Allegany County Public Schools
2024-2025
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**

<u>Mission Statement</u>

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.

<u>Vision</u>

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.

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

<u>Climate</u>
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.

<u>Culture</u>
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
- Gold, 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.

II.   SCHOOL DEMOGRAPHICS   Number of years the principal has been in the building = 5
        A. Staff Demographic   B. Student Demographics

Table 2	
SUBGROUP DATA	**2023-2024 COUNT**
American Indian/Alaskan Native	1
Hawaiian/Pacific Islander	0
African American	6
White	282
Asian	0
Two or More Races	17
Hispanic	3
Special Education	34
LEP	0
Males	207

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	1	27	28
Itinerant staff		8	8
Paraprofessionals		4	4
Support Staff		21	21
Other		5	5
Total Staff	1	67	68

Females	102
Gender X	0
Total Enrollment	**309**
FARMS Rate (2023-2024)	**62.8%**

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Special Education Data 2024-2025 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	4	06 Emotional Disability	1	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	1
03 Deaf	0	08 Other Health Impaired	7	14 Autism	5
04 Speech/Language Impaired	0	09 Specific Learning Disability	14	15 Developmental Delay	0
05 Visual Impairment	0	10 Multiple Disabilities	2	**TOTAL COUNT**	34

III.   **ATTENDANCE**

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Table 4a	2023-2024
Grade Level – School Level	**Attendance Rate**
Grade 11	89.3%
Grade 12	89.5%

Table 4b: Subgroup Attendance Rate	2023-2024
All Students	**89.4%**
Hispanic/Latino of any race	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	89.7%
Two or more races	85.4%
Male	89.3%
Female	89.5
EL	n/a
Special Education	84.8%
Free/Reduced Meals (FARMS)	87.6

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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 attendance 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 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.

*Report card points for students not chronically absent in 2022 were adjusted due to post covid results. This explains receiving more points even though the results may have been lower.

Table 5	2022 *	2023	2024
Not Chronically Absent (percentage)	58.1%	64.3%	55.5%
Report Card Points Earned	5	3	1

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	2024
Habitually Truant (percentage)	10.54%	3.92%	6.07%
Habitually Truant (student count)	25	11	20

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

With COVID-19's effects hopefully fading and schools starting to return to some semblance of normal, several adjustments are specifically targeted toward habitually truant students. Despite the pandemic causing challenges for students in terms of their routine

and attendance, new strategies are currently being implemented to tackle these issues, which ultimately lead to improvements in attendance.

The school has new staff members whose job is to build relationships with the community. They also are there to interact with students and with families, creating more efficient ties, addressing contributing factors of truancy. By cultivating a more supportive environment and addressing any barriers to attendance, these employees are part of the solution, which helps to reduce absenteeism.

Also, because of additional funding, we have changed how perfect attendance is rewarded. Previously, one student with perfect attendance each month was chosen and rewarded; now every student with perfect attendance will earn a prize. As this change will recognize all students who achieve perfect attendance while encouraging positive habits of attendance, it is designed to highlight the importance of consistent student attendance and guarantee that all students receive the acknowledgement of their effort.

Parent conferences are still a critical part to addressing attendance issues. The conferences allow school personnel (Principal and Pupil Services Team) the opportunity to meet directly with parents and guardians to talk about their child's attendance history. These meetings allow the team to gather with families to discuss their absence history and create individualized plans to improve attendance. Parent involvement is encouraged, and these discussions also center on the potential academic and social consequences of chronic absenteeism.

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			
	All Students		
	2021-2022	**2022-2023**	**2023-2024**
Subgroup	**Grad Rate (%)**	**Grad Rate (%)**	**Grad Rate (%)**
All Students	87.2%	87.8%	95%
* Hispanic/Latino	N/A	N/A	N/A
* American Indian or Alaska Native	N/A	N/A	N/A
* Asian	N/A	N/A	N/A
* Black or African American	N/A	N/A	N/A
* Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
White	86.36%	88.68%	>95%
* Two or more races	N/A	N/A	N/A
Special Education	84.62%	61.5%	N/A
*Limited English Proficient (LEP)	N/A	N/A	N/A

Free/Reduced Meals (FARMS)	84.48%	90.48%	>95%

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

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.

For the 2024-2025 school year, CCTE will continue to implement a reward incentive for timely daily attendance and a consequence for habitual tardiness. This initiative encourages students to arrive on time and remain at school for the entire day, providing them with more academic time to reach their goals. By promoting punctuality and consistent attendance, we aim to support students in maximizing their learning opportunities and achieving success.

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
	All Students		
Subgroup	2021-2022	2022-2023	2023-2024
Total Referrals	44	39	431
All Suspensions	33	30	53
In School	26	17	0
Out of School	7	13	53
Sexual Harassment Offenses	0	0	0
Harassment/Bullying Offenses	0	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.

Referrals: The data shows a significant increase in the total number of referrals and suspensions. This sharp rise is primarily due to an immature student body and a lack of accountability in previous years. We acknowledge these factors and have been committed to addressing them to reduce the number of referrals moving forward.

A PLAN TO REDUCE REFERRALS AND SUSPENSIONS:

Implementing a Student Orientation: We will enact a schoolwide student orientation at the beginning of the year each school year to clearly delineate behaviors that will have repercussions. This will also position the tone for the year, making it necessary for kids to recognize responsibility and accountability early.

Increased Principal Classroom Visits: The Principal will visit classrooms more regularly to strengthen relationships with students and teachers, monitor classroom climate, and allow for the early detection of behavioral issues. These visits will also help ensure that policies and expectations being outlined by the school are being followed consistently.

Conferences individually with Students: Students with behavioral and academic problems will conference one on one with them to learn specific struggles.

Parent Conferences: We will have more frequent parent conferences in order to keep families informed and engaged with their child's social and academic development. By working with parents, we can efforts reinforce the expectations and consequences set at school, creating a stronger support system for students.

Enhanced Behavioral Support Programs: We will enhance those programs that promote positive decision-making, emotional regulation, and conflict resolution skills. They will learn how to properly handle themselves.

Targeted Supports for High-Risk Students: These students will receive additional treatments, including mentorship, counseling, and individual behaviour plans. These measures will help address the need for them to be referred or suspended.

Professional Development for Staff – This will be ongoing professional development for teachers and staff members that is designed to help engage students in ways that minimize the potential for inappropriate classroom behavior.

Monitor and Evaluate Progress: By monitoring the referrals and suspensions, we will track the effectiveness of implementing these strategies regularly. We need this data to be able to tweak our practices and make sure we are tackling the root causes of the behavior problems.

VI.   ACADEMIC PROGRESS
A. ENGLISH LANGUAGE ART

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.*	Teachers will utilize PowerPoint Presentations, Videos, Text-to-Speech, Class Read-Alouds, Class Discussions, Group Work and Teacher-led DBQ's.
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.**
	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.
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**

	Students use consumable textbooks which allow and encourage them to highlight and annotate particular passages.

B. MATHEMATICS

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.	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
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.** 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

Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	Multiple Options for Engagement
	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

C. SCIENCE

Universal Design for Learning for Government.

Table 17	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.	Teacher presented Graphic organizers Audio recordings Video recordings Online discussion boards Powerpoint, prezi, and other "slide type" presentation Student presented materials guided by teacher
Means for Expressions: *providing the learner alternatives for demonstrating*	**Expression/Action- This is how the student will demonstrate their knowledge.**

their knowledge and skills (what they know).	Diagrams and models Formative/summative assessment Graphic organizers Student created models
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	Engagement videos Connections to real world concepts Real world examples Skill tie in Science demonstrations Lab experiments

D. **SOCIAL STUDIES/GOVERNMENT**.

Universal Design for Learning for Government.

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.	Primary source analysis (letters, Role-playing activities (e.g., debates, mock trials) Project-based learning (creating posters, presentations, or digital stories) Using SOAPSTone and RACES Strategies Infographics, charts, and maps Timelines and graphic organizers

	Political cartoons and propaganda analysis
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.**
	Written Expression Visual and Creative Projects Verbal and Performance Based Technology Based Hands-on Collaborative Work Alternative Testing Method
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	Make Learning Relevant Encourage Active Participation Offer Choice and Autonomy Use Technology and Multimedia Foster Collaboration and Discussion Provide Emotional and/or Social Connections

CCTE Technical Skills Assessments (TSA) (Very Broad Testing Options)

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.

CCTE Technical Skills Assessments (TSA) (Very Limited Testing Options by MSDE)

During the 2023 - 2024 school year, CCTE viewed TSA results and students with 3.0 GPAs.

The senior class was composed of 141 senior students.

102 of the 136 students that were eligible did so by passing a Technical Skill Assessment for their skill area or concluded their senior year with an overall GPA of 3.0 or higher.

102/136 = 75% of the eligible seniors met the goal.

It was determined that there were 141 students in the senior class. 5 students were eliminated from the results for these reasons.....2 students were classified as Non Diploma Track, 1 student moved away in April, 1 student had four different placements in hospitals during the senior year due to mental health issues and missed valuable instruction time, and 1 student missed 92 days of school during his senior year and was not present for the last six weeks of school when testing occurred. This brings the number of students eligible to 136.

E. **Advanced Placement Data**

	2020	2021	2022	2023	2024
Total AP Students	3	8	12	15	11
Number of Exams	4	11	12	15	12
AP Students with Scores 3+	2		2	3	1
% of Total AP Students with Scores 3+	66.67	0.00	16.67	20.00	9.09
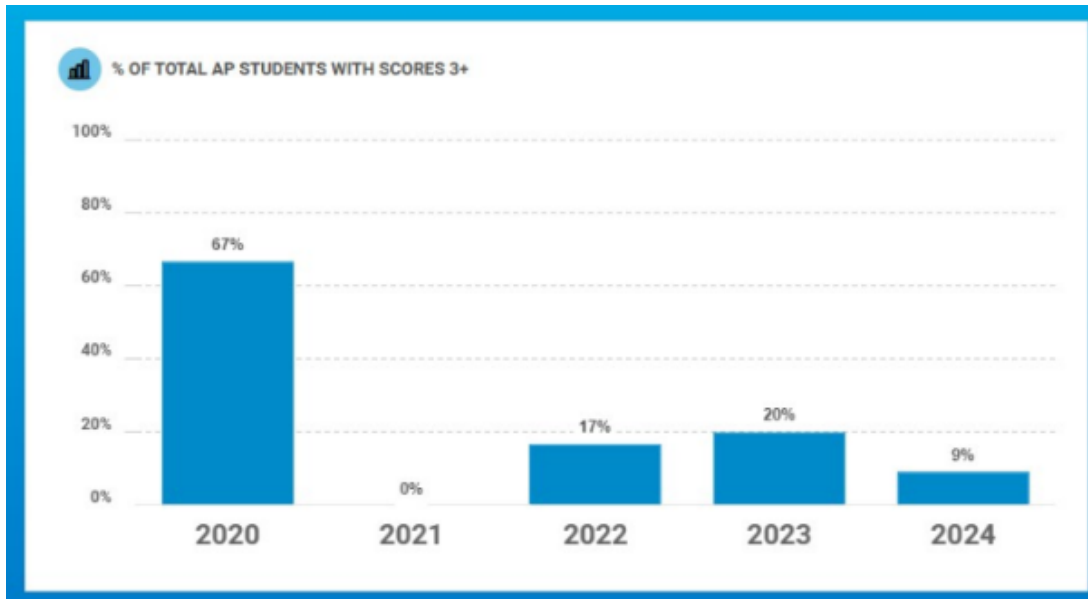
1. State the goal and describe the plan to increase the number of students taking AP courses.

    Increase student participation in AP courses by addressing the reluctance to take the AP exams, and by positioning AP courses as a valuable academic option despite scheduling limitations.

Provide students with the option to take AP courses without the requirement of taking the exam at the end. This can address the concern of students not wanting to commit to the exam while still allowing them to gain the benefits of the AP coursework. Emphasize that they will still receive the rigor of AP-level learning, which can boost their GPA, and they can still benefit from the critical thinking and academic skills gained, even without the exam.

For students who want to avoid the pressure of the exam, offer a compromise where they can take the AP exam but with less stress by emphasizing the option to self-assess and decide later whether they want to sit for the exam.

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

Run an awareness campaign that outlines the *long-term value* of taking AP courses, such as improving college applications, potentially earning college credits, and gaining skills in writing, analysis, and problem-solving.

Focus on the personal growth aspect, emphasizing that AP courses provide opportunities for students to challenge themselves and build resilience, which will benefit them no matter the path they take.

VII.   MD School Survey Results and Plan

Staff Engagement Action Plan: *2024 MD Report Card Score out of 3 = 2.3*	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Safety, Substance Abuse, 5.38 out of 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..	- 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
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	Student to Student Relationships, 5.11 out of 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..	**Team-building Activities**: Organized activities that encourage collaboration and teamwork can help students build friendships and mutual respect.

	Social Events & Clubs: Creating spaces for students to engage in informal settings—such as social clubs, interest-based groups, or school-wide events—can allow students to connect outside the classroom.
Initiative leader and team: Who is responsible and involved in the work?	Staff or teachers who will be responsible for organizing and overseeing activities. This includes classroom teachers, counselors, 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)?	External experts, such as conflict resolution trainers or team-building specialists, to provide workshops or specific training.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	To assess the effectiveness of the initiatives, time and resources will be needed to gather student and staff feedback. This will be done through surveys, focus groups, or informal discussions. Tools for tracking progress, such as systems to monitor student engagement in activities, attendance at events, or improvements in student relationships, will be useful for assessing outcomes.
Timeline: Include dates for implementation of action steps.	One year

Student Engagement Action Plan: ***2024 MD Report Card Score out of 7 = 2.2***	
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
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 1.56 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).	• 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 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 action steps and to determine if the identified goal has been met?	Student survey
Timeline: Include dates for implementation of action steps.	One year

MULTI-TIERED SYSTEM OF SUPPORT - as of 3/26/25

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
# of Items Rated 0	0	x 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			
● **Ensure that students with attendance concerns are identified**	PST, Admin.	First Marking Period	Attendance Letter, conferences, year long
INSTALLING			
● 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/Community School coordinator	● Beginning of the year ● Ongoing ● Monthly ● quarterly	Ongoing during school year
IMPLEMENTING			

Schedule quarterly incentives for students maintaining and improving attendance.	PBIS/Admin/Community school Coordinator	● quarterly	Ongoing during the year
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	Monitored Quarterly
INSTALLING			
● 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	● Beginning of the year ● ongoing ● quarterly	Ongoing during the year

IMPLEMENTING			
Schedule ongoing meetings with Special Education Department and General Education teachers to monitor and address issues	Spec Ed Teachers/ Gen Ed Teachers	● Weekly ● Ongoing	Ongoing during the year
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Notes-			

VIII.   **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.

With 431 Office Referrals during the 2023 - 2024 school year, the Career Center has implemented several key strategies in the attempt to lower discipline issues. They include:

- Monthly Incentive Programs
- Community Service Coordinator Activities
- Developed a Community Support System and came up with Collaborative activities with Skill Area Instructors in Mock Interviews
- CCTE Spirit Week for Juniors and Seniors during CTE Month (February)
- Implementation of student Orientation Program

- Increased administration classroom visits
- Increased individual student conferences through-out the school year
- Increase contacts with parents
- Enhanced behavioral support programs (staff) within the school

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

- Increased support for development of social skills
- Increased support with adult supervision
- Increased support from adults for academic success
- Increased support from adults for direct instructions
- Increased support from adults to build organization skills, task list, and time management skills
- Increased Proximity Control
- Frequent Monitoring
- Multiple means of positive reinforcement

IX.   **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.

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.

X. **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
1. Making Teacher/Student connections	Monday, September 30, 2024	CCTE Faculty and Staff	Building relationships	Ruby Payne	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	Wednesday, August 21, 2024	CCTE Faculty	Various ways to engage students during various stages of a lesson	Skills to engage students	Increased student participation, better grades, less misbehavior Community Program is to help assist those students in need

XI.   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 based on passing a given TSA or a "C" or better in Algebra I with a 3.0 GPA
Partial Attainment: 61% to 74% of all students targeted achieve the designation of CCR based on passing a given TSA or a "C" or better in Algebra I with a 3.0 GPA

Full Attainment: 75% or more of all targeted students at CCTE will achieve the designation of CCR based on passing a given TSA or a "C" or better in Algebra I with a 3.0 GPA

5. How will the administration monitor the plan?

The Principal will consult with the Test Coordinator, School Counselor when the data becomes available, as well as review the data on Aspen. The principal 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 CCTE is unique and the focus of targeting CCR is realistic for the school, its staff, and the 11th and 12th grade students it serves.

Allegany County Public Schools
2024-2025
High School Improvement Plan

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

Name	Signature	Role
		Principal
		Assistant principal
		Other School Leader
		Teacher
		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