

Allegany County Public Schools
2023-2024
High School Improvement Plan

School: Center for Career and Technical Education

Principal: Richard King

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, AND CORE VALUE

Mission Statement

The Career Center's mission is to create a safe environment where all students can learn. Learning at CCTE is an inclusive and collaborative effort of students, staff, family, and community. This collaboration creates the foundation to participate responsibly, to utilize technology, to succeed in the workplace or post-secondary education, and to achieve optimal individual growth in a diverse and changing world.

Vision

Our vision is to provide a focused, caring, and stimulating environment where ALL students will recognize and achieve their fullest potential while preparing to make their best contribution to society.

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Core Values

1. Create an atmosphere in which students can learn and develop to their maximum abilities.
2. Keep lines of communication open among students, teachers, administration, home and community.
3. Provide opportunities for effective preparation for skill training that will lead to employment, apprenticeship, or post-secondary education.
4. Promote citizenship by participating in the duties and responsibilities that come with being a member of the school community.

B. SCHOOL CLIMATE AND CULTURE

Climate

The Career Center provides an environment that promotes achievement in both the academic classrooms as well as the skill areas. Special education students are included in all aspects of the Career Center and are offered appropriate assistance when needed utilizing specially designed instruction (SDI). The school, as a whole, provides a safe environment for students and has a zero tolerance of any form of harassment. The resource officer is present throughout the day to deter problems from occurring and assists the principal with incidents as needed. Teachers are given professional development in all types of harassment as well as child abuse and neglect, suicide prevention, and mental health awareness. All staff are informed annually of what to do if they suspect a problem and what steps need to be taken to address those issues appropriately and in a timely manner.

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Culture

Students at the Career Center are recognized and celebrated for their accomplishments. Certificates are presented at three 9 week assemblies for academic achievement, skill awards, and attendance. At the end of the year, an awards ceremony is pre-recorded to recognize senior award winners. The Certification Ceremony in May recognizes all seniors, yet focuses on those who have made contributions above and beyond what is expected. Students are chosen as “students of the month”, and winners of skill-related showcases and competitions at regional and state levels are recognized for those achievements. Principal Award Winners, along with those who have been designated as academic award winners are also recognized. The school has a National Technical Honor Society Chapter and also recognizes the students who complete the Academy of Health Professions Program at the “Pinning Ceremony” in the Spring. We recognize P-Tech students who have earned an Associate of Applied Science (AAS) certification in Cyber Security at Allegany College of Maryland. Students at the Career Center also participate in Leadership Allegany as well as Rotary Students of the Month. Students wear specific cords of color signifying the following honors at Certification:

- Teal Cord of Distinction: College and Career Ready
- Silver, Navy Blue and Kelly Green (ACM colors) Cord of Distinction: P-Tech
- Purple and Silver Cord of Distinction: National Technical Honor Society

All skills and program studies have an end goal for the students: 8 programs have college articulated credits, 4 programs can get their apprenticeship credits, 1 program is completely dual enrollment credits and 1 is terminal- based on a passing grade on the state exam.

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Number of years the principal has been in the building = 5

II. SCHOOL DEMOGRAPHICS

A. Staff Demographic

B. Student Demographics

Table 2	
SUBGROUP DATA	2023-2024 COUNT
American Indian/Alaskan Native	2
Hawaiian/Pacific Islander	1
African American	5
White	295
Asian	1
Two or More Races	13
Special Education	42
LEP	
Males	224
Females	93
Gender X	

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers		27	27
Itinerant staff		1	1
Paraprofessionals		3	3
Support Staff		5	5
Other		21	21
Total Staff		58	58

Total Enrollment	317
FARMS Rate (2022-2023)	54.93%

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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	5	06 Emotional Disability	1	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	10	14 Autism	6
04 Speech/Language Impaired	0	09 Specific Learning Disability	19	15 Developmental Delay	0
05 Visual Impairment	0	10 Multiple Disabilities	1	TOTAL COUNT	42

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III. ATTENDANCE

Table 4a	2022-2023
Grade Level – School Level	Attendance Rate
All (Excluding PreK & K)	N/A
Grade 1, 6, or 9	N/A
Grade 2, 7, or 10	N/A
Grade 3, 8, or 11	90.8%
Grade 4 or 12	90.5%
Grade 5	N/A

Table 4b: Subgroup Attendance Rate	2022-2023
All Students	90.7%
Hispanic/Latino of any race	89.6%
American Indian or Alaska Native	N/A
Asian	N/A

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Black or African American	93.4%
Native Hawaiian or Other Pacific Islander	N/A
White	90.8%
Two or more races	87.6%
Male	91.2%
Female	89.7%
EL	N/A
Special Education	87.8%
Free/Reduced Meals (FARMS)	89.1%

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.

None of the subgroups met the goal of 94%

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

CCTE must follow the guidelines of the traditional BOE attendance interventions and requirements. Student attendance is highlighted through 9 week assemblies at the end of each nine weeks, and the Principal's Award at the end of the senior year has a criteria review at the beginning of each year. Criteria for membership in the National Technical Honor Society is reviewed at the beginning of each year during the student grade level assembly and an induction ceremony is held during the spring of the senior year. Criteria for all of these recognitions include a standard for attendance. Students with accumulated absences will continue to receive the BOE notifications, and are also counseled by the Principal. The Principal meets frequently to discuss students who have received notices relating to their

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attendance. He conducts meetings along with the Pupil Services Team as well as faculty members to discuss strategies to improve individual student's attendance. Students are counseled on the consequences of being absent. Because each individual student has a unique set of circumstances and attendance records, these activities are ongoing and dependent upon the students involved.

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)	73.0%	58.1%	63.25%
Not Chronically Absent (student count)			179
Report Card Points Earned	53.5	51.6	

Habitually Truant

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is habitually 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)	10.54%	3.92%
Habitually Truant (student count)	25	11

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

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Students are still affected and dealing with COVID- related issues that cause attendance problems. Students can do work online instead of attending school.

Conferences with parents. PBIS monthly attendance awards- Sheetz cards.

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 =		
Subgroup	All Students	
	2021-2022	2022-2023
	Grad Rate (%)	Grad Rate (%)
All Students	87.18%	
Hispanic/Latino	N/A	
American Indian or Alaska Native	N/A	
Asian	N/A	
Black or African American	N/A	
Native Hawaiian or Other Pacific Islander	N/A	
White	86.36%	

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Two or more races	.82%	
Special Education	84.62%	
Limited English Proficient (LEP)	N/A	
Free/Reduced Meals (FARMS)	84.48%	

01. Did the graduation rate increase or decrease? Graduation rate decreased.

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

- State the 2 lowest graduation subgroup rates: Special education students and FARMS students

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

Beginning in 2023-2024, CCTE will implement a reward incentive for timely daily attendance and a consequence for habitual tardiness to encourage students to come to school on time and stay for the entire day. This will allow students more academic time to reach their goals.

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS	
Subgroup	All Students

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	2021-2022	2022-2023
Total Referrals	44	39
All Suspensions	33	30
In School	26	17
Out of School	7	13
Sexual Harassment Offenses	0	0
Harassment/Bullying Offenses	0	0

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.

For 2022 - 2023, CCTE had 39 office referrals. Student orientation, teachers in hallways between classes, teacher regular bathroom checks, teacher/parent communications, strong and consistent communication and consequences established early in the year set the tone for expectations.

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EARLY LEARNING (Elementary Only)

VI. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ART
graduation

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

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 10 ELA 10	2022				2023				2022 to 2023
	Total Test	Level 1	Level 2	Proficient	Total Test	Level 1	Level 2	Proficient	Change in

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	Takers			Level 3 or 4	Takers			Level 3 or 4	proficiency rate
		%	%	%		%	%	%	+ 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	108	61	33	6	105	10	70	20	+14
American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic/Latino of any race									
Native Hawaiian or Other Pacific Islander									
White	108	61	33	6	102	10	70	20	
Two or more races									
Special Education	16	92	8	0	21	0	0	5	
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	61	67	26	7	67	12	69	19	
Female	43	70	25	5	33	3	64	33	
Male	65	55	39	6	72	13	73	14	

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Table 11: Cohort growth (elementary and middle only)

2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	MCAP Assessment
Focus Area Goal	All students will attain College and Career Readiness
Root Cause(s):	CCR is not a graduation requirement
Focus Content Standard(s):	RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Barriers:	Based on reading inventory scores, the MCAP test seems to be too difficult for some students. Because CCR is not an indicator of performance which prevents a student from successfully completing high school, it holds less meaning to students. Lack of parental knowledge and understanding of CCR may hinder a student's performance on the test.
Needed Resources:	No resources needed
Strategies and/or evidence-based interventions:	Skill teachers with a high percentage of students who have not met CCR requirements provide enrichment activities. Phone contact to parents will be made prior to each individual testing date (s).
How will it be funded?	No funding is necessary.
Steps towards full implementation with timeline:	Requests for the phone call will be submitted to the secretary once test dates have been decided. CCR students will be recognized at the Certification Ceremony with a teal cord.
Monitoring Procedure:	The Principal keeps a detailed account of each students' progress toward achievement of CCR. He shares this information at faculty meetings, SIT team meetings, and PD. At the end of the school year, all opportunities to become CCR will be quantified.

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Universal Design for Learning for ELA.

Table 12	
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>	Teachers will utilize PowerPoint Presentations, Videos, Text-to-Speech, Class Read-Alouds, Class Discussions, Group Work and Teacher-led DBQ's.
<i>Means for Expressions: 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.
	Students will have various opportunities to present projects and Power Points to their class. Also, notebooks, journals, drawings, maps, collages, as well as quizzes and tests will be considered for assessments.
<i>Means for Engagement: tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	Students use consumable textbooks which allow and encourage them to highlight and annotate particular passages.

B. MATHEMATICS

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

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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
ACPS Results	615	34	53	13	731	21	54	25	+12
All school students	34	100	0	0	53	11	59	30	+30
American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic/Latino of any race									
Native Hawaiian or Other Pacific Islander									
White	34	100	0	0	52	11	59	30	
Two or more races									
Special Education	11	100	0	0	*				
Limited English Proficient (LEP)									

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Free/Reduced Meals (FARMS)	25	100	0	0	31	13	71	16	
Female	19	100	0	0	14	14	72	14	
Male	15	90	10	0	39	10	54	36	

* indicates no students or fewer than 10 students in category

TABLE 13b GEOMETRY	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	16647	25	49	26	19907	28	48	24	-2
ACPS Results	424	33	60	7	563	43	48	9	+2
All school students					47	89	11	0	
American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic/Latino of any race									
Native Hawaiian or Other Pacific Islander									
White					46	91	9	0	
Two or more races									

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Special Education					16	94	6	0	
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)					31	90	10	0	
Female					11	82	18	0	
Male					36	92	8	0	

* indicates no students or fewer than 10 students in category

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	20	85	15	0	44	43	57	0	0
American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic/Latino of any race									
Native Hawaiian or Other Pacific Islander									
White	20	85	15	0	43	44	56	0	

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Two or more races									
Special Education									
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	7	86	14	0	31	13	71	16	
Female	5	100	0	0	18	28	72	0	
Male	15	90	10	0	26	54	46	0	

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

2. MATH FOCUS AREAS

MATH FOCUS AREA 1:	
Focus Area Goal	All students will be College and Career Ready in Math
Root Cause(s):	CCR is not a graduation requirement.
Focus Content Standard(s):	
Barriers:	Students are a year or possibly two years removed from Algebra 1. Because CCR is not an indicator of performance which prevents a student from successfully completing high school, it holds less meaning to the students. Failing MCAP does not prevent a student from graduating and students are aware of this. Lack of parental knowledge and understanding of CCR may hinder a student's performance on the test. A hand-held calculator is not available for the test.
Needed Resources:	No resources are necessary
Strategies and/or evidence-based interventions:	Higher level math classes provide reinforcement of skills for MCAP. Skill teachers with a high percentage of students who have not met CCR requirements provide enrichment activities. Phone contact to parents will be made prior to each individual testing date.

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	Variable message signs will remind students/parents of upcoming tests.
How will it be funded?	No funding is necessary.
Steps towards full implementation with timeline:	Math instruction will continue up until the test. Requests for the phone call will be submitted to the secretary once test dates have been decided. CCR students will be recognized at the Certification ceremony with a teal cord.
Monitoring Procedure:	The Principal keeps a detailed account of each student's progress toward achievement of CCR. He shares this information at faculty meetings, SIT Team Meetings, and PD. At the end of the school year, all opportunities to become CCR will be quantified.

Universal Design for Learning for MATH.

Table 15	
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>	Activate prior knowledge Vary the display of information Pre-teach vocabulary and symbols Clarify unfamiliar syntax Present key concepts in one form of symbolic representation ie. equation Implement interactive activities
	Expression/Action- This is how the student will demonstrate their knowledge.

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<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>The students will: Use a graphing calculator or pre-formatted graph paper Break long term goals into smaller more manageable goals Use checklists and guides for note taking</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>The student will: Be provided real-world connections Be given various activities to produce authentic and engaging lessons Be provided tasks that allow for active participation and experimentation Use cooperative learning groups Differentiate the degree of complexity within activities</p>

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CCTE Technical Skills Assessments (TSA)

During the 2022 - 2023 school year, the senior class list was composed of 114 senior students.

89 of the 109 senior students eligible to be tested passed at least 1 Technical Skill Assessment (TSA).

$89/109 = 81.65\%$ of eligible seniors passed their skill area TSA

Students that were not counted in the final calculation – 4 were considered to be special education SLE and 1 was removed from CCTE and placed in the RESTART program. Removing those 5 indicates why there were only 109 that remain eligible for TSAs.

C. SCIENCE

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

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* 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									
American Indian or Alaska Native									
Asian									
Black or African American									
Hispanic/Latino of any race									
Native Hawaiian or Other Pacific Islander									
White									
Two or more races									
Special Education									
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)									
Female									
Male									

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2.

FOCUS AREA 1:	
Focus Area Goal	
Root Cause(s):	
Focus Content Standard(s):	
Barriers:	
Needed Resources:	
Strategies and/or evidence-based interventions:	
How will it be funded?	
Steps towards full implementation with timeline:	
Monitoring Procedure:	

FOCUS AREA 2:	
Focus Area Goal	
Root Cause(s):	
Focus Content Standard(s):	
Barriers:	

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Needed Resources:	
Strategies and/or evidence-based interventions:	
How will it be funded?	
Steps towards full implementation with timeline:	
Monitoring Procedure:	

FOCUS AREA 3:	
Focus Area Goal	
Root Cause(s):	
Focus Content Standard(s):	
Barriers:	
Needed Resources:	
Strategies and/or evidence-based interventions:	
How will it be funded?	
Steps towards full implementation with timeline:	
Monitoring Procedure:	

Universal Design for Learning for SCIENCE.

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Table 17	
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>	
<i>Means for Expressions: 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.
<i>Means for Engagement: tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement

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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.
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	
<i>Means for Expressions: 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.
	Multiple Options for Engagement

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<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	
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E. Advanced Placement Data

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VII. MD School Survey Results and Plan

Staff Engagement Action Plan: 2023 MD Report Card Score out of 3 = 8.617 Projected MD Report Card Score (2024) = 2.585	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Safety, Substance Abuse, 6.22
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..	<ul style="list-style-type: none"> • Invite a speaker to inform teachers how to recognize signs of abuse in students and proper pathways to assistance for the student. • Listen for key words that identify abuse • Examples of new substance paraphernalia • Students who are found to have drug paraphernalia, must go to the Health Dept, and the appointment card must be shown prior to re-entering school.
Initiative leader and team: Who is responsible and involved in the work?	SIT Team members, Student Service Team, Administration, PPW and School Counselor
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Drug Addiction Counselors from Health Dept Speaker Offer counseling services for those affected

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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?	Number of office referrals related to substance abuse will decrease
Timeline: Include dates for implementation of action steps.	One year
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Instructional Support, Instructional Feedback, 6.83
Topic Description:	The quality of instructional feedback topic for educators describes the degree to which teachers receive useful, actionable, adequate feedback from school leadership to improve their teaching.
Strategies:: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> • Teachers will be given input in creating schedules • Teachers will be apprised of sensitive student information and situations as they occur • Teachers will be treated professionally as evidenced in open communication • Teacher input will be trusted and acknowledged
Initiative leader and team: Who is responsible and involved in the work?	School Administrative/Supervisors
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	SIT meeting to address topics and strategies Devise a plan to address sensitive subjects to inform teachers
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Improved score on the next survey
Timeline: Include dates for implementation of action steps.	One year

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<i>Student Engagement Action Plan: 2023 MD Report Card Score out of 7 = Projected MD Report Card Score (2024) out of 7=</i>	
Primary Area of Need State the Domain, Topic, and Score	Safety Substance Abuse 1 out of 10
Topic Description:	The substance abuse topic describes the degree to which students think that it is okay 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).	Invite a speaker to inform students about the dangers of drug, tobacco and alcohol abuse. Security personnel will patrol the school and bathrooms to discourage any unwanted activity.
Initiative leader and team: Who is responsible and involved in the work?	SIT Team members and administration.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Speaker Security Personnel Offer counseling services for those affected

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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?	Number of office referrals related to substance abuse will decrease Students conversations of related topics will decrease
Timeline: Include dates for implementation of action steps.	One year
Secondary Area of Need State the Domain, Topic, and Score	Safety Bullying 1.2 out of 10
Topic Description:	The bullying topic describes the degree to which students feel unwanted, aggressive behavior among other students that involves a real or perceived power imbalance.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> Teachers will spend one day per nine week period with students in a circle reflecting on and discussing peer-related and bullying topics. Students that are found to have issues with bullying will be questioned by administration to determine the nature of the incident and discipline will follow, as needed. Zero tolerance policy displayed and verbalized Graphics instructor will work with students(possibly the SLE students) to design and create anti-bullying posters for the halls and common areas
Initiative leader and team: Who is responsible and involved in the work?	Faculty
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Letter home informing parents Safe storage of cell phones Graphic design equipment
Performance Metrics: What will you measure to gauge progress on your	Student survey

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action steps and to determine if the identified goal has been met?	
Timeline: Include dates for implementation of action steps.	One year

VIII. MULTI-TIERED SYSTEM OF SUPPORT

Please insert your MTSS Practice Profile. Be sure the MTSS addresses all parts from the guidance document. (Left in for your reference)

	Step 1	Step 2	
	Count number of items of each rating	Multiply Counts by Ratings for Weighted Scores	Weighted Scores
# of Items Rated 2	9	x 2 =	18
# of Items Rated 1	4	x 1 =	4

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# of Items Rated 0	0	$\times 0 =$	0
Items should total	13	*	*
Step 3 Weighted Scores	*	*	22
Step 4 Convert to Percentage	*	Sum of Weighted Scores/ 26 x 100	85%

** 3 items were
marked N/A

PRIORITY: #1 Attendance			
PRACTICE: Monitor and improve attendance			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Ensure that students with attendance concerns are identified 	PST	First Marking Period	
INSTALLING			

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<ul style="list-style-type: none"> Review prior year attendance for all incoming grade levels. Establish leveled interventions for student needs Examine data to determine interventions and incentives for students to increase attendance 	PST/PBIS	<ul style="list-style-type: none"> Beginning of the year ongoing quarterly 	
IMPLEMENTING			
Schedule quarterly incentives for students maintaining and improving attendance.	PBIS/Admin	<ul style="list-style-type: none"> quarterly 	
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Notes-			

PRIORITY: #2 Monitoring Student Progress

PRACTICE: Grade level and special education teachers work in teams to review and monitor SDI three times a month

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
Ensuring students with special needs are identified and monitored	Special Ed Dept	First Marking Period	
INSTALLING			

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<ul style="list-style-type: none"> Establish leveled interventions for student needs Examine data to determine interventions and incentives for students to increase academic performance 	Spec Ed Teachers/ Gen Ed Teachers	<ul style="list-style-type: none"> Beginning of the year ongoing quarterly 	
IMPLEMENTING			
Schedule ongoing meetings with Special Education Department and General Education teachers to monitor and address issues	Spec Ed Teachers/ Gen Ed Teachers	<ul style="list-style-type: none"> Weekly Ongoing 	
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
			?
Notes-			

IX. 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.

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

X. 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 at the school,etc). Program Advisory Committee Meetings are required to be held twice a year with each skill area. PAC Members serve as judges for School and Regional Skill Competitions, as well as Mock Interviews. Parents are invited to the awards assemblies at the end of each nine weeks. Phone calls, e-mails, and other correspondence with parents is completed concerning issues with students. Parents, grandparents, relatives, and alumni are also invited to participate in the Veteran's Day Program at the school. Parents are also invited to the induction ceremony of the National Technical Honor Society, and the pinning ceremony for the Level II Academy of Health Professions students. Our students are also immersed in community involvement within their skills, some of their connections are as follow. Cosmetology takes appointments for Level II students to provide a service for community members. Also, Auto Collision and Auto Technology work on cars for the community. Welding recently made 50 flag holders for the parking meters for the city of Frostburg, and they have made entrance gates for several local cemeteries. The building trades skills (Carpentry, Electrical Maintenance, and Heating, Venting and Air Conditioning [HVAC] work together to build a new home that is sold to the highest bidder in the community. This work is supplemented by local union workers, and the house project is supervised by The Building Trades Foundation. Carpentry students also built dog boxes for the local K-9 Unit. The Academy of Health Professions students do internships at the local nursing homes; Level II students complete their internships at the local hospital. Graphic Communications accepts work orders from the community, as well as other schools. Law Enforcement students have internship ride-alongs with the Sheriff's Department, Maryland State Police, Frostburg City Police, Cumberland City Police, and the 911 Dispatch Office. Culinary Arts students learn to cook for and to serve teachers, visiting dignitaries, and community members; catering events are also part of the curriculum. P-Tech students repair teachers' computers and cell phones. Media Technology has created promotional videos for several schools. Engineering and Manufacturing students design and machine parts for local business and industry.

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Our school holds an annual Back to School Night, Tri-State College Night, and an Open House. The School Counselor sends out a Financial Aid Parent Newsletter, and during the recruiting period, applications and an informational brochure are mailed to every 10th grader. We utilize social media for promotion of skill programs and current events in the school.

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.

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.

XI. 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. Ruby Payne/ Emotional Poverty Book Study	Finished by 3/24	CCTE Faculty and Staff	Understanding of the impact of poverty on the classroom setting.	The Ruby Payne theory	Increased personal connection with students who struggle and will be less likely to misbehave
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. Re-engaging Learners in a Trauma-sensitive Classroom	11/1/2023-11/15/2023	CCTE Faculty	Various ways to engage students during various stages of a lesson	Skills to engage students	Increased student participation, better grades, less misbehavior

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XII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
SIT Team members will review the plan together, making additions/deletions prior to sharing with the entire faculty. The plan will be shared with faculty upon completion and review of the SIT team. An update regarding the development of the school improvement plan will be shared with the faculty at future school based professional development days and/or faculty meetings. The final document will be reviewed with the faculty prior to its evaluation by the central office team. Each faculty member will receive an electronic copy of the monthly school improvement team meeting minutes, faculty meetings, or team/department meetings. The implementation and evaluation of the plan will be discussed at regularly scheduled faculty meetings.
2. How will the plan be shared with parents and community members? Please include approximate dates.
At parent conference sessions, copies of the school improvement plan will be available for review by the parents. A copy of the SIT plan will be placed on the school website. Any interested person may request a copy of the plan, and faculty will be available to discuss it at any time.
3. What role will classroom teachers and/or departments have in implementing the plan?
Each teacher receives an electronic copy of the SIP for review and/or contributions. Since the plan is based on CCR improvement efforts, all teachers work together to support the students in passing the MCAP test. Additionally, a focus on increasing the number of students who take and pass the TSA will be made with the Skill Instructors. Increasing in this regard will allow students to achieve CCR for both ELA and Math. Through our staff development, all teachers will be involved in implementing the objectives of the plan. Teachers in English and Math, as well as Skill Area Teachers and Administration, will encourage students to take the exams seriously and try their best when participating in any of the areas that provide CCR.
4. How will student progress data be collected, reported, and evaluated by the SIT?
The Testing Coordinator, School Counselor and Principal will collect the data as it becomes available throughout the school year. Results will be shared with the SIT team and then reported to the faculty at the monthly faculty meeting.
Student progress will be measured using the following % Calculation:
Insufficient Attainment: 60% or below of all targeted students are designated as CCR
Partial Attainment: 61% to 74% of all students targeted achieve the designation of CCR
Full Attainment: 75% or more of all targeted students at CCTE will achieve the designation of CCR

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5. How will the administration monitor the plan?
The Principal will consult with the Test Coordinator, School Counselor and Principal when the data becomes available, as well as review the data on Aspen. He will compare the data to that of the previous years' and formulate a plan as necessary.
6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?
Upon request from the SIT chair, Central Office staff will attend SIT meetings to provide assistance. The Central Office will also provide linkages with MSDE and other educational agencies. They will also assist in planning professional development activities. A review team of Central Office staff will review the plan using the SIT rubric. The review team will meet with the SIT team from the Career Center after that date to review the implementation of the plan. The Central Office has been very supportive in its understanding that the plan for CTE is unique and the focus of targeting CCR is realistic for the school, its staff, and the 11th and 12th grade students it serves.

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

Name	Signature	Role
		Principal
		Assistant principal
		Other School Leader
		Teacher

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		Teacher
		Instructional Assistant
		ACPS/School Reading coach or specialist
		ACPS/school Math coach or specialist
		Reading Interventionist
		Title I School Support specialist
		Title I Family Engagement Coordinator
		Parent/Family Member
		Parent/Family Member
		Community Member
		Community Member
		Other School Staff