

Allegany County Public Schools
2024-2025
High School Improvement Plan

School: **Allegany High School**

Principal: **Heidi Laupert**

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I. INTEGRATED EDUCATIONAL FRAMEWORK
A. VISION, MISSION, AND CORE VALUE

Mission Statement

At Allegany High School, education is a collaborative effort involving the student, the teacher, the home, the school, and the community, creating an academically challenging environment in which the student can learn and develop according to ability and interest.

Vision

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

Core Values

As Allegany Campers, we value dependability, dignity, and determination above all else. To us, dependability means being on time, prepared, and ready to learn. To Allegany, being dignified means behaving in a manner worthy of respect. To Campers, being determined means being adaptable and willing to continue to do what is necessary to overcome challenges. These core values are expected by all staff and students in the classroom, hallways, restrooms, and at extracurricular/athletic events. We are Campers in 3D: Dependable, Dignified, and Determined.

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B. SCHOOL CLIMATE AND CULTURE

Climate

Allegany High School prides itself on a welcoming school climate. That positive climate starts with the administration, office staff, guidance, teachers, and staff members who all strive to make students feel welcome and safe as they enter the school each day. Working together, staff, faculty, and students, pride themselves in their ability to build positive relationships that foster a safe and secure learning environment. Our school facility, itself, is a place where students feel comfortable and secure. Staff and students work together to maintain a space that is clean, neat, and promotes school spirit - creating a place where students feel encouraged to learn and succeed.

Culture

At Allegany High School, we have a culture of acceptance for all students, regardless of socioeconomic background, abilities, or gender identity. Allegany has a reputation for academic success and that tradition continues - we instill the value of and importance placed on academics from the time students enter the school as freshmen. Student and faculty successes are shared and announced with the entire school to build positivity in our school community. We build a culture of openness with our students by encouraging them to speak their minds and express concerns. Students at Allegany know they have a faculty and staff that is here to support them both academically and emotionally, students feel supported and comfortable to be themselves. Likewise, faculty and staff are able to work collaboratively and communicate with each other in a way that serves the best interests of our school. Overall, Allegany is a wonderful place to work, visit, and receive an education.
We are Campers in 3D!

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II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? 6

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		3	3
Teachers		49	49
Itinerant staff		5	5
Paraprofessionals		5	5
Support Staff		6	6
Other		21	21
Total Staff			89

B. Student Demographics

Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	n/a
Hawaiian/Pacific Islander	≤10
African American	37
White	578
Asian	14
Two or More Races	61
Special Education	63
LEP	≤10
Males	358
Females	359
Gender X	2
Total Enrollment	719
FARMS Rate (2023-2024)	52.98%

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Special Education Data 2024-2025 School Year

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	8	06 Emotional Disturbance	2	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	21	14 Autism	2
04 Speech/Language Impaired	2	09 Specific Learning Disability	24	15 Developmental Delay	0
05 Visual Impairment	1	10 Multiple Disabilities	3	TOTAL COUNT	63

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III. ATTENDANCE

Table 4a	2022-2023	2023-2024
Grade Level – School Level	Attendance Rate	Attendance Rate
All Grades	88.3	88.6
Grade 9	89.1	88.7
Grade 10	89.0	88.4
Grade 11	88.1	89.9
Grade 12	86.1	87.2

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024
All Students	88.3	88.6
Hispanic/Latino of any race	87.1	84.1
American Indian or Alaska Native	66.2	n/a
Asian	94.5	95.9
Black or African American	84.6	83.6
Native Hawaiian or Other Pacific Islander	93.9	85.8
White	88.6	89.1
Two or more races	86.1	85.9
Male	88.5	88.7

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Female	88.1	88.5
EL	96.3	93.4
Special Education	83.6	84.1
Free/Reduced Meals (FARMS)	84.5	84.4

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

Overall, attendance for AHS has declined in recent years. However, this past year, Allegany did show a very slight improvement for all students, going from 88.3% to 88.6%, hopefully indicating that the declining trend is at an end. Our attendance rate performance is indicative of many issues occurring in education that impact students coming to school. We, like most high schools across the nation, have struggled with an increase in mental health issues among our students in the wake of the covid pandemic. Other challenges include drug use, decreased parental involvement, and increased distractions of social media and cell phone usage. For the most part, all subgroups have decreased in regard to the annual attendance percentage rate as well as our entire school population. FARMS and white students are of a concern because they do encompass the majority of our school population.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.

The Pupil Service Team will meet weekly to discuss students with attendance issues/concerns. Any issues that need immediate resolution will be addressed in between PST meetings.

Year round, individual attendance issues will result in letters being sent home from the school, attendance meetings between AP, PPW, parents, and students.

Through the AHS PBIS Program, attendance is emphasized. In November, students with outstanding attendance will receive donuts and coffee. At the end of the year, students will receive camper cash for outstanding attendance which can be used for events at the Camper Carnival held at the end of the school year.

Short-term incentives for students to encourage them to attend school on half days, which have historically low attendance rates, include providing fun activities on these days including games and competitions to take place during the school day. These activities include the Turkey Trot and Reindeer Romp that occur on the half days before Thanksgiving and Winter breaks, respectively. Another short-term incentive targeting the 2 weeks prior to a school break, which also have historically low attendance rates, includes a reward certificate and full-size candy bar for students with perfect attendance during those two weeks.

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Chronically Absent

Chronically absent is defined as missing 10% or more of days enrolled in a school year.

MD Report Card reports students NOT chronically absent.

Table 5	2022	2023	2024
Not Chronically Absent (percentage)	49.2	60.1	58.2
Report Card Points Earned	2.5	1.5	1

Habitually Truant

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is 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.

Table 6	2022	2023	2024
Habitually Truant (percentage)	12.28	7.81	9.56
Habitually Truant (student count)	89	52	65

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

By the end of the school year, reduce student absences by 10% compared to last year through targeted communication efforts and a rewards program, with progress tracked weekly and adjustments made every four weeks. The following supports and interventions will be utilized:

- The school resource officer makes home visits when necessary; charges are filed when appropriate.
- At the start of the school year, feeder schools will be consulted to identify students who are at high risk for habitual truancy.
- Year round, the attendance officer, PPW, and APs will make phone calls as needed to check on habitually truant students.
- Attendance meetings will hold students and parents accountable for their individual attendance.
- PBIS incentive programs including donuts and hot chocolate in November and the Camper Carnival in the spring (as well as quarterly incentives) will encourage and reward good attendance throughout the school year.

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- Monthly attendance challenges communicated through the use of Allegany Morning Live

IV. GRADUATION RATE – High Schools Only

Goal: All students will graduate from high school.

Four –Year Adjusted Cohort Graduation Rate		
Subgroup	2021-2022 (indicated on 2023 Report Card)	2022-2023 (indicated on 2024 Report Card)
	Grad Rate (%)	Grad Rate (%)
Maryland Graduation	86.3	85.8
Allegany County Public Schools	90.8	86.5
School All Students	93.3	85.2

01. Did the graduation rate increase or decrease? Decrease

Did the school meet the annual graduation target for all students as indicated on the 2023-2024 Maryland Report Card? No

02. Describe the changes or adjustments that will be made and include a timeline or factors contributing to positive results that will be maintained.

By the end of the next academic year, we will increase the graduation rate by 3% by providing additional academic support, mentorship, and interventions for at-risk students, with progress tracked and evaluated at the end of each semester.

- Continue to develop positive relationships with parents (Year round).
- Work within the school community to allow students the opportunity to succeed; UDL and GRR Framework emphasized by ALL
- Use of Peer Mentoring, Check and Connect, the Academic Village, PBIS Incentives
- Continued supportive actions through the use of Project YES

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- Summer School, After-School Credit Recovery
- NHS Tutoring offered during lunch shifts, Before and After-school tutoring by certified teachers

9th Grade on Track: The percentage of students, by the end of 9th grade, earning at least four credits in any of the following:

English language arts

Mathematics

Science

Social Studies

World Language

Goal: All students will be on track to graduate by earning at least 4 credits in the 5 areas listed.

Table 7b:	2022	2023	2024
9th grade on track (percent)	81.2	79.7	80.3

Describe the school's plan for increasing the percent of 9th graders on track.

In order to increase the percentage of 9th graders on track, Allegany has implemented several strategies. First, during the first week of school, the Guidance department spoke with all 9th graders at their class meeting. Guidance staff conveyed to 9th graders the importance of staying on track for graduation, starting with their freshman year. They explained the requirements for graduation, their need to complete five credits during this current school year to be on track with their peers, and how staying on track opens up further opportunities to attend early college classes, the Career Center, and P-tech, etc... programs. They discussed strategies for staying on track like regular attendance to school and maintaining passing grades in classes. The other main strategy for improving 9th graders on track was to keep parents/guardians informed of the importance of earning 5 credits freshman year. To implement this strategy, a letter was sent home to all 9th grade families, as well as posted on Schoology and Facebook. This letter discusses the requirements for graduation and encourages families to take an active role in supporting their 9th graders' success in school. The letter encouraged regular attendance, monitoring your child's grades, prioritizing homework, explaining the purpose of grades and tests, encouraging participation in extracurricular activities, and motivating your child to succeed. By ensuring that all 9th graders and their families understand the importance of being on track for graduation beginning in 9th grade, as well as supplying them with strategies to help their students succeed, Allegany staff and faculty expect to see an increase in 9th graders on track in the upcoming school year.

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V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2021-2022	2022-2023	2023-2024
Total Referrals	308	413	580
All Suspensions	108	79	84
In School	0	0	0
Out of School	57	79	84
Sexual Harassment Offenses	0	0	3
Harassment/Bullying Offenses	1	7	1

2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

Total suspensions increased slightly from 79 in 22-23 to 84 in 23-24. We do not consider this change to be a significant increase. However, we do expect to see a decrease in suspensions in response to our interventions to decrease referrals.

The total number of referrals has increased from 413 in 22-23 to 580 in 23-24. We believe that the implementation of a digital hall pass system as a pilot program was the reason for the increase in referrals without a significant increase in suspensions. Referrals for vaping almost doubled and referrals for students arriving tardy to class more than doubled. The large increase in these two areas is attributed to the use of a digital hall pass system. In previous years, we were aware that students were vaping in the bathrooms, but we were unable to catch them due to the lack of air quality sensors in the restrooms. As we piloted the digital hall pass system, we were able to more quickly identify the students who were vaping and begin an intervention strategy in a more timely manner. We also saw an increase in the number of referrals for students tardy to class. This was also due to the pilot program of the digital hall pass system. Although we saw an increase in the number of referrals for tardy to class and vaping,

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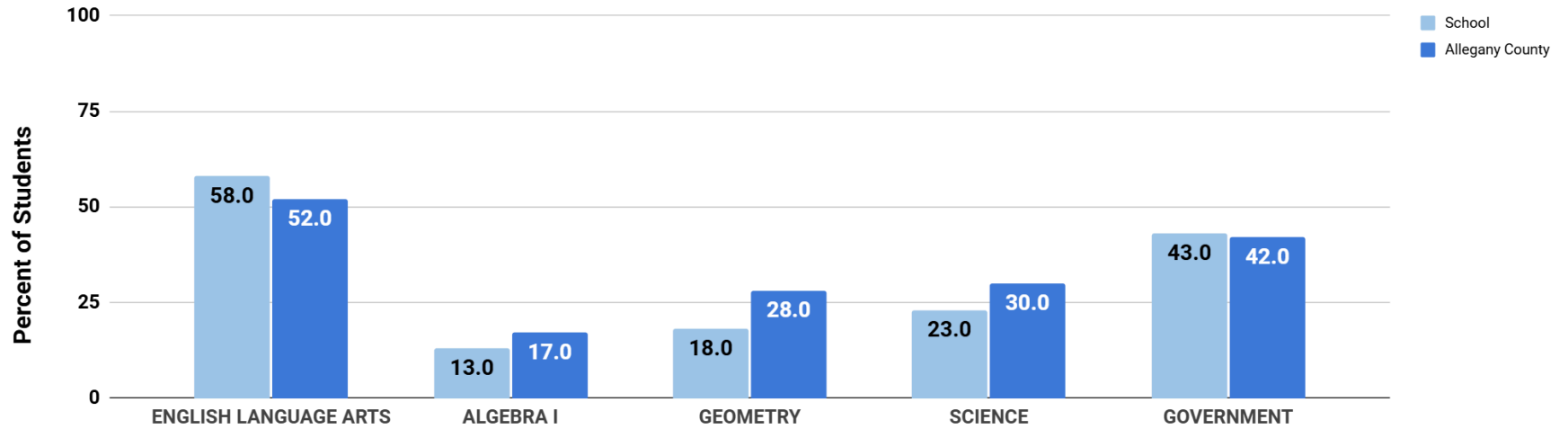
students and staff believe that addressing these issues in a more timely manner and using early intervention strategies will decrease the number of referrals with continued use of the system; with students aware that the digital hall pass system makes them more likely to receive referrals for vaping and tardiness, we expect these behaviors to decrease. Our school is asking for the ability to continue a digital hall pass system in order to decrease the number of classroom and instructional disruptions by having a system that quickly identifies students who are tardy to class and who are leaving class to vape. We have also seen a decrease in the number of bullying incidents which we attribute to the use of the digital hall pass system. Students were quick to report suspicion of bullying behavior and we were able to use the conflict intervention tool to allow the alleged victim to avoid the alleged bully within our building.

VI. EARLY LEARNING (Elementary Only)

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VII. ACADEMIC PROGRESS

2024 Allegany Proficiency Rates

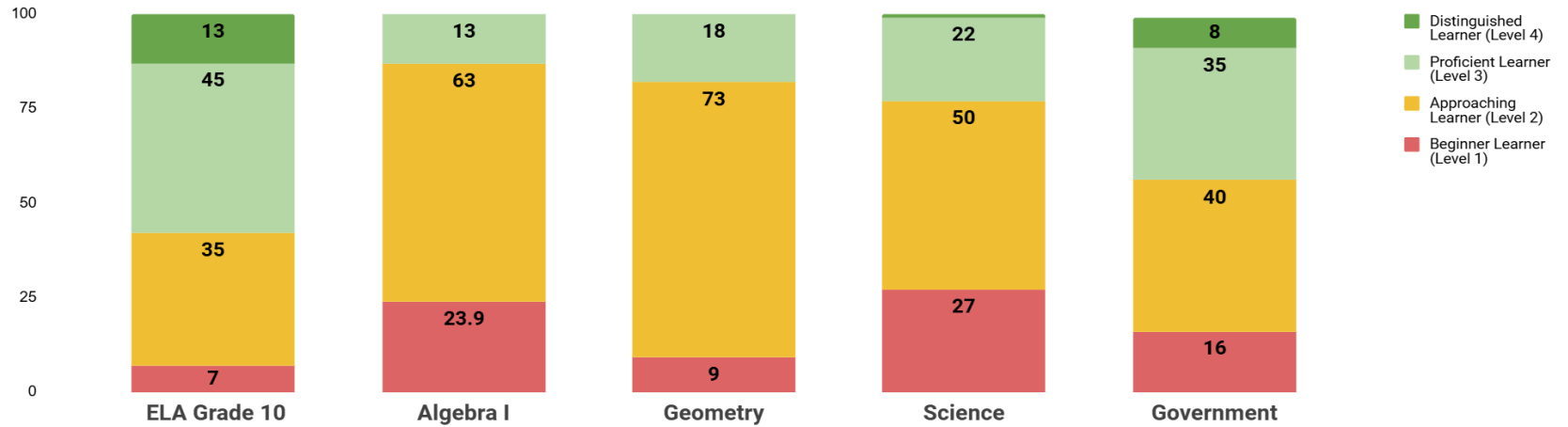


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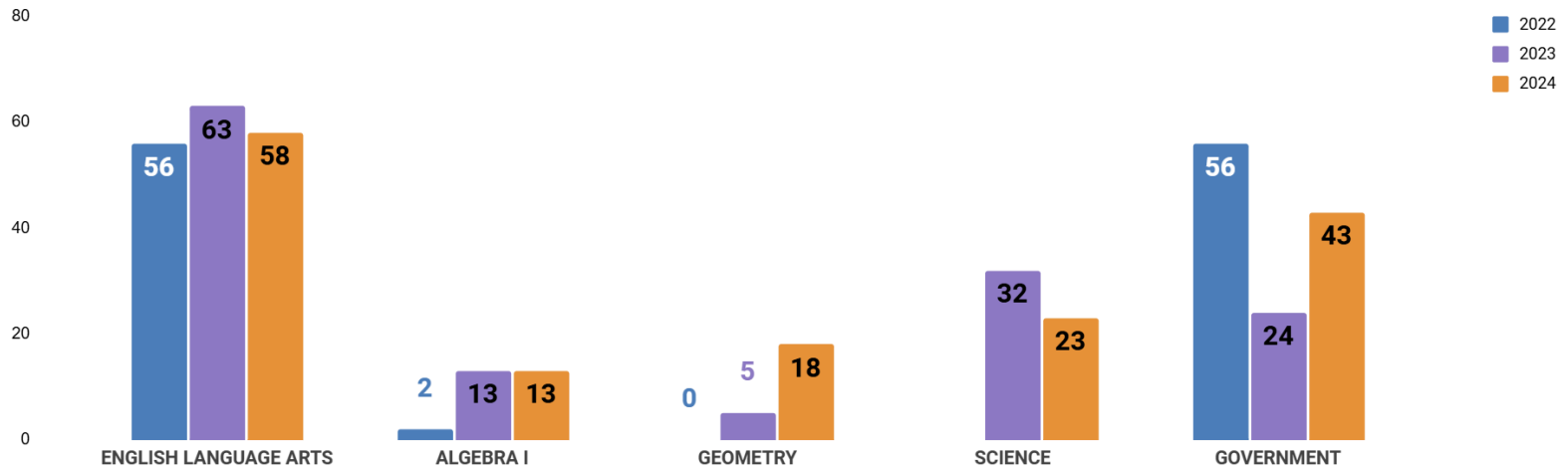
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2024 Allegany Proficiency Levels



Allegany Proficiency Rate Trend (2022-2024)



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A. ENGLISH LANGUAGE ARTS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation to reduce the 2017 non-pass rate by 50% by the year 2030

Short Term Goal: to increase proficiency rates and to close or reduce achievement gaps between subgroups and their counterparts

ELA FOCUS AREA 1:	Cite Textual Evidence from Complex Text
Focus Area Goal	By the end of the academic year, improve students' ability to understand complex texts, including longer passages and comprehension prompts, by at least 10%, as measured through benchmark reading assessments, written responses, and MCAP Assessments (10th grade students).
Root Cause(s):	<p>Students struggle to read complex texts.</p> <p>Why? Students lack the necessary foundational skills and strategies to decode and comprehend complex texts effectively.</p> <p>Why? Teachers are not able to consistently provide targeted instruction on reading strategies due to time constraints.</p> <p>Why? Teachers need more time to thoroughly internalize the units and daily lesson plans to effectively teach complex texts.</p> <p>Why? Teachers currently have insufficient time to research, develop, and implement appropriate strategies and scaffolds based on student needs.</p> <p>Why? The current curriculum design and scheduling do not allocate enough dedicated time for teachers to properly prepare and tailor lessons based on student performance and benchmarks.</p>
Focus Content Standard(s):	<p>CCSS.ELA-LITERACY.RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Barriers:	<ul style="list-style-type: none"> • All English students require increased exposure to reading texts in digital formats, as the skills necessary to analyze texts online differ significantly from those required for analyzing print-based materials. • Students often encounter difficulties in recognizing and mastering the distinct skills required for a

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	<p>comprehensive analysis of a text.</p> <ul style="list-style-type: none"> • There is a lack of readily accessible practice materials aligned with MCAP • Students continue to struggle with understanding academic vocabulary • Students' lack of basic comprehension of organizational frameworks and structural elements in both informational and literary texts.
Needed Resources:	<ul style="list-style-type: none"> • Access to additional MCAP practice tests and related materials (specifically paired passages).
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Teachers will be provided collaborative planning time to develop resources that can support student learning, including time to collaborate with special education faculty. • Teachers will conduct practice MCAP exams and review the answers with students to address any misconceptions. • Incorporate the SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, and Tone) strategy into instruction. • Use the Notice and Note Sign-post strategy to enhance student engagement with texts. • Implement graphic organizers to support student comprehension and organization of ideas. • Integrate R.A.C.E.S. Writing strategies to improve student writing. • Provide direct, explicit, and systematic instruction of literacy components through gradual release of responsibility. • Differentiate instruction and apply Universal Design for Learning (UDL) principles for students requiring additional support or acceleration during Tier 1 instruction. • Assess student progress through Document Based Questions (DBQs), county-based Benchmarks, and Into Literature Selection Tests. • Utilize specially designed remediation lessons to prepare students for assessments.
How will it be funded?	<p>The Board of Education has allocated half-day substitute coverage to facilitate collaborative planning among educators.</p>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • During monthly collaborative planning, ELA will research strategies that provide better scaffolds for learning. • Teachers will analyze benchmark data in an effort to modify their instructional practices for their students. • During Supervisor Professional Development and Team Planning Times, ELA will evaluate data, explore evidence-based strategies, and develop plans to optimize classroom instruction.

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	<p>(August, November, February)</p> <ul style="list-style-type: none"> Support for the Literacy Coach will continue.
Monitoring Procedure:	<ul style="list-style-type: none"> Collect data from various sources, including: <ul style="list-style-type: none"> County benchmark scores Implementation of Document-Based Questions (DBQs) Student responses to in-class assignments Both summative and formative assessments (formal and informal) Use MCAP rubrics for writing to evaluate student progress. The Literacy Coach will conduct Learning Walks to systematically gather data on student advancement. Data from Learning Walks will inform further instructional adjustments.

ELA FOCUS AREA 2:	Vocabulary In Context
Focus Area Goal	By the end of the academic year, improve students' ability to discern the meaning of words and phrases in context, including figurative and connotative meanings, by 10%. This will be measured through a combination of MCAP performance, formative assessments, including vocabulary quizzes, written analyses, and benchmark assessments, with a focus on how specific word choices influence meaning and tone, such as evoking time and place or establishing a formal or informal tone.
Root Cause(s):	<p>Students are underperforming on standards RL and RI 10.4</p> <p>Why? Students are struggling with determining the meaning of words or phrases within a text.</p> <p>Why? Students struggle to internalize the complex text.</p> <p>Why? Students do not have the proper background knowledge to read complex texts and they do not have strategies in place to support their reading when they come to unknown words or phrases.</p> <p>Why? Evidence shows that students are struggling with vocabulary which prohibits them from truly understanding what they are reading and then taking that information and writing about it.</p> <p>Why? The lack of time teachers spent on instruction and the textbooks lack of strong resources for vocabulary in TIER I. Teachers also struggle properly scaffolding the more complex text that students are reading.</p>

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Focus Content Standard(s):	<p>CCSS.ELA-LITERACY.RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CCSS.ELA-LITERACY.RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
Barriers:	<ul style="list-style-type: none"> • As addressed in the previous goal, Students struggle to read complex texts. • Exposure to vocabulary strategies is inadequate. • Teachers are not providing students with more opportunities for independent reading. • Teachers did not understand the importance of complex text rather than providing students with text on their Lexile level.
Needed Resources:	<ul style="list-style-type: none"> • Additional vocabulary resources and strategies are needed to supplement the materials provided in the Into Literature textbooks. • Access to MCAP practice tests and related resources would be beneficial to further support student learning and preparation.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • During collaborative planning, teachers will: <ul style="list-style-type: none"> ○ Identify materials within the approved supplementary curriculum to support vocabulary and comprehension. ○ Focus on making inferences and comparing and contrasting texts. • Teachers will select and use the best scaffolds for the students in their classroom, applying Universal Design for Learning (UDL) principles. • Analysis of benchmark, unit, and selection tests will help teachers identify terms that students still struggle with. • Science or Reading Explicit Instruction of Vocabulary • The Gradual Release of Responsibility (GRR) model will be utilized to help students navigate unknown words or phrases.

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	<ul style="list-style-type: none"> Teachers will use the Unit and Lesson Planning documents from TNTP to guide collaborative discussions.
How will it be funded?	The Board of Education has allocated half-day substitute coverage to facilitate collaborative planning among educators.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> During monthly collaborative planning, ELA will research strategies that provide better scaffolds for learning. Teachers will analyze benchmark data in an effort to modify their instructional practices for their students. During Supervisor Professional Development and Team Planning Times, ELA will evaluate data, explore evidence-based strategies, and develop plans to optimize classroom instruction. (August, November, February) Support for the Literacy Coach will continue.
Monitoring Procedure:	<ul style="list-style-type: none"> Implementation of Unit and Lesson internalization documents will assist teachers in anticipating where students may struggle Collect data from various sources, including: <ul style="list-style-type: none"> County benchmark scores Implementation of Document-Based Questions (DBQs) MAP assessment results Student responses to in-class assignments Both summative and formative assessments (formal and informal) Use MCAP rubrics for writing to evaluate student progress. The Literacy Coach will conduct Learning Walks to systematically gather data on student advancement. Data from Learning Walks will inform further instructional adjustments.

Universal Design for Learning for ELA

UDL Principle/Mode	Representation – This is how the teacher presents the information.

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Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> • Employ multiple methods of expressing course content, utilizing different modes (visual, graphic, verbal, auditory, etc.) so students have varied ways to access the course content. • Provide multiple ways of clearly identifying and explaining essential course concepts (lecture with guided notes, etc.). • Ensure accessibility in all course content and materials (accessible websites, captioned videos, textbooks, etc.). • Provide examples and/or illustrations of all major course assignments or activities.
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge. <ul style="list-style-type: none"> • Offer clear and specific feedback on assignments and as appropriate, encourage re-submission of assignments. • Allow students to demonstrate their knowledge of subject matter through a variety of means (oral presentation, written report, etc.). • Encourage the use of assistive, adaptive, or other technologies to ensure that students can accurately express what they know. • Provide clear guidelines and/or evaluation rubrics for all major course assignments or activities.
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement <ul style="list-style-type: none"> • Offer varied instructional methods to involve students in the learning process (lecture, small group work, online assignments, class discussion, etc.). • Encourage natural support systems (peer academic networks, partner work, small groups, etc.) in and outside of class. • Provide alternatives for students on how they can participate or complete designated course assignments or activities.

B. MATHEMATICS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to increase proficiency rates and to close or reduce achievement gaps between subgroups and their counterparts.

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MATH FOCUS AREA 1:	Algebra 1 Content Standards
Focus Area Goal	By the end of the 2024-2025 school year, students will increase their proficiency on the Algebra 1 standards by 5% as measured by the 2025 Algebra 1 MCAP.
Root Cause(s):	<p>Students are underperforming on Algebra I; specifically, they are unable to properly solve quadratics to find equivalent forms.</p> <p>Why? Students lack the vocabulary and basic reading comprehension skills to apply their math knowledge.</p> <p>Why? Insufficient practice with reading comprehension strategies in math contexts (e.g., interpreting word problems, understanding instructions).</p> <p>Why? Students do not have previous knowledge of how to solve equations with multiple steps and basic math facts.</p> <p>Why? Lack of consistent exposure and practice with integer rules in previous math courses, leaving students with gaps in their understanding.</p>
Focus Content Standard(s):	<p>A.REI.B.4b Solve quadratic equations with rational number coefficients by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.</p> <p>A.APR.A.1 Understand the polynomials form a system analogous to integers mainly they are closed under the operations of addition, subtraction, and multiplication. Add, subtract, and multiply polynomials.</p> <p>F.IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of the real world context.</p>
Barriers:	<ul style="list-style-type: none"> • The number of problems similar to the assessment is insufficient. • The extended time required to complete problems limits the number of problems that can be covered in class. • Longer problems demand more attention to detail and focus. • Quadratics is a new standard for students, building over weeks of instruction, requiring them to retain, apply, and use the concepts at a high level of thinking.
Needed Resources:	N/A

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Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Teachers will create spiral warm-up reviews so all newly learned standards are practiced and refreshed throughout the school year. Teachers will create more examples and practice problems where students must choose the correct way to solve quadratics to find a key feature (solutions, vertex, equivalent equations). Teachers will provide consistent opportunities to work on grade-appropriate assignments, such as administering assessments that use MCAP like problems. After school tutoring will be offered to students that can benefit from individualized instruction.
How will it be funded?	<p>The Board of Education has allocated half-day substitute coverage to facilitate collaborative planning among educators.</p> <p>After school tutoring will be funded through the county.</p>
Steps towards full implementation with timeline:	Quadratics will be moved to start at the beginning of the third marking period and continue until testing begins.
Monitoring Procedure:	Students' progress will be monitored through teacher's weekly assessments and county benchmarks.

MATH FOCUS AREA 2:	Modeling and Reasoning MCAP Problems
Focus Area Goal	By the end of the 2024-2025 school year, students will improve their vocabulary and reading comprehension skills related to real-world problems by practicing problem-solving strategies weekly, and demonstrate the ability to break down and solve multi-step real-world problems. The goal will be an increase of 5% in both Modeling and Reasoning standards on the 2025 Algebra 1 MCAP.
Root Cause(s):	<p>Students struggle to understand and solve real-world problems, affecting their ability to approach multi-step problems with confidence</p> <p>Why? Students may not understand how to approach complex problems, leading them to feel overwhelmed and unsure of where to start.</p> <p>Why? Limited integration of reading comprehension instruction with mathematical problem-solving, is leaving students unable to effectively extract and interpret data from word problems.</p> <p>Why? Students are not being explicitly taught or regularly practicing systematic problem-solving approaches (e.g., identifying the problem, breaking it down into manageable steps).</p>
Focus Content Standard(s):	<p>A1.R.5: Identify a correct method and justification given two or more chains of reasoning.</p> <p>A1.R.4: Given an equation reason about the number and/or nature of the solutions.</p>

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	<p>A1.M.4 Interpret the solution of a real world problem in terms of context.</p> <p>A1.M.6 Solve multi step contextual world problems with degree of difficulty appropriate to the course, requiring application of course-level knowledge and skill articulated in the standards.</p>
Barriers:	<ul style="list-style-type: none"> • There is currently no school-wide problem-solving strategy in place. • There is a lack of problems similar to those found on the assessments. • The time required to complete problems exceeds available class time, limiting the number of problems that can be covered and leading to a loss of student focus. • Students lack familiarity with different number families. • Students are not accustomed to being given solutions and then identifying and correcting mistakes. • Students struggle with open-ended problems that do not have specific, predefined answers.
Needed Resources:	School-wide problem solving strategy.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Teachers will meet during departmental planning times to create a school wide problem solving strategy. • Teachers will utilize strong instruction (direct, explicit, systematic) that lets students do most of the thinking in the lesson. • Teachers will model time management skills and facilitate practice of those skills. • Teachers will provide MCAP like problems to help them with the higher level thinking skills needed to find mistakes in given work. • Teachers will provide clear and consistent feedback on how to justify their mathematical work. • Tutoring will be provided after school by teachers.
How will it be funded?	<p>The Board of Education has allocated half-day substitute coverage to facilitate collaborative planning among educators.</p> <p>After school tutoring will be funded through the Board of Ed.</p>
Steps towards full implementation with timeline:	During the December Math Department meeting, a problem solving strategy was chosen (Polya's problem solving method). Teachers will use the problem solving strategy with students, assign problems, and bring back feedback and analyze student performance to modify implementation of the new strategy to following department meetings.
Monitoring Procedure:	Students' progress will be monitored through assessments and individual tasks to be scored by

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	teacher/department/self/peers.
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Universal Design for Learning for MATH.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> Teachers will use interactive notetaking that will contain the gradual release model of instruction, along with the online Reveal textbook. Teachers will use the online program ALEKS that is linked to the online textbook to create assignments. Teachers will use the graphing calculator to assist when standards allow the use of calculators.
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge. <ul style="list-style-type: none"> Teachers will use Algebra Tiles to provide visual representation of abstract concepts. ALEKS assignments allow multiple attempts at questions and instant feedback for timely assistance in learning the standard being tested. Online EDCITE assessments that are created with MCAP like questions. Monthly Modeling and REasoning tasks
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement <ul style="list-style-type: none"> Modeling behaviors for resilience in completing longer problems. Use the school wide problem solving strategy clearly and consistently. Provide opportunities for students to answer a Modeling and/or Reasoning question. Provide students opportunities for students to grade Modeling and/or Reasoning questions. Peer tutoring ALEKS online tutor

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C. SCIENCE

FOCUS AREA 1:	Students taking the MISA in Spring 2025 will improve their proficiency rate by increased instruction that focuses on Critiquing Practices.
Focus Area Goal	Our goal will be for a 5% increase in the number of students that receive a score of proficient or higher on the LS-MISA. For the 2023-2024 MISA results, Allegany had 23% of students perform at the proficient level or above. Writing has been identified by state officials as the area in which students perform the weakest. By addressing critiquing practices, students improve their writing skills by being able to respond to writing prompts that instruct them to construct and defend arguments and /or models based on scientific evidence. Last year's score reports did not include item analysis data, however, prior years' data indicated that students are struggling with sense-making practices.
Root Cause(s):	<p>Writing performance on the LS-MISA shows a need for improvement across all cohorts.</p> <p>Why? Students fail to complete writing prompts fully and accurately.</p> <p>Why? Students do not understand the question or how to answer the question.</p> <p>Why? Students struggle with reading and writing skills in science classes. Lack of writing skills makes it difficult for students to express their arguments.</p> <p>Why? Science teachers struggle to teach science concepts along with foundational reading and writing skills. Therefore, students that are struggling with these skills will continue to struggle with them as they apply to writing about science topics. Teachers need more resources and time to teach these skills along with their content areas.</p> <p>Why? Gaps in foundational reading comprehension and writing skills that arise from ability levels, lack of motivation, and failure to persevere.</p>
Focus Content Standard(s):	<p>NGSS Science and Engineering Practices:</p> <ol style="list-style-type: none"> 1. Engaging in argument from evidence. 2. Obtaining, evaluating, and communicating information. <p>HS-LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.</p> <p>HS-LS2-8: Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p> <p>HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.</p>

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	<p>HS-LS4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>HS-LS4-5: Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p> <p>HS-PS4-3: Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.</p> <p>HS-PS4-4: Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.</p> <p>HS-PS4-5: Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.</p> <p>HS-ESS1-3: Communicate scientific ideas about the way stars, over their life cycle, produce elements.</p> <p>HS-ESS1-5: Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.</p> <p>HS-ESS2-7: Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.</p>
Barriers:	There are not enough practice questions to help prepare students for answering these questions in the format of the test. Students lack foundational reading and writing skills to be able to perform on the LS-MISA.
Needed Resources:	More practice questions in the MISA format that require critiquing practices
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Teachers will facilitate instruction to teach test taking strategies. Teacher will model how to formulate and support an argument based on evidence. The teacher will provide practice problems throughout the school year as formative assessments and by utilizing county benchmarks. Newsela is a program that provides writing activities requiring critiquing practices. Teachers will provide students with assignments from Newsela throughout the school year. Teachers will practice with rubric-scored questions similar to those found on the MISA. Students will be given writing prompts in which they need to read from multiple sources and types of information (graphs, data tables, etc...) in order to improve their critiquing practices (evaluating information, engaging in argument). Tutoring will be provided after school by teachers and during the school day by National Honors Society students.
How will it be funded?	The after-school tutoring will be funded through grant funds. No other funding is required.

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Steps towards full implementation with timeline:	Per Quarter: Teachers will administer county benchmarks to provide students with practice answering MISA questions that require them to evaluate information. Ongoing: Teachers will provide assignments that require writing and will be scored based on a rubric. Spring 2025: Students will prepare students for the MISA by administering released items for students to practice and receive feedback on their performance.
Monitoring Procedure:	Students' progress will be monitored through teacher-created assessments and county benchmarks.

FOCUS AREA 2:	Students taking the MISA in Spring 2025 will improve their proficiency rate by increased instruction that focuses on Sense-Making practices, which include analyzing and interpreting data, constructing explanations, and constructing models to understand phenomena.
Focus Area Goal	Students will be able to develop and use models. They will be able to analyze and interpret data. They will be able to construct explanations. All of these skills are included on the LS-MISA. By improving these skills, our goal is to see a 5% increase in the number of students that are proficient or above on the 2025 administration of the LS-MISA. In 2024, only 23% of students performed at the proficient level or above. Last year's score reports did not include item analysis data, however, prior years' data indicated that students are struggling with sense-making practices.
Root Cause(s):	All cohorts of students struggle with sense-making practices. Why? These questions require higher-level thinking and comprehension skills that many students lack. Why? Students have not had much experience with these types of questions, especially those about models, but also with analyzing and interpreting data. They are not familiar with the process of developing a model or are uncomfortable and insecure with their abilities to develop their own model or trust their interpretation of data. Why? Students have not had enough practice and/or feedback for them to develop confidence answering these types of questions. Why? Teacher's in the past have lacked resources to help them teach these skills. Why? Development and incorporation of NGSS into science classrooms has been ongoing but more emphasis on these sense-making practices is needed for students' scores to improve.
Focus Content Standard(s):	NGSS Science and Engineering Practices: <ol style="list-style-type: none"> 1. Developing and Using Models 2. Analyzing and Interpreting Data 3. Constructing Explanations and Designing Solutions. HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

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	<p>HS-LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.</p> <p>HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.</p> <p>HS-LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.</p> <p>HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.</p> <p>HS-PS1-4: Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p> <p>HS-PS1-5: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p> <p>HS-PS1-8: Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.</p> <p>HS-PS2-1: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.</p> <p>HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).</p> <p>HS-PS3-3: Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</p> <p>HS-ESS1-1: Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.</p> <p>HS-ESS1-2: Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.</p> <p>HS-ESS1-6: Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.</p> <p>HS-ESS2-2: Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.</p> <p>HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p> <p>HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.</p>
Barriers:	Students struggle to analyze data and interpret graphs. They lose focus with long texts and then struggle to

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	comprehend and synthesize all of the information presented to them in these types of questions. Students lack motivation to persevere and perform well on these questions.
Needed Resources:	Time for collaboration with the Math Department. More questions that require students to analyze and write about graphs and interpret scientific data.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Teachers will utilize Newsela and county-made benchmarks to provide students with practice answering questions that require them to analyze data and create models. • Students will be given previous MISA questions to practice sensemaking of all of the presented information. • Teachers will ensure students are engaged in learning by actively participating in science labs and simulations which reinforce skills such as data analysis and graphing. • Teachers will give students practice analyzing and interpreting data using Data Nuggets. • Tutoring will be provided after school by teachers and during the school day by National Honors Society students.
How will it be funded?	The after-school tutoring will be funded through grant funds.
Steps towards full implementation with timeline:	<p>Per Quarter: Teachers will administer county benchmarks to provide students with practice answering MISA questions that require them to utilize sense-making practices.</p> <p>Ongoing: Teachers will provide assignments that require data analysis and model building.</p> <p>Spring 2025: Students will prepare students for the MISA by administering released items for students to practice and receive feedback on their performance.</p>
Monitoring Procedure:	Students' progress will be monitored through teacher-created assessments and county benchmarks.

Universal Design for Learning for SCIENCE.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	Guided notes, online textbooks, videos, reading passages, lab activities

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Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	Lab reports, data analysis exercises, model building, debates
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	Edpuzzle interactive videos, Nearpod lessons, Real-world applications, Connections to careers, Newsela writing activities

D. SOCIAL STUDIES/GOVERNMENT

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
to reduce the 2017 non-pass rate by 50% by the year 2030.

FOCUS AREA 1:	Peoples of the Nations and World
Focus Area Goal	By the end of the academic year, students will be able to recognize the relationships between people, places, and the environment using a historically grounded approach which acknowledges diversity. The number of level 1 learners in Standard 2.0 will decrease by 10%, and the number of proficient learners in Standard 2.0 will increase by 10% on the MCAP American Government assessment.
Root Cause(s):	<ul style="list-style-type: none"> Government curriculum focuses largely on domestic concepts, including the foundation, structure, and functions of American government systems. Diversity and global cultures are cited in the development of foreign policy, but the relationships between people, places, and the environment are not closely examined in the Government curriculum. The Government curriculum dictates that foreign policy content is delivered at the end of the last marking period and time constraints can impede instruction of the material. Habitually truant students miss instruction of the concept.

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	<ul style="list-style-type: none"> Students struggle to connect the impact of government policies on the narratives and diversity of human experiences.
Focus Content Standard(s):	Standard 2.0 Peoples of the Nations and World. Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
Barriers:	<ul style="list-style-type: none"> Over 50% of students are identified as level 1 beginning learners and level 2 developing learners. Student world experiences are limited. Lack of common planning making it difficult to determine ways to incorporate Standard 2.0 not only in Government, but also in United States History to strengthen foundational knowledge of the standard.
Needed Resources:	N/A
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Teachers will provide students with individual feedback from district-created unit Knowledge Checks and reinforce concepts and skills with informational texts, questions, and homework assignments which reiterate the major concepts of the focus area. Edpuzzle videos will be utilized as a formative assessment to visually reinforce concepts to students and to provide analytic data to the teacher. Newsela articles will be utilized as a formative assessment for students for the focus area as a means to monitor student understanding and guide student learning through teacher annotations and teacher scaffolding for the focus area. Comprehension quizzes and customizable writing prompts from Newsela will be provided to students, and teachers will provide individual feedback to students regarding the focus area. Tutoring will be provided by teachers after school for the subgroup population of students and students recognized as requiring additional supports and remediation. Review sessions and additional supports for the sub group population of students will occur during comp skill time during the school day and/or tutoring. Evidence Based Argument Sets about people, places, and the environment will be utilized to provide students additional practice. Test Prep Fridays will be utilized for students to practice MCAP American Government sample questions for Standard 2.0. The teacher will provide feedback, sample responses, and test-taking strategies to students. MCAP American Government public-released questions from itempra.org will be utilized as daily warm up activities for students for Standard 2.0. Incorporation of DBQs focused on Standard 2.0 from DBQ Online will be utilized.

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How will it be funded?	The after school tutoring will be funded through grant funds.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> Practice selected responses and constructed responses will be provided to students regularly throughout the school year. District-created Knowledge Checks will be routinely administered to students on Edcite after each unit. Teachers will analyze data during Supervisor Professional Development.
Monitoring Procedure:	<ul style="list-style-type: none"> Students' progress will be monitored by the teacher through formative and summative assessments and compared to the data from the district-created unit Knowledge Checks located in Edcite. Trends and patterns from the Knowledge Checks data will be identified. Specific topics and skills that are challenging to students will be identified through the Knowledge Checks. The teacher will reinforce the specific topics and skills and evaluate student progress through additional formative assessments and summative assessments. MCAP American Government Evidence Based Argument Set Rubric and Content Constructed Response Rubric will be utilized by the teacher to evaluate the progress of students.

FOCUS AREA 2:	Economics
Focus Area Goal	By the end of the academic year, students will be able to determine the impact of resources on people and land, globalization, and factors of production using economic principles to become effective citizens, workers, and consumers. The number of level 1 learners in Standard 4.0 will decrease by 10%, and the number of proficient learners in Standard 4.0 will increase by 10% on the MCAP American Government assessment.
Root Cause(s):	<ul style="list-style-type: none"> Students struggle to grasp economic policy content and concepts. The Government curriculum dictates that economic policy and content is delivered at the end of the last marking period and time constraints can impede instruction of the material. Habitually truant students miss instruction of the concept. Students are reading below grade level or approaching grade level. Students struggle to understand and lack exposure about economic policy.
Focus Content Standard(s):	Standard 4.0 Economics. Students will inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

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Barriers:	<ul style="list-style-type: none"> Over 50% of students are identified as level 1 beginning learners and level 2 developing learners. Student economic experiences are limited. Lack of common planning making it difficult to determine ways to incorporate Standard 4.0 not only in Government, but also in United States History to strengthen foundational knowledge of the standard.
Needed Resources:	N/A
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Teachers will provide instruction with I-Civics developed lessons on economic fiscal and monetary policy through simulations, WebQuests, DBQuests, role playing, and informal and formal instructional activities. The Question Formulation Technique (QFT) will be utilized for students to develop their own questions about economic fiscal and monetary policy by applying critical thinking skills to each QFT topic. Formative assessments about economic policy will be provided to students through the Nearpod platform featuring open-ended questions, quizzes, polls, collaborative boards, and matching activities. Evidence Based Argument Sets about economic principles will be utilized to provide students additional practice. Test Prep Fridays will be utilized for students to practice MCAP American Government sample questions for Standard 4.0. The teacher will provide feedback, sample responses, and test-taking strategies to students. MCAP American Government public-released questions from itempra.org will be utilized as daily warm up activities for students for Standard 4.0. Teachers will attend and use resources provided by the Maryland Council on Economic Education.
How will it be funded?	The after school tutoring will be funded through grant funds.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> Practice selected responses and constructed responses will be provided to students regularly throughout the school year. District-created Knowledge Checks will be routinely administered to students on Edcite after each unit. Teachers will analyze data during Supervisor Professional Development.
Monitoring Procedure:	<ul style="list-style-type: none"> Students' progress will be monitored by the teacher through formative and summative assessments and compared to the data from the district-created unit Knowledge Checks located in Edcite. Trends and patterns from the Knowledge Checks data will be identified. Specific topics and skills that are challenging to students will be identified. The teacher will reinforce the specific topics and skills and evaluate student progress through additional formative assessments and summative assessments.

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	<ul style="list-style-type: none"> MCAP American Government Evidence Based Argument Set Rubric and Content Constructed Response Rubric will be utilized by the teacher to evaluate the progress of students.
FOCUS AREA 3:	Skills and Processes
Focus Area Goal:	By the end of the academic year, students will be able to use disciplinary literacy skills to process and evaluate civics, geography, economics, history, and peoples of the nations of the world to communicate, defend, and critique the arguments of multiple sources. The number of level 1 learners in Standard 6.0 will decrease by 10%, and the number of proficient learners in Standard 6.0 will increase by 10% on the MCAP American Government assessment.
Root Cause(s):	<ul style="list-style-type: none"> Students are reading below grade level or approaching grade level. Students need additional practice constructing and critiquing arguments and struggle to corroborate, analyze, and evaluate sources.. Students that are habitually truant miss skills practice. Students struggle to identify relevant sources of information and construct arguments with evidence. Social Studies teachers lack training in the Science of Reading.
Focus Content Standard(s):	Standard 6.0 Skills and Processes. Students will inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.
Barriers:	<ul style="list-style-type: none"> Over 50% of students are identified as level 1 beginning learners and level 2 developing learners. Lack of common planning making it difficult to determine ways to incorporate Standard 6.0 not only in Government, but also in United States History to strengthen foundational knowledge of the standard. Lack of opportunities for Social Studies teachers to be trained in the Science of Reading. Lack of co-planning time between Social Studies and ELA teachers.
Needed Resources:	N/A
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Teachers will provide students additional skills and processes practice through the Stanford History Education/Digital Inquiry Group by engaging students in historical inquiry with lessons designed to practice the sourcing, contextualization, corroboration, and close reading of primary source texts. The SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) strategy will be utilized to help students identify and use central components of a text as a basis for their own writing for primary

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	<p>source documents.</p> <ul style="list-style-type: none"> • DBQ Online will be used as a form of instruction for students to analyze and group primary and secondary source documents while composing an essay with evidence to support the central question. • Evidence Based Argument Sets will be utilized to provide students with additional skills-based practice to support a claim from sources. • Test Prep Fridays will be utilized for students to practice MCAP American Government sample questions for Standard 6.0. The teacher will provide feedback, sample responses, and test-taking strategies to students. • MCAP American Government public-released questions from itempra.org will be utilized as daily warm up activities for students for Standard 6.0. • Inquiry-Driven Research Projects will be utilized to provide students with additional opportunities to develop independent inquiry skills and critical analysis.
How will it be funded?	The after school tutoring will be funded through grant funds.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Practice selected responses and constructed responses will be provided to students regularly throughout the school year. • District-created Knowledge Checks will be routinely administered to students on Edcite after each unit with practice Constructed Responses. • Teachers will analyze data during Supervisor Professional Development.
Monitoring Procedure:	<ul style="list-style-type: none"> • Students' progress will be monitored by the teacher through formative and summative assessments and compared to the data from the district-created unit Knowledge Checks located in Edcite. • Trends and patterns from the Knowledge Checks data will be identified. • Specific topics and skills that are challenging to students will be identified. • The teacher will reinforce the specific topics and skills and evaluate student progress through additional formative assessments and summative assessments. • MCAP American Government Evidence Based Argument Set Rubric and Content Constructed Response Rubric will be utilized by the teacher to evaluate the progress of students.

Universal Design for Learning for Government.

UDL Principle/Mode	Representation –How the teacher presents the information.
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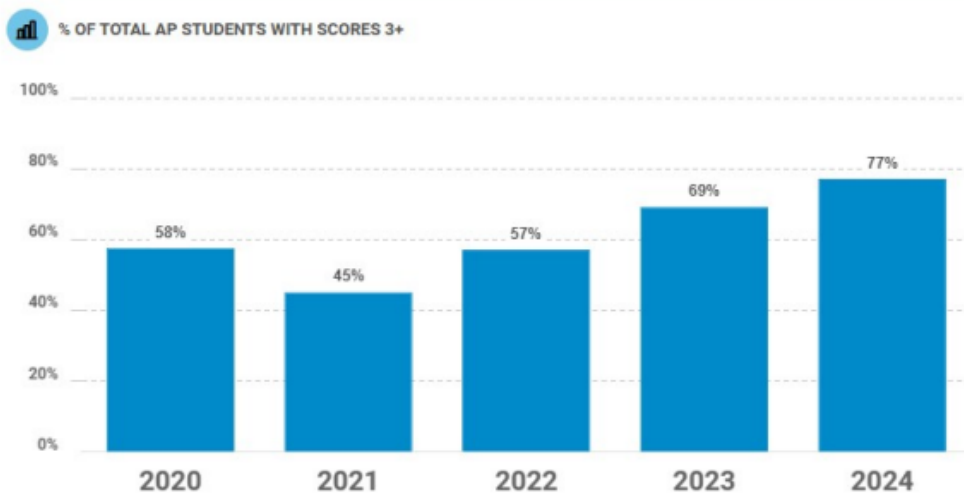
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<p>Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<p>Guided notes, learning stations, SOAPStone analysis, text to speech learning devices, direct instruction, online textbooks</p>
<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <p>Mini DBQ's (Document Based Question), primary source analysis, interactive notebooks, summative choice boards, think-pair-share activities, main idea notation, graphic organizers</p>
<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p> <p>Service learning projects, virtual and in-person field trips, Edpuzzle interactive videos, Newsela current events, webquests and online scavenger hunts, displays and recognition of student work, collaborative group research</p>

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E. Advanced Placement Data

	2020	2021	2022	2023	2024
Total AP Students	92	62	84	78	70
Number of Exams	136	95	148	169	147
AP Students with Scores 3+	53	28	48	54	54
% of Total AP Students with Scores 3+	57.61	45.16	57.14	69.23	77.14



1. State the goal and describe the plan to increase the number of students taking AP courses.

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The goal is to increase student enrollment in AP classes for all groups of students. Our plan to achieve this goal includes partnering with middle school staff to begin informing students about AP options and benefits prior to selecting high school courses. Guidance counselors will also identify and encourage students that are likely to benefit from AP courses to enroll. Another strategy is to inform students that they will have access to free online resources, such as AP Classroom, to help them study and be successful in their AP courses. These resources will encourage students that may be intimidated by AP courses to give them a try, now knowing they have resources to help them complete the course.

2. In subgroups not historically well represented, state strategies used to raise awareness of and increase enrollment.

To raise awareness and increase enrollment of these subgroups, we plan to remove barriers to AP courses like cost and access to resources. AP exam fees are now paid for by county funds, removing a financial barrier for many students. Also, students have access to peer mentoring programs for free, including tutoring by National Honors Society students, which allows students to receive individualized support to help them succeed in AP courses.

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VIII. MD School Survey Results and Plan

Staff Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Relationships: Student-student relationships 4.36/10
Topic Description:	The student-student relationships topic describes the degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another.
Strategies:: What steps will be taken in order to obtain the desired outcome..	Pay it Forward: students donate school supplies to other students Monthly Reward: teachers nominate students, Campers in 3D, Peer tutoring provided by NHS students
Initiative leader and team: Who is responsible and involved in the work?	PBIS, Mental Health Counselors, Guidance Counselors, Project YES Coordinator, NHS Advisors
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	School supplies donations Snacks Personal hygiene items

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Tracking systems with Post-Its – Pay it Forward Keep teacher nominations
Timeline: Include dates for implementation of action steps.	September 2024-May 2025
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Safety: Substance Abuse 4.85/10
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies:: What steps will be taken in order to obtain the desired outcome..	Smoking cessation class, Meetings with health nurse, Health class guest speakers, Health department as resource, Vaping sensors installed in bathrooms, Guest speaker on substance abuse
Initiative leader and team: Who is responsible and involved in the work?	Health nurse, Administration, Guidance, Health teacher
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Health Department - brochures Allegany Morning Live - announcements Vaping sensors Guest Speaker - Stephen Hill spoke on substance abuse to all students
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Teacher survey result comparison of last year's data to this year's data to look for improvement in scores Aspen data review of referrals for substance abuse from prior years throughout the current school year, review data for decline
Timeline: Include dates for implementation of action steps.	August 2024 - May 2025

Student Engagement Action Plan

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Primary Area of Need State the Domain, Topic, and Score	Safety: Substance Abuse 1.22/10
Topic Description:	The substance abuse topic describes the degree to which students believe students think that it is ok to use alcohol, drugs, and/or tobacco while at school and can do so without getting caught.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> • Restroom Monitoring • Vape sensors in bathrooms • School Safety Employee checks • Health class - educating
Initiative leader and team: Who is responsible and involved in the work?	Mental Health Counselor (Allegany County Health Department) School Resource Officer, School Safety Employee
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Guest Speakers - Stephen Hill School assemblies Vape sensors
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Completion of survey to determine if our results increased as compared to the prior year's survey. More frequent faculty meetings to monitor student behavior.
Timeline: Include dates for implementation of action steps.	End of year survey by students concerning school environment issues
Secondary Area of Need State the Domain, Topic, and Score	Relationships: Student-student Relationships 2.27/10
Topic Description:	The student-student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another.

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Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> • Students Helping Other People is an active group. • Peer Connections and peer mentoring continues. • Guest speaker addressing peer relationships and bullying. • Remind students to answer survey questions holistically, focusing on their entire experience with the school population, not just one negative incident or relationship.
Initiative leader and team: Who is responsible and involved in the work?	SHOP advisors monitor student activities Peer Connections/mentoring teacher staff. Administration organizing guest speaker.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time is provided during the school day to organize SHOP activities, as well as peer connections and peer mentoring.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Completion of survey to determine if our results increased as compared to the prior year's survey. More frequent faculty meetings to monitor student behavior.
Timeline: Include dates for implementation of action steps.	End of year survey by students concerning school environment issues.

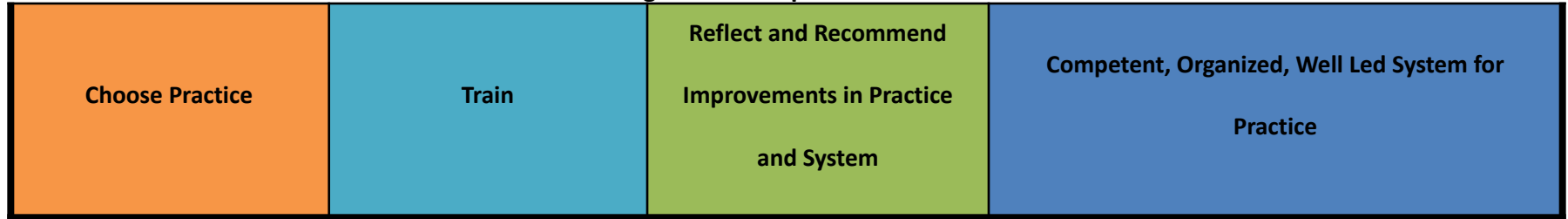
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IX. MULTI-TIERED SYSTEM OF SUPPORT

Please insert your MTSS Practice Profile. Be sure the MTSS addresses all parts from the guidance document.

PRIORITY: An opportunity identified by the team in order to achieve their vision.			
PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.			
LAYING THE FOUNDATION Why/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATION How are we sustaining?
Learn Options	Prepare People and Systems	Try Out the Practice	Student and System Outcomes Show the Practice Works

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- 1) We know what options (practices) exist for this priority.
- 2) We agree on which practice we want to implement.
- 3) We have people and systems prepared to implement this practice.
- 4) We have well-trained people who will be trying-out this practice.
- 5) We have tried out this practice.
- 6) We have reflected and recommended improvements in the practice and systems that support it.
- 7) We have student and system outcomes that show this practice is working.
- 8) We have a competent, organized, well led system for this practice.

PRIORITY: #1 Collaborative Planning In the areas of ELA and Math			
PRACTICE: Pair a special education teacher with a general education math concentration teacher to monitor progress and plan tiered instruction and interventions			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
Create a schedule for collaborative planning between general and special education teachers with support from MCIE.	Admin/SEF	June 2024	Identify the barriers of common planning and structure the master schedule to allow consistent co-planning opportunities to take place
INSTALLING			

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<ul style="list-style-type: none"> • Create schedule for the 24/25 school year for collaborative planning to take place monthly • Allow for teams to meet weekly to prepare for monthly reviews • Identify general and special education teams to plan and work together throughout school year 	Admin, SEF Special Education Instructional Specialist ELA/Math Supervisor, SE staff	<ul style="list-style-type: none"> • During the summer of 2024 • Throughout the 24/25 school year • summer 2024 	<ul style="list-style-type: none"> • Establish a plan for when and if meetings are missed • Continue to identify barriers and problem solve around barriers
IMPLEMENTING			
<ul style="list-style-type: none"> • Meet with teams monthly to establish routines (group norms, protocols, building relationships, co planning) • Teams attend math conferences to gain ideas for teaching high school students foundational knowledge(outside of school hours for hourly pay) 	AdministrationMath faculty Math supervisor	Throughout 2024/2025 school year	<ul style="list-style-type: none"> • Teachers participate in meetings and conferences
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> • Create plan to scale up collaborative work • Identify next fit for semester or year breaks • Share ideas with other schools and counties 	Administration Special Education Instructional Specialist	Spring/Fall 2024	<ul style="list-style-type: none"> • Continued conversations and learning with staff to overcome barriers and celebrate successes • Identify the data to be examined • Begin to look ahead for the upcoming school year and identify needs, scheduling and student placement

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PRIORITY: #2 Use ACPS produced MCAP review questions to support diploma seeking students who are in need of passing assessments.

PRACTICE: Review school test score data to determine what students need to acquire foundational math skills.

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
Provide students that are on the “cusp” of passing assessments (general and special education students) opportunities to complete MCAP review questions.	Math Dept./Admin/SEF	October 2024	Review Individual Student and Data Analysis reports to determine individual student needs and provide individual support in each area.
INSTALLING			
Classroom needs will change based on strategies and data provided quarterly.	Math Dept./Admin/SEF	Ongoing	Review data after ACPS assessments
IMPLEMENTING			
-Administrative walk-throughs -Remediation in all math classrooms -Math Instructional Leader provides strategies and feedback to individual math teachers	Math Inst. Leader, Admin., math teachers	Ongoing	Math Instructional Leader meets bi-weekly with Administration to provide updates and to determine future student supports.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
-Continue to schedule the Math Instructional Leader a class period to analyze/update student assessment data	Math Inst. Leader, Admin.	Ongoing	Analyze future assessments and reevaluate test-taking strategies to be presented to students

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X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I

PBIS Tier II

PBIS Tier III

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

The Allegany High School PBIS team continues to use the “Campers in 3D - Dependable, Dignified, and Determined,” PBIS slogan. In addition to the slogan, the PBIS team has created a Behavior Expectation Matrix used for the classroom and other areas of the school, including the restrooms, cafeteria, hallways, extracurricular activities, etc. This matrix displays behavior expectations for all Campers. In efforts to provide students with teacher feedback, each month a “Monthly Drawing” is completed by spinning a wheel of student names. These students are nominated by teachers and staff members for being Campers in 3D and displaying positive behaviors to their peers and within the Allegany community. This initiative

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promotes decision-making, perseverance, and random acts of kindness. This year at Allegany, the PBIS team will host four main events to reward and recognize positive student behavior, attendance, and academics. The “Campers in 3D” motto will be used as an on-going reminder for all Tier I, II, and III students.

Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

Starting as an extracurricular club in 2019, moving into a pilot credited course from 2019-2020, and now as an established credited course from 2021-present, the Peer Connections Program supports Tier II students. The enrollment into the program is through teacher referral and recommendation. This course entails executive function skills, study skills, critical thinking, mental health, and academic support. Leadership serves as a focus, allowing students to plan, coordinate, and host PBIS quarter events and initiatives. In the 2024-2025 school year, with 59 students enrolled, the Peer Connections Program serves as a mentoring opportunity. Students will begin as freshmen mentees, and with experience and application of skills learned, will move into junior and senior mentors. Peer Connections students share experiences with one another, learning to work together and support their peers. Mrs. Erin Miller serves as the staff mentor of the program.

XI. Family and Community Engagement

Parent/Community Involvement Needs

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

The Allegany Academic Endowment Committee is a parent run committee dedicated to enhancing the learning environment of the classroom through teachers’ requests. They fund special requests from teachers that are outside their regular funding to better engage the students in lessons. These requests range from the cost of substitutes, buses, field trips, shortfalls in a student’s ability to meet their costs and specific supplies for activities. They also organize and fund, in large part, college bus trips every year. One trip visits a small, private college and the other visits a large, public university to give students a taste of different schools to aid in their college decision making. Various parent groups aid in covering concession stands for various activities and events; all monies funnel directly back to the school. The annual Color Run and Camper Carnival are also supported by parent volunteers and donations.

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Parent Involvement Plan

- 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/family engagement 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 their targeted goals.

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.	Committee members will meet to discuss and plan activities, and initiatives Parent Advisory Council (school level) Endowment Committee meeting with each department about needs	monthly	Endowment President Endowment Committee Principal

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II. Building Parental Capacity <ul style="list-style-type: none"> ➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments. ➤ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Provide full opportunities for participation of parents of students from diverse backgrounds. 	<ul style="list-style-type: none"> ● Parent conferences ● School newsletter ● Principal's weekly Activity Calendar ● Classroom syllabi ● School, System and MSDE websites ● ASPEN Online Grades ● College Road Trip ● Tri-State College Night at ACM ● Guides for parent conference day ● Bake sale for community service project ● Brochures, college information packets, local university and college applications were made available to parents ● Freshman orientation ● Coffee With Counselors ● Financial Aid Workshop ● Freshman Activities Orientation ● School newsletter ● Parent Advisory Committee ● Academic Endowment Foundation ● PBIS Camper Carnival ● Color Run 	<p>Ongoing Opening of School</p> <p>Opening of School</p> <p>Ongoing Ongoing Spring 2025 October 2024</p> <p>Ongoing</p> <p>August 2024 Fall/Spring January 2025 August Monthly Monthly</p> <p>May 2025 November 2024</p>	<p>Teachers Principal</p> <p>Teachers</p> <p>ST. Govt. Advisor</p> <p>Counselors</p> <p>St. Govt.</p> <p>Principal Endowment President PBIS Team</p>
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?

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III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed.	Committee members will meet to assess the effectiveness of the parental involvement activities and initiate a plan for the 2024-25 school year. Evaluation of each activity as they occur	Monthly Meetings	Principal Endowment President Endowment Committee
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	<ul style="list-style-type: none"> ● All athletic teams (parent coaches) ● Band ● Mock Trial ● Drama Club ● Student Dance Chaperones (Homecoming, Snowball, Prom) ● Meet the Squad Night ● Student Government canned food drives ● Chaperones for FBLA conferences ● Concession Stands ● Blood Drive ● Allegany "Open House" for Braddock parents 	ongoing Fall Holidays Fall and Spring Late Summer	Athletic Director Band Director Mock Trial Advisor Drama Advisor Class Advisors Principal/Athletic Director FBLA Advisor Teacher Administration and Guidance Counselors

Identify two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities and processes. Please include a timeline for implementation.

This year, Allegany is updating and redesigning the school's website. The website will allow parents to easily access information about the school and school events. The new website will be available from Fall 2024 and then be updated throughout the 2024-2025 year as new events/announcements occur. Every spring, guidance counselors meet with incoming 8th grade students for scheduling. There is also an informational parent night at ALCO to help guide them through the scheduling process. In the spring 2025, administrators and counselors will hold "Coffee with the Counselors and Administrators" for rising junior parents.

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XII. Professional Community for Teachers and Staff- Standard 7

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school's achievement gaps?

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Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
1. Math Collaborative Planning	9/25/24, 10/23/24, 11/15/24, 11/20/24, 1/29/25, 2/26/25, 5/21/25 Various Times, but all meetings include a 3 hour block Allegany High School Collaboration Room	Math Department	Understanding of State Report of MCAP and MAP scores Students placed in correct math courses sooner Collaborative planning to meet needs of IEP students Development of problem-solving strategy to be used consistently between all math courses/teachers End of year evaluation	Teachers will be able to distinguish between standards they performed well on and those that they performed poorly on. Teachers will be able to find standards online. Teachers will have a better understanding of earlier courses. Regular and Special Ed teachers received ideas and strategies to help students with IEPs succeed in regular ed classes. Teachers were given insight into the meaning of students' beginning of the year MAP scores and how to use them to help students grow mathematically. Understanding of Polya's 4 Steps to solving mathematical problems. Determine effectiveness of collaborative planning.	2025 MCAP scores Revision of county benchmarks to address standards that need more attention. Teachers will provide a list of student course recommendations for the upcoming school year. Open line of communication between special and regular ed teachers. Teachers will use Polya's 4 steps in their instruction and bring ideas to meetings of how/where to give students reminders of the steps. Steps will be printed and displayed in each math classroom.

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Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
2. PBIS Incentives	August 20, 2024 10:00 AM Allegany High School	Faculty	All staff members are knowledgeable about positive behavior and rewards/incentives for the 2024-2025 school year.	Staff will recognize the importance of rewarding good behavior and the effects that such behavior can have on the overall school climate. Teachers will be asked to encourage students by informing/reminding them of PBIS rewards.	Teachers will be asked to provide feedback on PBIS programs. Teachers will be monitored to ensure they allow eligible students to participate in incentive programs throughout the school year, measured by the number of students accessing and participating in programs.
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
3. ELA Collaborative Planning	9/25/24, 10/23/24, 11/15/24, 11/20/24, 1/29/25, 2/26/25, 5/21/25 Various Times, but all meetings include a 3 hour block	ELA Department	-Teachers will have a better understanding of the MAP Assessment. -Teachers will develop and understanding of the Science of Reading, -Teachers will invite more students to tutoring.	-Knowledge of how to implement the MAP assessments. -Understanding of the Science of Reading and its place in the HS classroom. -Guidance discuss tutoring -Teachers will sit through PD from TNTP with results from Learning Walks -Lesson Internalization Protocol -Learning Targets	-MAP Assessment completed. -Evidence of thoughtful planning. -Tutoring referrals -Learning Walks will show adjustments to teaching. -MCAP Results -Benchmark Performance

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	Allegany High School Collaboration Room		-TNTP will present Learning Walk Data -Teachers will have a variety of strategies for implementation of curriculum -MCAP Remediation activities and lists of students will be developed -Teachers can share strengths and weaknesses of the collaborative planning time	-Low Inference Note Taking -Vertical Planning -MCAP Remediation -Evaluation of Collaborative Planning	
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XIII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.

The plan will be shared with faculty and staff via Google Docs. A copy of the plan will be available in the faculty lounge as well as online. As changes and/or updates are made to the plan, the faculty will be notified via email (January 2025). There will also be a faculty meeting to share the plan with a summary of the major points as well.

2. How will the plan be shared with parents and community members? Please include approximate dates.

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A link to the plan will be on the school's web page. A copy will be provided to the Academic Endowment Committee at its first meeting after the completion of the initial plan. The completed plan will also be mentioned in the weekly activity calendar. (January 2025)

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

The content teams will collect and analyze milestone data and modify the plan's academic activities as necessary.

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

Milestone data will be collected by the content team chairs and brought before the SIT soon after the collection of the data. The SIT will then evaluate the data in regards to the targets given in the plan.

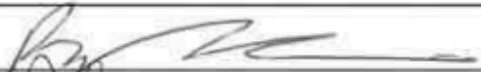
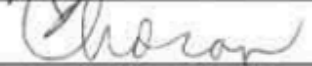
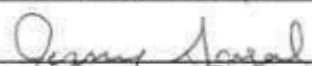
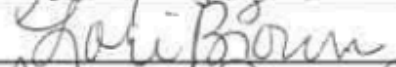

5. How will the administration monitor the plan?

The SIT will work hand-in-hand with the administration to ensure that all activities are implemented and to revise the plan if and when it is necessary. Administration will meet quarterly with the ELA and math teachers to monitor formative assessments before the December and spring MCAP tests.

6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

The Central Office will have numerous roles regarding the plan: the statistical assistance in developing the plan, staff development on the Data Management System for monitoring and analyzing student progress, dissemination of benchmarks for assessing students, and a planned review to assist in the implementation of the plan. The Math Supervisor and English Supervisor met with the principal to analyze data from the Algebra I and ELA MCAP (Fall 2024). The Supervisor of Assessments and Accountability assisted tremendously in compiling data and providing Google Drive folders and links for use.

Use this page to identify the members of the School Improvement Plan's team.

Name	Signature	Role
		Principal
Amy Clements		Assistant principal
Charles Moran		Other School Leader
Jenny Segal		Teacher
Lori Brown		Teacher
Tracey Dinalola		Instructional Assistant

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Abby Rader	A Rader	Reading Interventionist / IEP chair
		Title I School Support specialist
		Title I Family Engagement Coordinator
SEAN D. FRADISKA	Sean D. Fradiska	Parent/Family Member
Dana Y. Sneathen	Dana Y. Sneathen	Parent/Family Member
Eleanor Mollen	Eleanor Mollen	Community Member
Jonathan Crawford	Jonathan Crawford	Community Member
Donald Strain	Donald Strain	Other School Staff