	**440**	**445**
Total Enrollment (Males + Females)	**829**	**870**	**857**

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014**: **40.47%**

C. Special Education Data 2015-2016 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
02 Hard of Hearing	*
03 Deaf	*
04 Speech/Language Impaired	≤10
05 Visual Impairment	*
06 Emotional Disturbance	≤10
07 Orthopedic Impairment	*
08 Other Health Impaired	31
09 Specific Learning Disability	31
10 Multiple Disabilities	≤10
12 Deaf-Blindness	*
13 Traumatic Brain Injury	≤10
14 Autism	≤10
15 Developmental Delay	*

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.

As a school community, we have revised our vision and mission statements for the 2015-2016 school year. –

Mountain Ridge High School Vision Statement: Our vision is for all our students to become academically-motivated and socially-aware individuals who are prepared with the knowledge and skills to meet the challenges of the future.

Mountain Ridge High School Mission:

Motivate our students to

Integrate the skills and knowledge

Needed to

Enter a college or a career

Ready to

Succeed

Based on our school's vision, we believe that our school maintains a safe and orderly learning environment for all students to learn and succeed.

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.

All MRHS teachers and support staff will continue to implement the concepts of Universal Design and instructional strategies for differentiation during classroom instruction and will be monitored through the year. Administrators will use the ACPS Look For protocol to collect evidence of implementation of UDL/differentiation techniques and strategies. Our school goal is to utilize these principles in practice 100% of the time.

School Wide Resources:

- Self-Evaluation for teachers (for the purpose of designing professional development that meets the needs of instructional team)
- Class Observational Check List
- Monitor daily for consistent implementation of the curriculum and instructional initiatives established in our School Improvement Plan.
- Look-For Data Collection- Data will be shared each quarter with entire staff and individual departments
- Lesson Plan templates that articulate emphasis on UDL principles will be used to guide instructional delivery(CAST/ACPS Lesson Plan Template)
- Instructional Teaming (Opportunities are provided on monthly basis- 3:30-5:30)
- PLC Discussion Opportunities (Department Meetings)
- Lesson Demonstrations (Professional Development)
- Implementation of school-wide use of comprehension strategies for the application of CCRS Embedded vocabulary and questioning levels across all content areas.
- Require all teachers to help students make connections between new learning and how it will be useful.

- Increased access and use of technology as a consistent instructional practice for the implementation of classroom activities, assessment and communication.
- Teachers assess student learning using a variety of techniques.
- Observation and Evaluation of Staff
- Conduct regular and effective evaluations of certificated staff based on student learning and the Charlotte Danielson standards for professional practice.
- Provide both formal and informal feedback to staff regarding performance.
- Identify and develops potential leaders among the staff.

Table 5

UDL Principle/Mode	**Representation – Process**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	• Auditory and visual representations of materials • Use of computer functions (such as print size, sound, text functions, etc.) to accommodate learners' needs • Access to definitions, illustrations, sound files, or pictures • Communicates with students about Instructional Goals • Content and/or Language Purpose, Essential Questions…. • Utilizes multiple media when presenting lessons • Varied text levels, digital files, PPT, audio/visual prompts • Multiple methods of comprehension strategies • Higher order questioning • Depth of Knowledge Questioning: • Links, QAL, PAL, Guided • MRHS CCRS Quarterly Emphasis for vocabulary • Tier I/II terms, symbols, syntax and/or structure • Gradual Release Model • Alternative, One Teach One Observe, Parallel, Station, Teams • Multiple presentation methods: lecture, reading text, audio, video. (i.e., teacher reads directions) • Students highlight patterns, critical features, and/or big ideas. • Model note-taking while presenting information
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- Product** • From choice boards, students choose an activity(ies) from which their learning will be assessed • With each topic, students read about it, draw it, write it, listen to it, and talk about it • Various modes of explanation (verbal, written, art, music) • Explore content through student-generated questioning, classroom discussions, as well as teacher directed activities

Means for Engagement: *tap into learners interests, challenge them appropriately, and motive them to learn.*	**Multiple Options for Engagement** • Utilize rubrics for evaluation of students' work so that they are aware of achievement levels. • Project based inquiry • Cooperative learning activities • Cooperative Learning / Flexible Grouping • Differentiation: Interest, Skill, Product • High Expectations / Rigor • Display of student work, celebrations of success, classroom climate… • Balance Between Student / Teacher Directed Learning • Wait time is appropriately used • Supports Are Provided to Students as Appropriate. • Enrichment, scaffolding, accommodations, prior knowledge, interests, question prompts, interactive technology, problem solving, self-reflection

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)

Table 6: ELA (Reading) MSA Results									
Subgroup	**All Students**								
	2014			**2013**			**2012**		
	# Tested	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**
All Students	153	130	85.0	167	140	86.8	149	124	83.2
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*

White	146	126	86.3	160	139	86.9	139	115	82.7
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	56	40	71.4	43	31	72.1	39	30	76.9

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	253	66.8%	169	31.2%	79	≤5 %	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	238	65.1%	155	32.8%	78	≤5 %	*
Two or more races	*	*	*	*	*	*	*
Special Education	25	28%	7	60%	15	12	3
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	116	56.9%	66	38.8%	45	≤5 %	*

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	188	85.6%	161	13.3%	25	≤5 **%**	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	179	85.5%	153	14 %	25	≤5 %	*
Two or more races	*	*	*	*	*	*	*
Special Education	10	30%	3	70%	7	≤5 **%**	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	62	77.4%	48	21%	13	≤5 **%**	*

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Academic Data Review

1. We will need to continue to focus on our special education and FARMs population. Many students, both general population, FARMS, and special education, are struggling due to significant holes in the previous knowledge they bring with them from middle school.

   More instructional time is needed in the classroom for teacher/student interaction and learning, including teacher guidance, utilization of UDL principles, differentiated instruction, cooperative learning activities and the use of technology to enhance student learning. To reduce the gap and close the holes, we must ensure mastery of new standards and make sure that we reinforce their skills. Students need time for. We have created new benchmark tools for the county which will closely model PARCC testing and allow our students to develop comfort levels and strategies that will increase likelihood of PARCC success. The new local benchmarks will also provide data as to where our instruction will need to be re-evaluated.

Moving Forward

1. We will continue to focus our strategies on first-time test takers, which include identifying special education students by name, based on classroom and benchmark performance, for additional monitoring and assistance by their teachers and special education case managers. We will continue to use the principles of UDL to provide instruction that meets the needs of individual learners. This will be our second year of testing under PARCC. We will use all relevant PARCC testing data to help identify needs of our general population but also needs of our special education population. We are continuing to develop new benchmarks that will closely resemble PARCC assessments. We will be using the Maryland Common Core State Standards, the Standards for College and Career Readiness and Standards of Mathematical practice. This will guide our instruction and pave the way into PARCC success.
2. Our school is considered an MCIE school which promotes positive reinforcement toward obtaining student goals, and this program will help us to identify and monitor progress toward achieving student outcomes. As we meet regularly in department meetings, we will review available data and make curriculum adjustments, as necessary.
3. NA

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

HSA Algebra I Results – High Schools Only

Table 9 : Mathematics MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	148	126	85.1	166	149	89.8	143	133	93.0
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	142	123	86.6	158	141	89.2	133	123	92.5
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	54	38	70.4	44	36	81.8	38	34	89.5

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	82.2%	208	253	15	38	≤5%	*
Hispanic/Latino of any race	*	*	*	*	*	*	*

American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	82.%	197	238	15.%	37	≤5**%**	*
Two or more races	*	*	*	*	*	*	*
Special Education	36%	9	25	60%	15	≤5**%**	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	75%	87	116	20%	24	≤5**%**	*

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	89.9%	169	188	6.9%	13	≤5%	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	90.5%	162	179	6.%	12	≤5%	*
Two or more races	*	*	*	*	*	*	*
Special Education	40%	4	10	60%	6	≤5**%**	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	82.3%	51	62	14.5%	9	≤5**%**	*

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Academic Data Review

1. We will need to continue to focus on our special education and FARMs population. Many students, both general population, FARMS, and special education, are struggling due to significant holes in the previous knowledge they bring with them from middle school. These holes are due to the transition from the VSC to College and Career Readiness Standards. To reduce the gap and close the holes, we must ensure mastery of new standards and make sure that we reinforce their basic mathematical skills. We will need more focused class time to allow students to practice learned skills with teacher guidance, utilization of UDL principles, differentiated instruction, cooperative learning activities and the use of technology to enhance student learning. We have created new benchmark tools for the county which will closely model PARCC testing and allow our students to develop comfort levels and strategies that will increase likelihood of PARCC success. The new local benchmarks will also provide data as to where our instruction will need to be re-evaluated.

Moving Forward

1. We will continue to focus our strategies on first-time test takers, which include identifying special education students by name, based on classroom and benchmark performance, for additional monitoring and assistance by their teachers and special education case managers. We will continue to use the principles of UDL to provide instruction that meets the needs of individual learners. This will be our second year of testing under PARCC. We will use all relevant PARCC testing data to help identify needs of our general population but also needs of our special education population. We are continuing to develop new benchmarks that will closely resemble PARCC assessments. We will be using the Maryland Common Core State Standards, the Standards for College and Career Readiness and Standards of Mathematical practice. This will guide our instruction and pave the way into PARCC success.
2. As we meet regularly in department meetings, we will review available data and make curriculum adjustments, as necessary.
3. NA

C. Science

D. 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	149	132	88.6%	169	151	89.3%	148	137	92.6%
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	143	129	90.2%	161	144	89.4%	138	127	92.%
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	55	44	80%	46	36	78.3%	39	34	87.2%

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	79.4%	201	253	18.6%	47	≤5 %	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	78.6 %	187	238	19.3%	46	≤5 %	*
Two or more races	*	*	*	*	*	*	*
Special Education	40%	10	25	48%	12	12%	3
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	69.8%	81	116	25.9%	30	≤5 %	*

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	91%	171	188	7.4%	14	**≤5** %	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	91.1 %	163	179	7.%	14	≤5 %	*
Two or more races	*	*	*	*	*	*	*
Special Education	60%	6	10	40%	4	≤5 %	
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	88.7%	55	62	9.7%	6	≤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.

   Special Education and, to a lesser degree, FARMS students continue to achieve at a lower level than their classmates.

2. As we meet regularly in department meetings, we will review available data and make curriculum adjustments, as necessary. Strategies:
   - Work with Math teachers to develop STEM activities focused on the creation and analysis of line and bar graphs as well as other overlapping cross-curricular topics
   - Work with the special education teachers to develop lessons that accommodate the strengths and learning styles of the special education students
   - As a school, provide students with positive reinforcements for achievement in the classroom (PBIS)

E. 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	54.2%	137	253	44.3%	112	≤5 %	*
Hispanic/Latino of any race	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*
White	52.%	125	238	45%	109	≤5 %	*
Two or more races	*	*	*	*	*	*	*
Special Education	36%	9	25	64%	16	≤5 %	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	42.2%	49	116	54.3%	63	≤5 %	*

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

   Special Education and, to a lesser degree, FARMS students continue to achieve at a lower level than their classmates. In the past, Maryland State Dept. of Education provided Public Release tests so that the teachers' assessments could be used to model the high school assessment. Those are no longer being provided and thus, the teachers' assessments cannot be used to model the testing situation of the high school assessment.

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.

   Room arrangements have been modified to allow for more collaborative work. We will continue to use the principles of UDL to provide instruction that meets the needs of individual learners. We will be using the Maryland Common Core State Standards and the Standards for College and Career Readiness and Standards for Social Studies and ELA. We are meeting with Special Education teachers to modify lessons to meet the specific learning needs of students with IEPs and 504s.

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.

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

The 2014 (2013) School Progress Index is 1.0156

This SPI places our school in Strand 2

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	84.87%	84.71%	87.57%	
2013(4) Achievement AMOs	90.70%	85.55%	89.86%	
Measure Progress Scale Values	0.9357	0.9902	0.9747	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.3119	0.3301	0.3249	
Achievement Contribution Value				0.3867

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

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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 89.31%	Whit2 89.96%	White 89.12%	White 93.42%	White 4%	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	FARMS 72.88%	FARMS 74.63%	FARMS 81.25%	FARMS 85.71%	FARMS 7.84%	
This Year's Gap (complement)	83.57%	87.67%	92.13%	92.29%	96.16%	
2014 Gap Reduction AMO complement	89.02%	75.15%	89.63%	85.46%	87.50%	
Measure Progress Scale Values	0.9389	1.1666	1.0279	1.0799	1.0989	
Proportional Significance	20%	20%	20%	20%	20%	
Measure Contribution	0.1878	0.2333	0.2056	0.2160	0.2198	
Contribution Value						0.4250

List any content area where the achievement proportional measure is less than 1. Algebra
Any content area listed should be addressed in the AMO Progress or graduation section of the plan.

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	93.62%	77.48%	
2014 College and Career Readiness AMOs	86.30%	84.11%	
Measure Progress Scale Values	1.0847	0.9212	
Proportional Significance	60%	40%	
Measure Contribution	0.6508	0.3685	
			0.2039

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

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

   Our lowest performing sub-group is FARMS.

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.

   As data becomes available, we will continue to meet in departments and as a SIT team to identify areas of concern and recommend possible strategies which will lead to progress and improved scores.

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.

   As Maryland State Testing (HSA and PARCC) continues and data is provided, we will continue to monitor our progress. Trend data suggests that FARMS and special education students continue to be our lower performing sub-groups.

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VIII. ATTENDANCE – Elementary, Middle, and 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	93.2%	N
Grade 9	93.9%	N
Grade 10	92.3%	N
Grade 11	93.4%	N
Grade 12	93.0%	N

Table 23: Attendance Rate	All Students				
Subgroups – School Level Data	**94%**	**90%***	**94%**	**94%**	**94%**
	2009-2010	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
All Students	93.3%	92.9%	93.5%	93.0%	93.1%
Hispanic/Latino of any race			-	-	-
American Indian or Alaska Native			-	-	-
Asian			-	-	-
Black or African American			92.7%	≥95.0%	≥95.0%
Native Hawaiian or Other Pacific Islander			-	-	-
White			93.6%	93.0%	93.0%
Two or more races			92.4%	92.6%	92.0%
Special Education	93.1%	91.2%	91.3%	89.4%	90.0%
Limited English Proficient (LEP)	-	-	-	-	-
Free/Reduced Meals (FARMS)	91.1%	90.5%	91.0%	90.6%	90.5%

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

   Last year we had three 2-hour delays and one 3-hour delay due to weather conditions. Seniors in particular that were on an abbreviated schedule did not come to school due to the shortened class periods and the rotating class order.
   Several students last year were habitual truants and chronic absentees.

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.

   Teachers, administrators, and support staff are working together to ensure that students are given work when they are out of school due to illness or suspensions. Students are being held accountable for their attendance through conferences, contracts, and eligibility to attend school activities. In adherence to county policy, the administration has implemented 8th period as a requirement for seniors with attendance problems. These students and their parents were charged for not coming to school. The PPW is charging some of the students and the parents of habitual truants. Some of these students are now on probation with DJS and are required to attend school regularly. This year we are returning to our normal two-hour delay schedule to reduce the absenteeism for seniors on an abbreviated schedule. Mountain Ridge is now in its 2nd year as a PBIS school. The PBIS committee is working on ways to reduce absenteeism and making students want to attend school.

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.

   We are in Year #2 of the PBIS Program and are expanding with incentives.

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.

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

a. How many students were identified as habitual truants? 114 (13.7%)

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

As of August 5, 2015, Mountain Ridge High School had a habitual truant count of 7, according to the Maryland State Department of Education, Division of Curriculum, Assessment, and Accountability. This accounts for 0.82% of the student population.

Several changes have been made, including implementation of the PBIS program. The number has declined 3% from 16.7% in 2011 to 13.7% in 2014. We are now incorporating Year #2 Program incentives.

We are increasing the denial of credits and increasing the number of students required to attend summer school. In addition, the number of parents charged with truancy violations (per PPW) is increasing.

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

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	164	151	92.07	183	*	≥95.0	165	145	87.58
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	153	141	92.76	175	166	94.86	156	138	88.46
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	14	5	35.71
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	43	38	88.37	51	46	90.20	64	53	82.81

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	164	12	7.32	183	7	3.83	165	17	10.3
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	152	10	6.58	175	7	4.00	156	15	9.62
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	14	6	42.86
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	43	5	11.63	51	4	7.84	64	10	15.83

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

   Our challenge is to keep all students in school. Special Education and FARMS students are at the greatest risk.

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.

   We need to revisit graduation requirements, scheduling for seniors, and incentives/programs that foster attendance and academic success.

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

XI. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

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

During the 2013-2014 school year, we had 120 OSS and 283 ISS. Of those, ≤ 10 were due to bullying and/or sexual harassment. During the 2014-2015 school year, we had 145 OSS and 25 ISS, due to the change to In School Intervention in October, 2014. Of those, < 10 were due to bullying and/or sexual harassment. In order to reduce the number of suspensions due to the above mentioned reasons, we will continue to emphasize bullying, harassment, and cyber bullying during Internet Safety instruction. Also, our RIDGE RULES emphasize respect as do our PBIS initiatives.

Discipline Code			**# of Suspensions**						**# of Referrals**				
	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
001 Immunizations	*	*	*	*	*	*	*	*	*	*	*	*	*
002 Personal Health	*	*	*	*	*	*	*	*	*	*	*	*	*
101 Cutting Class	*	**18**	**19**	**16**	**18**	**12**	**30**	**25**	**19**	**16**	**19**	**12**	**30**
102 Tardiness	**≤10**	**29**	**≤10**	**23**	**24**	**23**	**59**	**227**	**229**	**272**	**212**	**32**	**68**
103 Truancy	*	**21**	**≤10**	**≤10**	**≤10**	**28**	**48**	**32**	**≤10**	**≤10**	**≤10**	**28**	**48**
201 Alcohol	**≤10**	**≤10**	*	**≤10**	*	**≤10**	**≤10**	**4**	*	**≤10**	*	**≤10**	**≤10**
202 Inhalants	*	*	*	*	*	*	*	*	*	*	*	*	*
203 Drugs	**≤10**	**≤10**	**≤10**	**≤10**	**≤10**	**≤10**	**≤10**	**6**	**≤10**	**≤10**	**≤10**	**≤10**	**≤10**

204 Tobacco	≤10	11	≤10	12	≤10	≤10	10	14	≤10	12	≤10	≤10	10
301 Firearms	*	*	*	*	*	*	*	*	*	*	*	*	*
302 Other Guns	*	*	*	*	*	*	*	*	*	*	*	*	*
303 Other Weapons	≤10	≤10	≤10	≤10	≤10	≤10	≤10	4	≤10	≤10	≤10	≤10	≤10
401 Physical Attack - Teacher/Staff	≤10	≤10	*	*	*	≤10	*	1	*	*	*	≤10	*
402 Physical Attack - Student	12	18	≤10	19	21	12	12	18	≤10	19	21	12	12
403 Verbal or Physical Threat to Teacher, Staff, or Others	≤10	≤10	≤10	*	≤10	≤10	≤10	4	≤10	*	≤10	≤10	≤10
404 Verbal or Physical Threat to Student	≤10	8	10	≤10	≤10	≤10	≤10	10	10	≤10	≤10	≤10	≤10
405 Fighting	13	18	22	19	22	16	39	18	22	19	21	16	39
406 Extortion	*	*	*	*	*	*	*	*	*	*	*	*	*
407 Bullying	*	≤10	≤10	*	*	*	*	1	≤10	*	*	*	*
408 Serious Bodily Injury	≤10	*	*	*	*	*	*	*	*	*	*	*	*
501 Arson/Fire	*	*	*	*	*	≤10	≤10	*	*	*	*	≤10	≤10
502 False Alarm/Bomb Threat	*	*	*	*	*	*	≤10	*	*	*	*	*	*
503 Explosives	*	*	*	*	*	*	*	*	*	*	*	*	*
601 Sexual Assault	*	*	*	*	*	*	*	*	*	*	*	*	*
602 Sexual Harassment	≤10	≤10	≤10	≤10	*	≤10	≤10	1	≤10	≤10	≤10	≤10	≤10
603 Sexual Activity	*	*	*	≤10	*	*	*	*	*	≤10	*	*	*
701 Disrespect	17	38	33	40	29	42	54	48	38	44	34	66	71
702 Insubordination	*	28	19	27	17	17	15	41	21	35	18	39	22
703 Harassment	*	≤10	≤10	≤10	≤10	≤10	11	8	≤10	≤10	≤10	≤10	19

704 Classroom Disruption	**74**	**14**	**22**	**14**	**15**	**19**	**30**	**32**	**36**	**31**	**24**	**64**	**45**
705 Inciting/Participating in Disturbance	*	**26**	**16**	**19**	**≤10**	**28**	**18**	**32**	**22**	**25**	**≤10**	**28**	**18**
801 Academic Dishonesty/Cheating	*	*	*	*	**≤10**	*	*	*	*	*	**≤10**	*	*
802 Portable Communication Devices	**≤10**	**12**	**≤10**	**10**	**≤10**	**23**	**44**	**40**	**30**	**92**	**37**	**43**	**95**
803 Theft	*	**≤10**	**≤10**	**≤10**	**≤10**	**≤10**	**≤10**	**5**	**≤10**	**≤10**	**≤10**	**≤10**	**≤10**
804 Trespassing	*	*	*	*	*	*	*	*	*	*	*	*	*
805 Unauthorized Sale or Distribution	*	*	*	*	*	*	*	*	*	*	*	*	*
806 Vandalism/Destruction of Property	**≤10**	**12**	**≤10**	**12**	**≤10**	**12**	**≤10**	**12**	**≤10**	**12**	**≤10**	**12**	**≤10**
807 Refusal to Obey School Policies	*	**118**	**92**	**76**	**47**	**72**	**148**	**143**	**105**	**127**	**87**	**104**	**161**

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.

Purpose Statement

The purpose of implementing Positive Behavior Supports and Interventions at Mountain Ridge High School is to:

- Create a more positive culture in the entire learning community: buses, extra-curricular activities and community households.
- Continue to improve life in school for all students.
- Challenge students and adults to maintain consistent expectations.
- Inspire positive behaviors within the learning environment.
- Empower the decision-making process by utilizing behavioral data.

School Goals

Students at Mountain Ridge High School will meet our three expectations:

- Be Respectful
- Be Responsible
- Be Ready To Succeed

Teacher and Staff Responsibilities

- Teachers and staff will teach, model, and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet our three expectations.

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

Teachers and staff will follow the Six Components of School-Wide PBIS:

1. Select and define expectations and routines. Expectations and routines need to be Observable, Acknowledgeable, and Teachable.
2. Teach behaviors and routines directly in all settings.
3. Actively monitor behavior
4. Acknowledge appropriate behavior.
5. Review data to make decisions.
6. Correct behavioral errors

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.

Improving the 9th grade HSA Government scores.
All incoming 9th graders enrolled in Government. Government is a requirement for graduation.

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

Previous Government HSA scores from 2013-2014 and 2014-2015 since the Government HSA has been reinstated as a requirement for graduation

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

It supports by preparing students to be college and career ready and on track to graduate.

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

Evidence of growth will be the results of the Government HSA exam in which all 9th grade students enrolled in Government class will have scored proficient or advanced on the test.

PRINCIPAL SLO 2

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

Constructed argumentative essay with textual evidence
All English I, II, and III students will do a pre and a post written essay involving critical thinking skills that are crucial to college and career readiness.

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

Data used to support this SLO will include student performance scores from the online Holt writing prompts which will be the pre-test data, and a second prompt will be used to assess progress as the post-test data

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

This supports the SIT goal of improving students' writing skills, use of academic vocabulary, using textual based evidence to defend a position, and it supports the goal of preparing students to be college and career ready.

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

The evidence to support student growth will be the Holt online scoring (rubric) that will be used for data retrieval from Pre-Assessment to Post Assessment.

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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.).

Parent Advisory Committee 2015 – 2016

Name	Position
Mr. James Jeffries	Representative
Mrs. Frannie Shaw	Alternate

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.**

_____ PARENT INVOLVEMENT PLAN

Expectations

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

I – Shared decision-making opportunities

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

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

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

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

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I - Shared Decision Making ◆ The parent involvement plan is developed with input from parents.	Back to School Night After Prom	**August 20, 2015** **May 7, 2016**	Leesa Blank, Stan Eisel, Gene Morgan Mrs. Nikki Logsdon, Sharon Mal
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.	Back to School Night MSDE Toolkit MRHS Website Parent Conference Days Classroom Syllabi Parent Meeting for College Registrati	**August 20, 2015** **Daily access to site** **Daily access to site** **Feb. 26, 2016** **First week of school** **Sept. 24, 2015** **8:30 A.M and 4:30 P.M. in school Library Media Center**	Leesa Blank, Stand Eisel, Gene Morgan MSDE Website Jeff Babich Gene Morgan Classroom Teachers Leesa Blank

2) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	Academic Endowment Group College Night Promotion Parent Conference Days Classroom Syllabi	**Ongoing** **October 14, 2015** **October 1, 2015 and Feb. 24, 2016**	Carey DeMichele Guidance Counselors Gene Morgan
3) Ensure information is presented in a format and/or language parents can understand.	MRHS Website ASPEN Classroom Syllabi School Messenger	**Daily** **Daily** **First week of school** **Ongoing**	Jeff Babich ACPS Classroom Teachers ACPS
4) Provide full opportunities for participation of parents of students from diverse backgrounds.	MRHS Website Follett Brytewave eBook lending libra	**Daily** **Daily**	Jeff Babich Jill Durst

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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.	SIT Meetings Instructional Leader Meetings After-school Department Meeting	See Management Plan #8 for dates	School Improvement Team Gene Morgan Instructional Leaders and Department Representatives
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Parent Group Responsibilities: Hospitality, Ongoing Publicity, Production, Fundraising, Correspondence, Finance, Student Merchandise	Ongoing Ongoing	Performing Arts-Michaela Linn-H Band-Kathy Anderson, President Derek Shank, Director Boys Soccer-Amy Shimko, Annie Trenum Girls Soccer-Rita Hegemen Football-Carey DeMichele Wrestling-Wendy Petenbrink Volleyball-Valerie Broadwater Boys Basketball-Dave Hobel Girls Basketball-Valerie Broadwa

XVI. TELL SURVEY

2015 EVALUATION

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

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

2013 to 2015 Evaluation:

ACTUAL Percent
_____2015% Factor: The average percent of teachers' favorable responses will increase from _44.7_% in 2013 to _50_% in 2015.

MET? (Yes/No)

ACTUAL Percent
_____2015% Item: The average percent for teachers' favorable responses will increase from__50_% in 2013 to __55__% 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?

2.1.c Teachers are feeling overwhelmed with the increased duties/time involved in the transitions into the Maryland College and Career Ready Standards, the preparation for PARCC testing, the Teacher/Principal Evaluation, and the writing of teacher SLO's. All of the changes have placed further demands on teachers' non-instructional time.

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

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Survey Factor (Domain)	**Time**
Item Number	2.1.d
Item Statement	Efforts are made to minimize the amount of routine paperwork teachers are required to do
School %	25.0%
County %	56.4%
State %	52.3%

Strategy: To enhance the school environment and improve teaching conditions related to the __time____ factor (domain).			
Item to be Addressed	**Activity**	**Person(s) Responsible**	**Timeline**
2.1.d	Strive to allow teachers to have entire planning period for instructional duties, within interruptions.	Administration Guidance counselors Faculty advisors	2015-2016 School Year

New Goal:

The average percent for teachers' favorable responses will increase from __25%__ in 2015 to __30%__ in 2017.

Section XVII. MANAGEMENT PLAN

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

   The full document will be available on the Mountain Ridge High School Website (www.mountainridgehigh.com). Ongoing discussion and evaluation will be held throughout the school year in the monthly Principal's Council, professional learning communities/department meetings, SIT meetings, and other staff meetings that will address SLO's, benchmarks, and assessment updates.

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

   Classroom and content area teachers will be responsible for collecting benchmarks data via the Engrade testing program. Departments will meet to discuss and analyze this data. Instructional leaders will submit data to the principal and SIT chair to be recorded in the School Improvement Plan, which will be evaluated by the SIT members.

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

   Monthly department meetings and Principal's Council meetings will evaluate available data and make recommendations to the SIT team. As part of that review process, changes in the plan will be addressed at that time and appropriately modified.

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

   Content area teachers will administer benchmarks and collect data for the School Improvement Team. As schools transition to PARCC, teachers, administrators, and the School Improvement Team will also analyze available data from field testing, SLOs, and benchmarks for instructional purposes

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

   - Back to School night was held on August 20, 2015, to explain the academic requirements and goals, school rules and policies, and school programs that are offered to students and parents.

   The full document is available on the Mountain Ridge High School and ACPS websites.

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

- The Mountain Ridge High School Website will include updates and changes as appropriate.
- The meetings of the learning communities, departments, and SIT committee will be used to discuss revisions and updates.

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

Members of the Central Office will offer data and guidance during the development of the initial plan. Members will be asked to assist with making revisions and updates based on available data and the MDReport Card. Central Office staff will also meet with the SIT to approve the plan

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

- ***After School Department Meetings***
  Sept. 23rd, Oct. 26th, Nov. 30th, Dec. 21st, Feb. 1st , Feb. 18th, Mar. 31st, Apr. 27th, May 26th
- ***Principal's Council (7:20-7:40 a.m.)***
  Sept. 21st, Oct. 22nd, Nov. 23rd, Dec. 17th, Jan. 25th, Feb. 16th, Mar. 29th, Apr. 25th, May 23rd
- ***Meeting Dates for School Improvement Team***
  Oct. 7th, Nov. 10th, Feb. 8th, Mar. 15th, May 10th

Allegany County Public Schools
2015 – 2016 School Improvement Plan

Name	Position	Signature	Date
Leslie Martin	Co-Chairperson	Leslie Martin	10/22/15
Jill Durst	Co-Chairperson	Jill Durst	10/22/15
John Wade	Instructional Leader, Science	John Wade	10-22-15
Gary Athey	Biology	Gary W. Athey	10/22/15
Heather Malec	Spanish Department Chair	Heather K. Malec	10.22.15
Stephanie Marchbank	Instructional Leader, English	Stephanie Marchbank	10/22/15
Rob Duncan	Instructional Leader, Math	Rob Duncan	10/22/15
Doug Baker	Instructional Leader, Social Studies	Doug Baker	10/22/15
Valery Broadwater	Physical Education	Valery Broadwater	10/22/15
Melissa Hankinson	Consumer Sciences	Melissa Hankinson	10/22/15
Tina Mowery	Art	Tina Mowery	10/22/15
Ryan Patterson	Government	RP	10/22/15
Jennifer Bonsell	English	JL Bonsell	10/22/15
Alan Twigg	Special Education	Allan Twigg	10-22-15
Hayden Lindsey	Student Council President	Hayden Lindsey	10/22/15
Robert Culler	Parent Representative	Robert Culler	10/22/15
James Evans	Assistant Principal	James E. Evans III	10/22/15
Stephanie Wesolowski	Assistant Principal	Stephanie Wesolowski	10/22/15

Principal: Gene Morgan 10/22/15

(Signature) (Date)