Allegany County Public Schools
2019-2020 School Improvement Plan

School: Center for Career and Technical Education   **Principal: Richard L. King**

Allegany County Public Schools
2019-2020 School Improvement Plan

I.   INTEGRATED EDUCATIONAL FRAMEWORK

    A.   VISION, MISSION, CORE VALUES, AND LEADERSHIP

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.

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 effect 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. **Culture, Climate, and Inclusive Community**

The Career Center provides an environment that fosters achievement in both the academic classroom as well as in the skill areas. Special education students are included in all aspects of the Career Center and are given appropriate assistance when needed utilizing specially designed instruction (SDI). The school, as a whole, provides a safe environment for students and is free of any form of harassment. The resource officer is present throughout the day to prevent problems from occurring. 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 aware of what to do if they suspect a problem and what steps need taken to address those issues appropriately and in a timely manner.

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 assembly at Allegany College is held 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 and are are recognized for those achievements. College and Career Ready students are acknowledged with a Teal Cord of Distinction at Certification. 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. Students at the Career Center also participate in Leadership Allegany as well as Rotary Students of the Month.

C. **Staff Engagement Action Plan**

Staff Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Instructional Support: Instructional Feedback 6.55 out of 10
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: Steps that will be taken in order to obtain the desired outcome.	● 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 Administration/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.	● Next
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Safety: Substance Abuse 5.37 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: Steps that 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 pathway to assistance for the student. ● Listen for key words that identifies abuse ● Examples of new substance paraphernalia
Initiative leader and team: Who is responsible and involved in the work?	● SIT Team members, Student Service Team 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 ● 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

D.   **Student Engagement Action Plan**

Student Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Score	Relationships: Student-student Relationships 4.05 out of 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: Steps that will be taken in order to obtain desired outcome.	● Teachers will spend one day per nine week period with students in a circle reflecting on and discussing peer-related and timely topics. ● School will have a "Social Media Free" in which students will not be on their phones from period 1 through period 5 including lunch. Those students who participate will be rewarded.
Initiative leader and team: Who is responsible and involved in the work?	● Faculty ● Juniors
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. ● Publicity

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.	● April -June 2020
Secondary Area of Need State the Domain, Topic, and Score	Safety Substance Abuse 3.36 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: Steps that will be taken in order to obtain the desired outcome.	● Invite a speaker to inform students about the dangers of drug, tobacco and alcohol abuse.
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 ● 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

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II.   **SCHOOL DEMOGRAPHICS**

   A. **Staff Demographics**

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers		25	25
Itinerant staff	1	3	4
Paraprofessionals		3	3
Support Staff		5	5
Other		1	1
Total Staff	1	39	40

Table 2				
Under each year, indicate the percent as indicated of individual in each category.	2016-2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data	2019-2020 Official Data
Percentage of faculty who are: ● Certified to teach in assigned area(s)	93/1% 6.9%	100% 0%	97.5% 2.5%	92% 8%

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● Not certified to teach in assigned area(s)				
For those not certified, list name, grade level course	Welding Carpentry	None	Graphics	Graphics Auto Body
Number of years principal has been in the building				1
Teacher Average Daily Attendance	95.0%	94.9%	96.2%	

B. Student Demographics

Table 3			
SUBGROUP DATA			
SUBGROUP	**2017-2018 TOTAL**	**2018-2019 TOTAL**	**2019-2020 TOTAL**
American Indian/Alaskan Native			
Hawaiian/Pacific Islander			
African American			**2**
White	**244**	**208**	**192**
Asian			
Two or More Races			**10**
Special Education	**45**	**40**	**50**

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LEP			
Males	**164**	**135**	**143**
Females	**92**	**87**	**61**
Total Enrollment (Males + Females)	**256**	**222**	**204**
Farms (Oct 31 data)	**51.31%**	**50.69%**	

Special Education Data 2019-2020 School Year (As of September 30, 2019)

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	6	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	19	14 Autism	6
04 Speech/Language Impaired		09 Specific Learning Disability	19	15 Developmental Delay	
05 Visual Impairment		10 Multiple Disabilities			

III. ATTENDANCE

Table 5	2018-2019	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All (Excluding PreK & K)	92.3	N
Grade 11	91.3	N
Grade 12	93.0	N

Table 6				
Attendance Rate				
Subgroups – School Level Data	**2016-2017**	**2017-2018**	**2018-2019**	**Indicate if current rate is less than 94%**
All Students	92.5	92.8	92.3	**Y**
Hispanic/Latino of any race	10	10	89.8	**Y**

American Indian or Alaska Native	10	10		
Asian	10	10		
Black or African American	10	10	89.3	**Y**
Native Hawaiian or Other Pacific Islander	10	10		
White	92.5	93	92.4	**Y**
Two or more races	10	10		
Male	92.8	92.9	91.7	**Y**
Female	92.5	92.8	93.0	**Y**
EL	10	10		
Special Education	92.4	92.3	92.5	**Y**
Free/Reduced Meals (FARMS)	91.3	92.2	90.8	**Y**

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. CCTE will continue to promote strong attendance through the senior car and the junior computer giveaways at the end of the school year. A senior with perfect attendance has the opportunity to enter a drawing for a car. Junior students enter a drawing to receive a computer. 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 with 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 discuss strategies to improve individual students 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. The PBIS team is conducting a drawing for a Sheetz card for randomly selected 10 day perfect attendance for the month. For the first month of school, one hundred students were entered in the drawing. During the winter months, we

will have a homeroom competition. Those details will be forthcoming. Students with attendance above 96% will also participate in a Kuna Ice/Rita day or an Ice Cream Day.

III.   **HABITUAL TRUANCY and CHRONICALLY ABSENT**

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. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

	2018	2019
Count Habitual Truant		1
Percent Habitual Truant		.47
Percent Chronically Absent	26.74	29.52

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

The Career Center had one student identified as being habitually truant in 2018 which was .38 %. This year the percentage has increased to .47% but still represents one student.

B. If the chronically absent percent is higher than 20%, state plans or changes to reduce the number. If the chronically absent percent is less than 20%, state plans to maintain or improve.

The PBIS team is conducting a drawing for a Sheetz card for randomly selected 10 day perfect attendance for the month. For the first month of school, one hundred students were entered in the drawing. We also plan to have a Rita or Kuna Ice Cart periodically, or an ice cream day for good attendance. During the winter months, we will have a homeroom competition. The winning homeroom will receive a cook-out or pizza party. Those details will be forthcoming.

III. **GRADUATION AND DROPOUT RATE – High Schools Only**
Goal: All students will graduate from high school.

Table 7:	Four –Year Adjusted Cohort Graduation Rate								
	All Students								
	2016-2017			2017-2018			2018-2019		
Subgroup	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)
All Students	132	126	95.45	126	117	92.86	124	121	**97.58**

Black or Arican American							2	2	**100**
White	127	121	95.28	120	111	92.5	115	112	**97.39**
Two or more races	6	4	66.7	0	n/a	n/a	6	6	**100**
Hispanic/Latino							1	1	100
Special Education	28	24	85.7	21	17	80.95	19	17	**89.47**
Free/Reduced Meals (FARMS)	74	68	91.9	66	58	87.88	63	60	**95.24**
Economically Disadvantaged (data as of 2019)							40	38	95

Table 8:	Four –Year Adjusted Cohort Dropout Rate								
	All Students								
	2016-2017			2017-2018			2018-2019		
Subgroup	Adjusted Cohort	# of Dropouts	Dropout Rate (%)	Adjusted Cohort	# of Dropouts	Dropout Rate (%)	Adjusted Cohort	# of Dropouts	Dropout Rate (%)

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All Students	132	4	3	126	5	3.97	124	1	**0.81**
Black or Arican American							2	0	**0**
White	127	4	3.15	120	5	4.17	115	1	**0.87**
Two or More Races							6	0	0.0
Hispanic/Latino							1	0	0
Special Education	28	2	7.14	21	0	0	19	0	0.0
Free/Reduced Meals (FARMS)	74	4	5.41	66	4	6.06	63	1	**1.59**
Economically Disadvantaged (data as of 2019)							40	1	2.5

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

   Students who attend the Career Center only spend 50 % of their high school career at this school. They are certified and do not graduate from the Career Center. There are actually no subgroup challenges evident.

IV.   SCHOOL SAFETY/ SUSPENSIONS

Table 9: SUSPENSIONS				
	All Students			
Subgroup	**2016-2017**	**2017-2018**	**2018-2019**	**Percent of increase (+)/decrease (-) from 2017-2018**
Total Referrals	111	95	77	-19%
All Suspensions	97	85	62	-27%
In School	68	52	43	-17%
Out of School	29	33	19	-42%
Sexual Harassment Offenses	0	1	0	-100%
Harassment/Bullying Offenses	0	4	1	-75%

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 Career Center had 111 referrals during the 2016-2017 school year, which is a decrease of 59, and represents a 35 % reduction from the previous year.   We had 68 in-school interventions and 29 out of school suspensions. The Career Center had 95 referrals during the 2017-2018 school year which is a decrease of 16, and represents a 14 % reduction from the previous year.   We had 52 in-school interventions and 33 out of school suspensions. In the year 2018-2019 we had a decrease of 18 referrals for a decrease of 19%. As you can see by the chart, the number of referrals has decreased 31% from 2016 to the present. We have had a decrease in all categories in 2018-2019 with zero sexual harassment referrals. Our students have continued to improve their behavior since 2016. We are not currently on the disproportionality watch list.

V.   EARLY LEARNING: N/A

VI.   ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
to reduce the 2017 non-pass rate by 50% by the year 2030.
Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

SCHOOL PERFORMANCE SUMMARY

CCR DESIGNATION

ENGLISH LANGUAGE ARTS

CCR Determination is based upon multiple measures. Each student at CCTE has the opportunity to achieve CCR status through the various opportunities afforded under the College and Career Readiness and College Completion Act of 2013. Some students met the standard or would have met the standard for ELA by one or more measures. All measures are indicated. The data reflects student passing rates for each assessment noted.

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ASSESSMENT USED / GROUP/ SUBGROUP	Number of Valid Students	GPA (3.0)		ELA 10 PARCC (4 or 5)		ELA 11 PARCC (4 or 5)		ACCUPLACER ELA (Local Agreement)		TSA For CTE (Varies by Program)		ELA SAT SCORE (480+)		ELA ACT SCORE (21+)		ELA AP SCORE (3+)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
School TOTALS	75	36	48%	9	12%												
GENDER																	
Female	23	12	52%	5	23%												
Male	52	24	46%	4	7%												
ETHNICITY/RACE																	
African American	1	0	0	0	0												
White/Caucasian	72	34	47%	9	13%												
Two or More	2	2	100	0	0												
ECONOMIC DISADVANTAGE																	
No	47	24	57%	7	15%												

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Yes	28	10	36%	2	7%						
STUDENTS WITH DISABILITIES											
IEP-Yes	17	8	53%	1	6						
IEP-No	56	26	46%	8	14						
504	2	1	50	0	0						

2. **Use current data to determine if goals from last year's SIP were met.**

   - Describe changes in last year's focus areas.

     The data results show that students in all subgroups are underperforming in ELA PARCC. However, with the new local agreements in place, CCTE is showing progress in working toward 100% attainment of CCR. In the year 2017, 47% of the students attained CCR status. In 2018, 67% attained CCR. In 2019, 77% met the CCR requirements. We met our goal of having 70% of the students attain CCR. We will increase this goal to 75% for the year 2020.

3. **FOCUS AREAS**

FOCUS AREA 1:	
Focus Area Goal	All students will attain College and Career Readiness

Root Cause(s):	- CCR is not a graduation requirement - A reading intervention program is offered at the Career Center. Some students, with parental consent, choose to opt out of this opportunity.
Barriers:	- Based on reading inventory scores, the test seems to be too difficult for some of the 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:	- English 12 teacher provides transition practice for Accuplacer. - 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). - Variable message signs will remind students/parents of upcoming tests. - Honors ELA 11 has been fully implemented. CCTE has one class.
How will it be funded?	No funding is necessary.
Steps towards full implementation with timeline:	- During October and November, transition class will occur during homeroom. - Requests for the phone call will be submitted to the secretary once test dates have been decided. - CCR students will be recognized at 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. .

Table 13	**UDL for English Language Arts**
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.*	The teacher will: Activate background knowledge Highlight patterns, features, big ideas and relationships (DBQ's) Clarify vocabulary symbols Emphasize key elements in text "Chunk" information into smaller elements
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 his/her knowledge.**
	Students will: Set appropriate goals Communicate through multiple types of media Use various methods to respond Have access to tools and assistive technologies.
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	Students will Be placed in literary circles. Be provided a means to reflect and self-assess work Be presented with opportunities to collaborate Be provided Specially Designed Instruction (SDI) Be provided tasks that allow for active participation, exploration, and experimentation

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.

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Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

<u>SCHOOL PERFORMANCE SUMMARY</u>

<u>CCR DESIGNATION</u>

<u>MATHEMATICS</u>

1. CCR Determination is based upon multiple measures. Each student at CCTE has the opportunity to achieve CCR status through the various opportunities afforded under the College and Career Readiness and College Completion Act of 2013. Some students met the standard or would have met the standard for Math by one or more measures. All measures are indicated. The data reflects students passing rates for each assessment noted.

ASSESSMENT USED / GROUP/SUBGROUP	Number of Valid Students	GPA (3.0)		Alg II PARCC (4 or 5)		ACCUPLACER MATH (Local Agreement)		TSA For CTE (Varies by Program)		MATH SAT SCORE (530+)		MATH ACT SCORE (21+)		MATH AP SCORE (3+)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
School TOTALS	75	36	48%	5	6%	9	12%								
GENDER															
Female	23	13	57%	0	0	1	4%								
Male	52	23	44%	5	10%	8	15%								
ETHNICITY/RACE															
African American	1	0	0	0	0	0	0								

White/Caucasian	72	34	47%	5	7%	9	13%				
Two or More	2	2	100%	0	0	0	0				
ECONOMIC DISADVANTAGE											
No	28	8	29%	2	7%	3	11%				
Yes	47	19	40%	3	6%	6	13%				
STUDENTS WITH DISABILITIES											
IEP-Yes	17	6	35%	0	0	1	6%				
IEP-No	58	29	50%	5	9%	8	14%				
504	2	1	50	0	0	0	0				

2. **Use current data to determine if goals from last year's SIP were met.**

- **The goal of CCR was not met because 100% of the students did not attain CCR. The Career Center is working toward trying to get 75% or more of the seniors to obtain the title of College and Career Ready for 2019 - 2020. For the year 2018-2019 we met the goal of 70% becoming CCR.**

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
Barriers:	● Students are a year or possibly two years removed from Algebra I. ● Because CCR is not an indicator of performance which prevents a student from successfully completing high school, it holds less meaning to students. ● Failing PARCC Algebra II, however, does not prevent a student from graduating and students know this, which is perhaps why little effort is given by some students. ● 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 Accuplacer. ● 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). ● 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 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.

Table 15	UDL for Math
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 smartboard 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 his/her knowledge.** The student will: Use a graphing calculator, geometric sketch pad 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. **Bridge Projects**

1. **Bridge Data Overview**
    Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
    Short Term Goal: To enhance the knowledge of students who were deficient on the grade 10 assessments in ELA
    and Math as well as Government, as a means of supporting the improvement of scores deeming students CCR by
    the end of grade 12 .
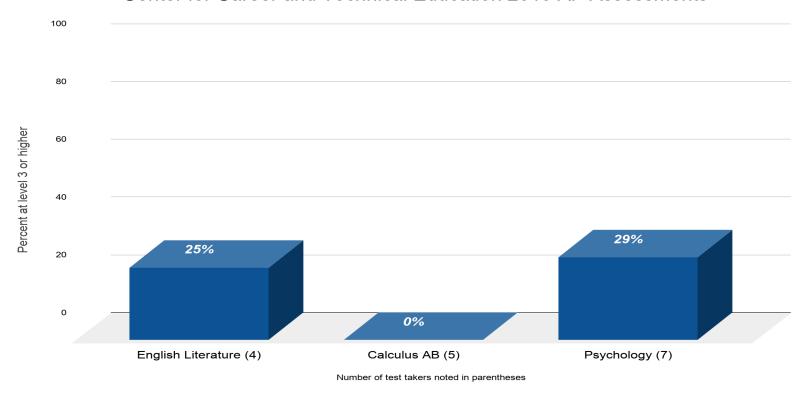   **Complete data charts using 2015, 2016, 2017, 2018 Data Results.**

2. **Analyze the data results for Bridge to determine underperforming areas.**
    Include FARMS, SE and other selected focus subgroups in your analysis.
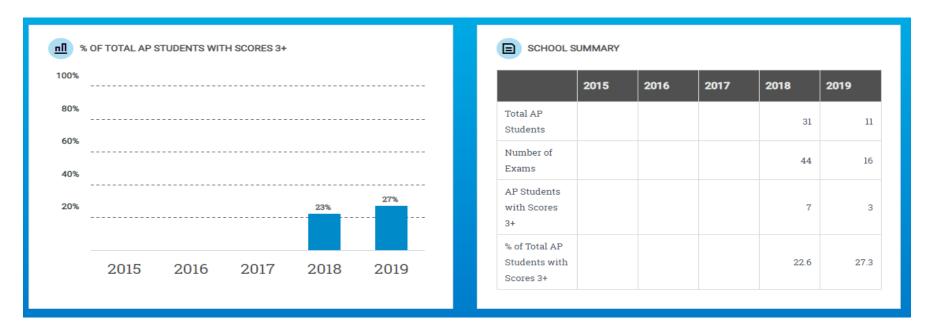
Bridge Class	Total Number of Projects	Number Currently Being Completed	Number Completed 11/30/19
English 10	45	45	0
Algebra I	29	10	19
Government	56	51	5

The students in the bridge classes include a high percentage of special education students. These students have difficulty passing the MCAP and HSA tests and therefore are required to complete the bridge project.

D. Advanced Placement Data and Early College

Center for Career and Technical Education 2019 AP Assessments

English Literature (4): 25%

Calculus AB (5): 0%

Psychology (7): 29%

Percent at level 3 or higher

Number of test takers noted in parentheses

% OF TOTAL AP STUDENTS WITH SCORES 3+

SCHOOL SUMMARY

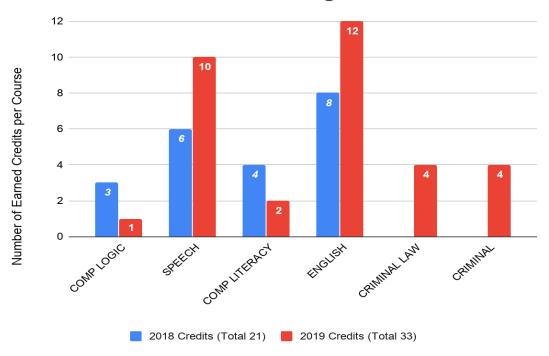|	2015	2016	2017	2018	2019
Total AP Students				31	11
Number of Exams				44	16
AP Students with Scores 3+				7	3
% of Total AP Students with Scores 3+				22.6	27.3

1. Based on the AP graphs, comment on the strengths and what will be done to maintain the high achieving results.
   The Career Centers strength is its teachers and the rigor of instruction.

2. Based on the AP graphs, comment on the under achieved areas and what will be done to improve those areas.
   In order to improve the percentage of students receiving a 3 or better on the AP exams students will join the AP classroom (ALBERT) and utilize the interactive tutorials and AP resources.

E. **College Credits**

CCTE 2019 College Credits

1. What is your school doing to promote increased enrollment in AP and EC courses?

   Academic and Skill Staff are encouraged to challenge students with potential. Individual conferencing with students about the benefits of AP and Early College Courses is offered by the school counselor. Presentations occur in English classrooms with all potential AP and Early College Courses during course selection. We also send a "Cheat Sheet" to all comprehensive high schools to use when counseling our new applicants during scheduling time.

2. What supports need to be provided to improve student achievement in AP and EC?

We have built a better monitoring system for students and that was a support that was needed to ensure their academic success. It would also be nice to have after school transportation provided for students who need to stay for AP test practice sessions.

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

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

MTSS Multi-Tiered System of Support Action Planning   School: CCTE   Date: 10/22/19

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
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 Increase the use of GRR in Tier I instruction			
PRACTICE: School personnel will use the GRR framework for planning and instruction and include the UDL principles, guidelines and checkpoints.			
Action Step	**Who**	**By When**	**Status Update / Next Steps**
LAYING THE FOUNDATION			
- Following along with District professional development Administration and SIT team will complete a book study on *Better Learning, Through Structured Teaching.* - Administration and SIT team will unpack the chapters of the book to gain a deeper understanding of the concepts and framework. - SIT and administration will determine next steps after the book study, and will work to align with the District initiative.	Admin SIT Team District	August-Dec. 2016	**Completed** Book II will be purchased and topic for focus for the school year will be guided instruction.
INSTALLING			
- During Principal PD the guided instruction will be the topic of focus for the staff - Monitoring the use of GRRUDL through electronic walkthrough document	Admin SIT MTSS Admin	School yr, 2017-18 Ongoing	

IMPLEMENTATION	Admin/Staff	2018- 2019	
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
● Staff will continue to use written GRR models in the classroom. ● PD will be continued with all staff.	Faculty Principal Supervisors	Ongoing 2019-2020	

PRIORITY: #2 Increase positive behavior			
PRACTICE: School personnel will use universal/school-wide positive behavior interventions and supports to increase daily attendance.			
Action Step	**Who**	**By When**	**Status Update / Next Steps**
LAYING THE FOUNDATION			
● Explore and pilot positive behavior interventions and strategies to support Tier I behavioral needs. ● District support to outline the process of interventions and data tracking.	Staff and Admin.	August 26, 2019	Committee met with PBIS chair to determine strategies for increased attendance
INSTALLING			

● Random 10 day attendance during a month will result in a Sheetz card drawing for all students with 100% attendance ● Kuna Ice/ Rita's will be reward for 100% attendance during specified dates ● End of year drawing for senior(car) /junior(electronics). Eligibility is perfect attendance for each 9 weeks. ● Phone calls will be made after a student misses two consecutive days. ● Attendance will be recognized at three 9 week assemblies. ● Homeroom challenge will occur during winter months. Class with highest average will receive a cookout. ● Using data, the staff and Administration will examine the results to determine if the interventions are successful in reducing ODRs and raising attendance percentages.	Staff and Admin	On-going 19 - 20	

IMPLEMENTING

● Using data, the staff and Administration will examine the results to determine if the interventions are successful in reducing ODRs and raising attendance percentages.	Staff and Admin.	End of 2019-2020 school year	

SUSTAINING SCHOOLWIDE IMPLEMENTATION	Staff and Admin	2020-2021

X. **POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

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

Data indicates that schools years:

     2016 – 2017:   111 office referrals   2017 – 2018: 95 office referrals   2018-2019: 77 referrals

There are strategies reviewed with teachers indicating discipline issues that teachers can address verses discipline issues that office administrators should address. This information is displayed in the teacher handbook. The information is reviewed with each teacher during teacher workshops. Additionally, each classroom was provided a poster with the key word "PRIDE" on it. Each letter of P-R-

I-D-E describes a positive action that the staff at CCTE hopes students recognize, follow, and becomes a part of daily life. P: Prepare for the task ahead, R: Respect for self and others, I: Initiative take it every single day, D: Dependable Be a good teammate, E: Effort Give it your all always.

Furthermore, student support will be offered in a variety of ways. Programs such as the Pupil Service Team, local counseling services from various agencies, referrals to outside support agencies, in-school-intervention support staff, the school counselor, IEP and 504 support staff, and continued parent contact and support are all examples of strategies CCTE has put in place to support the PBIS framework. Restorative practices will be implemented for students that need behavioral support. This will enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

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

   Students that need Tier II behavior support have numerous means of behavioral support. Support to students will be offered in a variety of support and staff groups settings. Programs such as the Pupil Service Team, local counseling services from various agencies, referrals to outside support agencies, in-school-intervention support staff, and continued parent contact and support are all examples of strategies CCTE has put in place to support the PBIS framework. The Guidance Counselor will meet with students who have spent time suspended to discuss ways to cope in the classroom setting. Additionally, behavioral assessments and plans are developed to assist students with issues. Many of CCTE's behavioral problems seem to be bus related and tobacco/e cig related.

VIII.   **Non-Title I Schools**
         Family and Community Engagement

Parent/Community Involvement Needs

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

Parent support is important at CCTE. Parents help with fundraisers in many of the clubs and skill areas. Our Open House and Back to School nights are well attended by parents as well as community members. Parents travel to the SkillsUSA competitions to support their children. Parents volunteer as chaperones on field trips and help out with classroom activities. Parents also attend the Honor Society Induction, Recognition Banquet, AHOP pinning ceremony and the Veterans Day Program as well as recognition assemblies. We also have

parents and community members who serve on various committees such as PAC , LAC, Mock Interview, ACPS Bldg Trades Foundation, and P-TECH Steering Committee.

Parent Advisory Committee 2019-2020

Name	Position
Mrs. Courtney Case	Parent
James Robertson	President ACPS Bldg Trades Foundation
*Can provide listing of all PAC Members, LAC Members, Mock Interview Members, ACPS Bldg Trades Foundation Members, and P-TECH Steering Committee Members upon request.	Various Membership Categories with over 100 Serving

Parent Involvement Plan

Under the "Position" column, identify the school's representative and alternate for the county Parent Advisory Council with "PAC." Identify the other members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school community.**

_____CCTE____   PARENT INVOLVEMENT PLAN

Expectations

_____CCTE_____recognizes the importance of forming a strong partnership with parent/family and community members in order to positively impact the students in our school. To promote effective parent/family engagement, the staff welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

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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

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.	• Allegany County Parent Advisory Committee • CCTE School Improvement Team	**Monthly** **Quarterly**	**Superintendent's Office** **Principal**
II. Building Parental Capacity ➢ Provide assistance to parents in understanding the State's academic content standards and students academic achievement standards, and State and local academic	● Annual Back to School Night ● Annual Open House ● Annual Skills Showcase ● Parent Conferences ● ASPEN Online Grading ● Local Advisory Council meets bimonthly. ● Nine week assemblies ● Veteran's Day Program ● IEP & 504 Meetings ● Skills USA/FBLA Events	August February December October Ongoing Bimonthly Quarterly November Weekly	Principal CCTE Supervisor Guidance Counselor CCTE Faculty & Staff CTSO Advisors Local Advisory Council Program Advisory Committees Business Partners

assessments. ➤ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement ➤ Ensure information is presented in a format and/or language parents can understand. ➤ PRovide full opportunities for participation of parents of students from diverse backgrounds.	● CCTE Awards Night & Reception ● Certification Ceremony ● Tri State College Night ● Financial Aid Workshop ● Parent Newsletter Business/community reps and a parent rep. • Program Advisory Committees made up of Community Business Partners and Parent Representatives Business/community reps and a parent rep. • Program Advisory Committees made up of Community Business Partners and a parent Representative Teams of parents from diverse backgrounds.	9 weeks May November April Monthly On-going On-going	School Counselor
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.	Back to School night and Open House averages over 100 guests. Parent Conferences are not well attended.	August October February	Principal Vice-Principal School Counselor

IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Field Trips Mock Interview Judges	On going March	Principal Chairpersons

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.

Parents will be invited to the awards assemblies at the end of each nine weeks. Phone logs will be completed by teachers to indicate contact with parents concerning issues with their students. Teachers will send postcards that inform parents or guardians that their child is doing something noteworthy. Parents, grandparents, relatives, and alumni are also invited to partake in the Veteran's Day program at the school. The CCTE Facebook Page will continue to be updated and photos and accomplishments of students shared frequently for parents who find it difficult to come into the school. This platform has become very popular and is managed by the Principal and select skill staff.

IX.   **Professional Community for Teachers and Staff- Standard 7**

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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?

1.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
Ruby Payne/ Emotional Poverty Book Study	Finished by 11/22/19	CCTE School Improvement Team	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
2. 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
Implicit Bias Training with Retired Officer James Hott	11/1/19	CCTE faculty	Knowledge of innate bias that teachers may have and not be aware of.	Different biases and how to identify and interpret them	Pre/post survey on biases.

X. **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 SIT team.   An update regarding the development of the school improvement plan will be shared with the faculty at a 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 tests, completing the bridge projects and/or reaching the composite. 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 Bridge Coordinator 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

5. How will administration monitor the plan?

    The Principal will consult with the Test Coordinator, School Counselor, and Bridge Coordinator 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 comprised 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
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Use this page to identify the members of the School Improvement Plan's team. Please include their affiliation/title.

Name (Print and Sign)	Affiliation/Title
Richard King	Principal
Jemma Crowe	SIT Chairperson
Pam Bittner	English Instructional Leader
Brenda Blackburn	AHOP
Jenean Fazenbaker	Guidance Counselor
Shaun Lewis	Science Teacher
Tom Krukowsky	Interactive Media
Brody Mackert	Social Studies Teacher
Harry Morgan	Auto Technology Teacher
Robert Prosser	Engineering/Industrial Manufacturing Teacher
Marianne Spencer	Special Education Facilitator