Allegany County Public Schools
2023-2024
High School Improvement Plan

School: Allegany High School　　　　　　　**Principal: Heidi Laupert**

Allegany County Public Schools
2023-2024
High School Improvement Plan

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.

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<u>Core Values</u>

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.

B. SCHOOL CLIMATE AND CULTURE

<u>Climate</u>

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!

II.   SCHOOL DEMOGRAPHICS   **Number of years the principal has been in the building? 5 Years**

     A. **Staff Demographic**   B. **Student Demographics**

Table 2	
SUBGROUP DATA	**2023-2024 COUNT**
American Indian/Alaskan Native	≤10
Hawaiian/Pacific Islander	≤10
African American	37

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		3	3
Teachers		45	45
Itinerant staff		9	9
Paraprofessionals	1	3	4
Support Staff		7	7
Other	4	15	19
Total Staff	5	82	87

White	563
Asian	16
Two or More Races	55
Special Education	57
LEP	n/a
Males	349
Females	340
Gender X	≤10
Total Enrollment	690
FARMS Rate (2022-2023)	52.71

Special Education Data 2023-2024 School Year

The total of this chart should match the number entered in Table 2.

Table 3					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	≤10	06 Emotional Disturbance	≤10	12 Deaf-Blindness	n/a
02 Hard of Hearing	n/a	07 Orthopedic Impairment	n/a	13 Traumatic Brain Injury	n/a
03 Deaf	n/a	08 Other Health Impaired	15	14 Autism	≤10
04 Speech/Language Impaired	≤10	09 Specific Learning Disability	23	15 Developmental Delay	n/a
05 Visual Impairment	≤10	10 Multiple Disabilities	≤10	**TOTAL COUNT**	57

III.   ATTENDANCE

Table 4a	2022-2023
Grade Level – School Level	**Attendance Rate**
All (Excluding PreK & K)	88.3
Grade 1, 6, or 9	89.1
Grade 2, 7, or 10	89.0
Grade 3, 8, or 11	88.1
Grade 4 or 12	86.1
Grade 5	n/a

Table 4b: Subgroup Attendance Rate	2022-2023
All Students	88.3
Hispanic/Latino of any race	87.1
American Indian or Alaska Native	66.2
Asian	94.5
Black or African American	84.6
Native Hawaiian or Other Pacific Islander	93.9
White	88.6
Two or more races	86.1
Male	88.5
Female	88.1
EL	96.3
Special Education	83.6

Free/Reduced Meals (FARMS)	84.5

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. 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.

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	2019	2022	2023
Not Chronically Absent (percentage)	73.4	49.2	56.7
Not Chronically Absent (student count)			368
Report Card Points Earned	6.5	2.5	5

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
Habitually Truant (percentage)	12.28	7.81
Habitually Truant (student count)	89	52

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

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 coffee in November and the Camper Carnival in the spring will encourage and reward good attendance throughout the school year.

IV.   GRADUATION RATE – High Schools Only
Goal: All students will graduate from high school.

* indicates fewer than 10 students in category

Table 7		
Four –Year Adjusted Cohort Graduation Rate **MD Report Card out of 10 points =**		
	All Students	
	2021-2022	**2022-2023**
Subgroup	**Grad Rate (%)**	**Grad Rate (%)**
All Students	91.07	93.33
Hispanic/Latino	*	
American Indian or Alaska Native	*	
Asian	*	
Black or African American	*	
Native Hawaiian or Other Pacific Islander	*	

White	93.84	94.67
Two or more races	80	85.71
Special Education	*	
Limited English Proficient (LEP)	*	
Free/Reduced Meals (FARMS)	78.26	87.84

01. Did the graduation rate increase or decrease?

The graduation rate increased for All Students (from 90.18% to 93.33%), White (from 91.18% to 94.67%), Two or more races (from 80% to 85.71%),and FARMS (from 81.43% to 87.84%)

Did the school meet the annual graduation target for all students as indicated on the 2022-2023 Maryland Report Card?
YES

- State the 2 lowest graduation subgroup rates: Two or more races (85.71%); FARMS (87.84%)

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

- 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
- Summer School, After-School Credit Recovery

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- NHS Tutoring, After-school tutoring by certified teachers

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

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

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.

The total number of referrals has increased by 105 from 2021-22 to 2022-23. In the same time, suspensions have decreased by 29, and harassment/bullying offenses have increased by 6. This decline in suspensions is attributed to the full implementation of PBIS and the use of restorative practices and incentives. The increase in bullying offenses may be attributed to a more widely known online reporting form. Access to reporting has been improved, thereby increasing the number of reports. We anticipate receiving more reports as the online reporting system continues to be more readily available. To reverse the increase in bullying offenses, our school plans to provide additional training to staff and students. The increase in number of referrals will be addressed by providing training for staff in using classroom supports and interventions for behavior problems.

VI. **EARLY LEARNING (Elementary Only)**

VII. **ACADEMIC PROGRESS**

A. **ENGLISH LANGUAGE ART**   **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

1. **Complete data charts using 2022 and 2023 data results.**

* indicates no students or fewer than 10 students in category

	2022				2023				2022 to 2023
TABLE 10 **ELA 10**	Total Test	Level 1	Level 2	Proficient Level 3 or 4	Total Test	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate

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	Takers	%	%	%	Takers	%	%	%	+ or - %
Maryland Results	60270	9	37	54	63611	6	39	**55**	**+ 1**
ACPS Results	580	9	44	47	882	5	44	**51**	**+4**
All school students	198	8	36	56	237	4	34	**62**	**+6**
American Indian or Alaska Native	<10				<10				
Asian	<10				<10				
Black or African American	22	0	73	27	34	3	38	**59**	**+32**
Hispanic/Latino of any race	<10				<10				
Native Hawaiian or Other Pacific Islander	<10				<10				
White	184	9	35	56	218	5	33	**62**	**+6**
Two or more races	56	0	56	44	18	6	22	**72**	**+28**
Special Education	14	29	64	7	26	11	54	**35**	**+28**
Limited English Proficient (LEP)	<10				<10				
Free/Reduced Meals (FARMS)	80	14	49	37	138	6	38	**56**	**+19**
Female	83	4	31	65	112	2	23	**75**	**+10**
Male	115	11	40	49	125	6	43	**51**	**+2**

Table 11: Cohort growth (elementary and middle only)

2. **ELA FOCUS AREAS**

ELA FOCUS AREA 1:	Male/Female
Focus Area Goal	Reduce the proficiency rate gap between 5%-10% for the male and female populations scoring Levels 3 or 4. Currently, the gap is 24%
Root Cause(s):	The male population struggles with extending and justifying their interpretations of critical passages and developing complex sentence structures in their written responses.
Focus Content Standard(s):	**CCSS.ELA-LITERACY.RI 10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CCSS.ELA-LITERACY.RI 10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCSS.ELA-LITERACY.W 10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Barriers:	All English students need more experience with computers and technology in order to emulate the writing and revision skills assessed on the exam. Students struggle with understanding the different comprehension skills required for various genres. Collaboration with content area teachers to practice reading and writing strategies and skills that will help students on assessments.
Needed Resources:	Public performance release models of extended informational passages and selected-response questions for students to practice on the computer. Public performance release models of all levels of responses to share with students.
Strategies and/or evidence-based interventions:	Practice MCAP Exams with sample rubrics and model writing samples SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, and Tone) Notice and Note Sign-post strategy R.A.C.E.S Writing Strategy DBQs (Document Based Questions) County-based Benchmarks Into Literature Selection Tests Provide topics that interest the male population to encourage extending/justifying their writing Invite male speakers to English classes Read more male authors' excerpts

How will it be funded?	There will be no cost at the school level.
Steps towards full implementation with timeline:	Teachers will receive training on R.A.C.E.S writing strategy. Targeted test prep instruction will take place prior to MCAP. Teachers will focus on the identified areas of weakness and provide remediation for test takers.
Monitoring Procedure:	County benchmark scores; student responses to in-class assignments; summative and formative assessments (both formal and informal); MCAP rubrics for writing.

ELA FOCUS AREA 2:	Special Education
Focus Area Goal	Decrease the percentage of students (65% in 2023) who scored Level 1 or 2 by 5%-10% to achieve the graduation requirement of Level 3 or higher.
Root Cause(s):	Even with accommodations, the Special Education subgroup struggles with comprehending more complex texts and thinking independently for the area of analysis. Students struggle with prior knowledge, advanced vocabulary, and abstract reasoning skills, such as making inferences and drawing conclusions.
Focus Content Standard(s):	**CCSS.ELA-LITERACY.RI 10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CCSS.ELA-LITERACY.RI 10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CCSS.ELA-LITERACY.W 10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Barriers:	Reading level of the test is above independent reading level for special education Reading passages on state assessments are long and complex
Needed Resources:	Trained support staff who are certified content specialists for the area of English.
Strategies and/or evidence-based interventions:	UDL, GRDDL, collaborative groups, literacy centers, graphic organizers Collaboration between classroom teacher and special education teacher RACE, SoapsTone Comp Skills classes will institute on-going assistance in MCAP practice

	Specially designed remediation lessons will be utilized in preparation for the assessment. Implementation of Notice and Note Sign-Post strategies
How will it be funded?	No funding will be needed.
Steps towards full implementation with timeline:	Implementation will begin immediately. Communication between the Literacy Coach, Special Education Teachers, and ninth-and-tenth-grade English teachers regarding materials for practicing skill for MCAP will happen monthly.
Monitoring Procedure:	Teachers will use formative and summative assessments and county benchmarks to monitor progress.

Universal Design for Learning for ELA.

Table 12	
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: providing the learner various ways of acquiring information and knowledge.	• 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.
	Expression/Action- This is how the student will demonstrate their knowledge.

	Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know).*	• 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: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*

Multiple Options for Engagement

• 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.

1. **Complete data charts using 2022 and 2023 data results.**

* indicates no students or fewer than 10 students in category

TABLE 13a ALGEBRA I	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	69986	36	49	15	67135	30	52	**18**	**+3**

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ACPS Results	615	34	53	13	731	21	54	**25**	**+12**
All school students	124	49	49	2	168	21	59	**20**	**+18**
American Indian or Alaska Native									
Asian									
Black or African American	45	55	0	0	30	33	57	**10**	**+10**
Hispanic/Latino of any race									
Native Hawaiian or Other Pacific Islander									
White	50	48	2	0	150	21	60	**19**	**+19**
Two or more races	55	45	0	0	12	42	42	**16**	**+16**
Special Education	17	71	29	0	<10	n/a	n/a	**n/a**	**n/a**
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	61	54	46	0	97	32	58	**10**	**+10**
Female	45	53	2	0	82	18	54	**28**	**+28**
Male	52	47	1	0	86	24	64	**12**	**+12**

* indicates no students or fewer than 10 students in category

TABLE 13b	**2022**			**2023**			2022 to 2023

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GEOMETRY	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	16647	25	49	26	19907	28	48	**24**	**-2**
ACPS Results	424	33	60	7	563	43	48	**9**	**+2**
All school students	131	35	65	0	147	42	53	**5**	**+5**
American Indian or Alaska Native									
Asian									
Black or African American	19	63	37	0	15	53	47	**0**	**0**
Hispanic/Latino of any race									
Native Hawaiian or Other Pacific Islander									
White	119	35	65	0	141	43	52	**5**	**+5**
Two or more races	16	69	31	0	11	55	45	**0**	**0**
Special Education									
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	53	45	55	0	77	49	51	**0**	**0**
Female	64	31	67	2	78	37	60	**3**	**+1**
Male	67	39	61	0	69	48	45	**7**	**+7**

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TABLE 13c ALGEBRA II	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	10178	22	58	20	11743	21	59	20	0
ACPS Results	219	23	67	10	343	33	61	6	-4
All school students	87	22	59	19	101	16	70	14	-5
American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic/Latino of any race									
Native Hawaiian or Other Pacific Islander									
White	83	23	58	19	96	17	69	14	-5
Two or more races									
Special Education									
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	22	32	64	4	42	19	76	5	+1
Female	41	22	63	15	53	21	75	4	-11
Male	46	22	54	24	48	10	65	25	+1

Table 14: Cohort Growth (Elementary and Middle school only)

2. **MATH FOCUS AREAS**

MATH FOCUS AREA 1:	Identify key features of graphs and equations.
Focus Area Goal	Students will be able to identify key features of linear, quadratic, and or exponential graphs and/or equations in context to a real world problem.
Root Cause(s):	Students lack the vocabulary and basic reading comprehension skills to know how to apply their math knowledge. Students do not persist in longer real world problems, because of their reading comprehension skills.
Focus Content Standard(s):	F.LE.B.5-2, F.LE.B.5-1, F.IF.C.7-2a
Barriers:	There are not enough real world problems like the ones on the assessment. Problems take longer to complete, so class time limits the number of problems that can be used to teach, and students lose focus.
Needed Resources:	More practice problems.
Strategies and/or evidence-based interventions:	Teacher will model time management skills and facilitate instruction to teach key features of graphs. The teacher will provide real world problems frequently throughout the school year. Tutoring will be provided after school by teachers.
How will it be funded?	The after-school tutoring will be funded through grant funds.
Steps towards full implementation with timeline:	In class problem solving and tutoring will happen throughout the school year.
Monitoring Procedure:	Students' progress will be monitored through teacher assessments and county benchmarks.

MATH FOCUS AREA 2:	Comparing functions.
Focus Area Goal	Comparing functions (linear, quadratic, and/or exponential) with equations represents differently (equation, graph, or table).
Root Cause(s):	Students lack the vocabulary and basic reading comprehension skills to know how to apply their math knowledge. Students do not persist in longer real world problems, because of their reading comprehension skills.

Focus Content Standard(s):	A1.M.5, F.LE.A.2
Barriers:	There are not enough problems like the ones on the assessment. Problems take longer to complete, so class time limits the number of problems that can be used to teach, and students lose focus.
Needed Resources:	More practice problems.
Strategies and/or evidence-based interventions:	Teacher will model time management skills and facilitate instruction to teach test taking strategies. The teacher will provide problems throughout the school year. Tutoring will be provided after school by teachers.
How will it be funded?	The after-school tutoring will be funded through grant funds.
Steps towards full implementation with timeline:	In class problem solving and tutoring will happen throughout the school year.
Monitoring Procedure:	Students' progress will be monitored through teacher assessments and county benchmarks.

MATH FOCUS AREA 3:	Quadratic Equations
Focus Area Goal	Students will be able to solve and write equivalent quadratic equations, identify and compare key features of quadratic graphs.
Root Cause(s):	Students lack the vocabulary and basic reading comprehension skills to know how to apply their math knowledge. Students do not persist in longer real world problems, because of their reading comprehension skills.
Focus Content Standard(s):	A1.R.1, F.IF.C.7-2a
Barriers:	There are not enough problems like the ones on the assessment. Problems take longer to complete, so class time limits the number of problems that can be used to teach, and students lose focus.
Needed Resources:	More practice problems.
Strategies and/or evidence-based interventions:	Teacher will model time management skills and facilitate instruction to teach test taking strategies. The teacher will provide problems during the second marking period and continue throughout the school year. Tutoring will be provided after school by teachers.

How will it be funded?	The after-school tutoring will be funded through grant funds.
Steps towards full implementation with timeline:	In class problem solving and tutoring will happen during marking period 2 and continue throughout the remainder of the school year.
Monitoring Procedure:	Students' progress will be monitored through teacher assessments and county benchmarks.

Universal Design for Learning for MATH.

Table 15	
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	Pre-Benchmark data, Warm-Ups, Graphing Calculators, Interactive Notetaking, Gradual Release Model, ALEKS online program, online Reveal textbook
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Algebra Tiles, ALEKS assessments, edcite quizzes that model MCAP assessments
	Multiple Options for Engagement

Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	Modeling behaviors, guiding questions, peer tutoring, ALEKS online tutor

C. SCIENCE

1. Complete data charts using 2022 and 2023 data results.

* indicates no students or fewer than 10 students in category

TABLE 16 LIFE SCIENCE	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results					61853	25	41	**34**	
ACPS Results		42	42	16	678	23	46	**31**	**+15**
All school students					222	20	48	**32**	
American Indian or Alaska Native					<10				
Asian					<10				
Black or African American					14	29	50	**21**	
Hispanic/Latino of any race					<10				
Native Hawaiian or Other Pacific Islander					<10				

White						185	18	49	**34**	
Two or more races						14	43	36	**21**	
Special Education						<10				
Limited English Proficient (LEP)						<10				
Free/Reduced Meals (FARMS)						118	29	43	**28**	
Female						110	15	53	**33**	
Male						112	26	43	**31**	

2.

FOCUS AREA 1:	Natural Selection and Evolution
Focus Area Goal	Students will be able to use the processes of natural selection and evolution to explain phenomena observed in nature.
Root Cause(s):	Natural selection and evolution are difficult topics for most students to comprehend. Some students have a resistance to learning about evolution. Student reading comprehension problems make interpreting test questions difficult.
Focus Content Standard(s):	HS-LS4-1; HS-LS4-2; HS-LS4-3; HS-LS4-4; HS-LS4-5; HS-LS4-6
Barriers:	There are not enough practice problems available to prepare students for these questions. Students need to apply information learned in other content standards to properly answer these questions.
Needed Resources:	More practice questions
Strategies and/or evidence-based interventions:	Teachers will facilitate instruction to teach test taking strategies. Teacher will model synthesizing information from prior units to answer questions on evolution and natural selection. The teacher will provide problems during the fourth marking period and continue throughout the school year. Tutoring will be provided after school by teachers.

How will it be funded?	The after-school tutoring will be funded through grant funds.
Steps towards full implementation with timeline:	In class problem solving and tutoring will happen during marking period 4 and continue throughout the remainder of the school year.
Monitoring Procedure:	Students' progress will be monitored through teacher assessments and county benchmarks.

FOCUS AREA 2:	Critiquing Practices
Focus Area Goal	Students will be able to construct and defend arguments and /or models based on scientific evidence.
Root Cause(s):	Students have little practice with these types of questions. Lack of writing skills makes it difficult for students to express their arguments.
Focus Content Standard(s):	HS-LS2-6; HS-LS2-8; HS-LS3-2; HS-LS4-1; HS-LS4-5
Barriers:	There are not enough practice questions to help prepare students for answering these questions in the format of the test.
Needed Resources:	More practice problems similar to those experienced on the test.
Strategies and/or evidence-based interventions:	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. Tutoring will be provided after school by teachers.
How will it be funded?	The after-school tutoring will be funded through grant funds.
Steps towards full implementation with timeline:	In class problem solving and tutoring will happen throughout the school year.
Monitoring Procedure:	Students' progress will be monitored through teacher assessments and county benchmarks.

FOCUS AREA 3:	Sensemaking Practices
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.
Root Cause(s):	Students have not had much experience with these types of questions, especially those about models. Students struggle with graphing and data analysis. Students' lack of reading comprehension skills make developing a model or constructing an explanation based on text passages difficult.
Focus Content Standard(s):	HS-LS1-1&6; HS-LS2-1-4&7; HS-LS3-3; HS-LS4-2-4&6
Barriers:	There are not enough practice questions to help prepare students for answering these questions in the format of the test.
Needed Resources:	More practice questions.
Strategies and/or evidence-based interventions:	Teachers will facilitate instruction to teach test taking strategies. Teacher will model synthesizing information from prior units to answer questions on evolution and natural selection. The teacher will provide problems during the fourth marking period and continue throughout the school year. Tutoring will be provided after school by teachers.
How will it be funded?	The after-school tutoring will be funded through grant funds.
Steps towards full implementation with timeline:	In class problem solving and tutoring will happen during marking period 4 and continue throughout the remainder of the school year.
Monitoring Procedure:	Students' progress will be monitored through teacher assessments and county benchmarks.

Universal Design for Learning for SCIENCE.

Table 17	
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**

Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	Guided notes, online textbooks, videos, reading passages, lab activities
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Lab reports, data analysis exercises, model building, debates
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	Edpuzzle interactive videos, Nearpod lessons, Real-world applications, Connections to careers

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.

Universal Design for Learning for Government.

Table 18: Government Data (no cohort of first time test takers in 2023)

Table 19	Universal Design for Learning

UDL Principle/Mode	Representation –How the teacher presents the information.
Means of Representation: providing the learner various ways of acquiring information and knowledge.	Guided notes, learning stations, SOAPStone analysis, text to speech learning devices, direct instruction, online textbooks
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Mini DBQ's (Document Based Question), primary source analysis, interactive notebooks, summative choice boards, think-pair-share activities, main idea notation, graphic organizers
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	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

E. **Advanced Placement Data**

VIII. **MD School Survey Results and Plan**

Staff Engagement Action Plan: *2023 MD Report Card Score out of 3 = 2.1* *Projected MD Report Card Score (2024) = 2.106*	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Relationships: Student-student relationships 4.45/10
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
Initiative leader and team: Who is responsible and involved in the work?	PBIS, Mental Health Counselors, Guidance Counselors, Project YES Coordinator
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
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 2023-May 2024
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Safety: Substance Abuse 4.63/10
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
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
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 2023 - May 2024

Student Engagement Action Plan: ***2023 MD Report Card Score out of 7 = 2.27*** ***Projected MD Report Card Score (2024) out of 7=***	
Primary Area of Need State the Domain, Topic, and Score	Safety: Substance Abuse 1.00/10
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).	Restroom Monitoring Smart Pass SSE 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, SSE

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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 School assemblies Red Ribbon Week
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 2.14/10
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.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	Students Helping Other People is an active group. Peer Connections and peer mentoring continues. Guest speaker addressing peer relationships and bullying.
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.

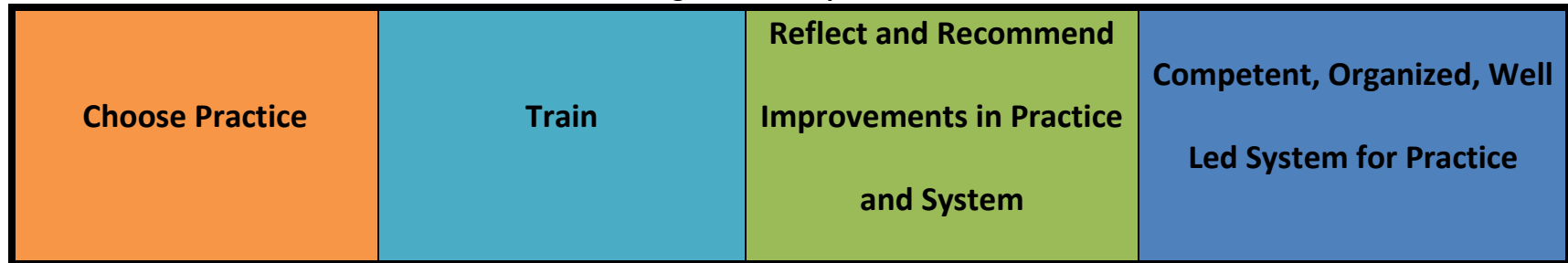|	
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Completion of survey to determine if our results increased as compared to the prior year's survey. More frequent faculty meetings to monitor student behavior.
Timeline: Include dates for implementation of action steps.	End of year survey by students concerning school environment issues.

IX.   **MULTI-TIERED SYSTEM OF SUPPORT**

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

Allegany High School 23/24

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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Choose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well Led System for Practice

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 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 planning schedule for collaborative planning between general and special education teachers	Admin/SEF	June 2023	Reflect on barriers to planning, ACPS test scores, structuring schedule and allowing time for

			co- teaching to take place regularly.
INSTALLING			
- Create schedule for the 23/24 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 Math Supervisor, SE staff	- During the summer of 2023 - Throughout the 23/24 school year - summer 2023	- Establish a plan for when and if meetings are missed - Continue to identify barriers and problem solve around barriers
IMPLEMENTING			
- 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)	Administration Math faculty Math supervisor	Throughout 2023/2024 school year	Teachers participate in meetings and conferences
SUSTAINING SCHOOLWIDE IMPLEMENTATION			

• 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 2023	• 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

Notes- Overall ACPS struggles to provide interventions for secondary schools in the areas of reading and math.

PRIORITY: #2 Create a blended program for 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			
Create a blended program/classroom for students on the "cusp" of passing assessments for general and special education students	Math Dept./Admin/SEF	October 2023	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 weekly/ monthly.	Math Dept./Admin/SEF	Ongoing	Review MCAP data after December test
IMPLEMENTING			
-Administrative walk-throughs -Remediation in all math classrooms -Math Instructional Leader provides strategies, feedback, and analyzed assessment data 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

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 bring awareness to and support mental health, the PBIS team has implemented a new program called "Pay it Forward." This initiative promotes peer support 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, and academic support. Leadership serves as a focus, allowing students to plan, coordinate, and host PBIS quarter events and initiatives, such as operating the "Pay it Forward" board. In the 2023-2024 school year with 57 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**

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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 spring. 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. Also, AP exams for students that need financial assistance are paid for by the Endowment Committee. 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.

Parent Advisory Committee 2023-2024

Name	Position
Eleanor Madden	President of Endowment Committee
Samantha Isom	Secretary of Endowment Committee
Heather Thomas	Treasurer of Endowment Committee
Tami Troutwein	Parent
Dana Sneathen	Community Member; Parent
Patti D'Argangelis	Parent of Alco Graduate

Heidi Laupert, Chuck Moran, Melissa Guthrie, Jennifer Jackson	Principal, Assistant Principal, Finance Secretary Guidance Counselor

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.

Action Plan

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Allegany County Public Schools
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</div>

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
II. Building Parental Capacity ➢ 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.	● 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 ● Powerpoint presentation of the Blue Power Book ● Parent Advisory Committee	Ongoing Opening of School Opening of School Ongoing Ongoing Spring 2024 October 2023 Ongoing August 2023 Fall/Spring January 2024 August Monthly Monthly September 2023	Teachers Principal Teachers ST. Govt. Advisor Counselors St. Govt. Principal Endowment President PBIS Team

➢ Provide full opportunities for participation of parents of students from diverse backgrounds.	● Academic Endowment Foundation ● PBIS Camper Carnival ● Color Run	May 2024 November 2023	
Requirements	**Description of Activities/** **Actions/Initiatives**	**Date(s)**	**Who should you contact** **for more information?**
III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed.	Committee members will meet to assess the effectiveness of the parental involvement activities and initiate a plan for the 2023-24 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	● 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 2023 and then be updated throughout the 2023-2024 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 2024, administrators and counselors will hold "Coffee with the Counselors and Administrators" for rising junior parents.

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?

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

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."Signing the Song," by William Martinez	August 18, 2023 AHS Theatre 8:30 AM	All teachers and staff	*Relationship Building *Reduction of student absences *Reduction of discipline referrals	*Recognize personal biases *Identify blindspots *The power of "not yet" and a growth mindset	Review and analyze attendance and discipline data at weekly PST meetings
2.Ruby Payne Poverty Training - "A Framework for Understanding Poverty"	August 16, (10:15 AM) AHS caf. August 17 (10:40 AM) AHS caf. October 27, (8:00 AM) AHS caf.	All teachers and some support staff	*Increased awareness to meet students' diverse backgrounds *Increased empathy	*Examine the effects of poverty on cognitive development and how they can be mediated *Generate human capital and build up social and personal resources	Review and analyze FARMS discipline, attendance, and academic performance through ASPEN grades and MCAP score results

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."Engaging Students with a Trauma-Informed Approach," by Michael Muempfer, MSDE	September 25 8:00 AM AHS Theatre	All teachers and some support staff	*Fewer office referrals *Fewer suspensions *Improved attendance rates	*Structural and behavioral interventions/strategies to manage students in hallways and classrooms *Apply 3 approaches to de-escalate students *Strategies toward collaboration with an oppositional student	Review and analyze attendance and discipline data at weekly PST meetings

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 (December 2023). 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.
   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. (December 2023)

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 (2023).

 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
Heidi Laupert	*(signature)*	Principal
Charles Moran	*(signature)*	Assistant principal
Amy Llewellyn	*(signature)*	Other School Leader
Jennifer Sagal	*(signature)*	Teacher
Erin Miller	*(signature)*	Teacher
Debbie Markley	*(signature)*	Instructional Assistant
Rachel McGann	*(signature)*	ACPS/School Reading coach or specialist
Anna Stewart	*(signature)*	ACPS/school Math coach or specialist
Molly Winner	*(signature)*	Reading Interventionist
N/A	—	Title I School Support specialist
N/A	—	Title I Family Engagement Coordinator
Dana Sneathen	*(signature)*	Parent/Family Member
Eleanor Madden	*(signature)*	Community Member
Debbie Ross, SEF	*(signature)*	Other School Staff