Allegany County Public Schools
2019-2020 School Improvement Plan

School: Fort Hill High School   **Principal: Candy K. Canan**

Section	Table of Contents	Page
	Title Page	
I	**Integrated Educational Framework**	1-5
II	**School Demographics**	5-8
III	**Attendance**	8-10
IV	**Habitual Truancy**	10-11
V	**Graduation and Dropout Rates**	12-14
VI	**School Safety/ Suspensions**	14-20
VII	**Early Learning**	N/A
VIII	**Academic Progress**	21-40
IX	**Multi-tiered System of Support**	41-43
X	**Positive Behavioral Intervention & Supports or Behavior Management Systems**	44-45
XI	**Family and Community Engagement**	46-50
XII	**Professional Community for Teachers and Staff**	51-53
XIII	**Management Plan**	54-55
XIV	**Signature Pages**	56-58

Allegany County Public Schools
2019-2020 School Improvement Plan

I.   INTEGRATED EDUCATIONAL FRAMEWORK

    A.   VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

Fort Hill High School's mission is to provide a safe, positive, nurturing environment that develops responsibility, personal integrity,diligence, empathy, self-respect, and respect for others. Our mission is also to provide each student with an academically challenging program that enhances creativity and inspires them to achieve individual excellence and success in a rapidly changing world.

Vision

Fort Hill High School is a community of diverse learners in which every person is valued for his/her contribution. Fort Hill students will demonstrate social responsibility, the highest standards of behavior, and personal responsibility for their own education as lifelong learners. The Fort Hill staff focus is to build positive, meaningful, supportive relationships among students, staff, and community and foster academic excellence. Our graduates will possess the necessary skills and knowledge to empower their success in their college and careers and to contribute to a diverse and globally interconnected society.

<div style="border:1px solid black">

Core Values

- **Learning, Creating Vital Relationships, and Respect Amongst each Other**
- **FHHS believes that we must engage every student every day during their four year tenure at FHHS. We believe that learning is achieved by creating curiosity and performing hard work. FHHS will encourage and support critical thinking, problem solving, active questioning, and risk taking to continuously improve rigorous academic and vital learning experiences.**
- **FHHS believes that uniting together is vital to our success as a school. We must create strong partnerships that are created with open and honest communication. In addition, creating positive relationships within our diverse community requires us to understand the perspective of others.**
- **WE BELIEVE that each individual's contributions adds a specific value to our learning community;. The FHHS administration, staff, and students view fair treatment, honesty, openness, and integrity as essential core components to success in life and the diversity of our school is an asset that makes us stronger.**

</div>

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

The faculty & staff at Fort Hill High School strive to create an inclusive climate and culture. We believe that when all of our students are included we all succeed together. We provide this through our special education program, our student support programs, our academic access to a wide-range of classes, and our extracurricular programs. These address the individual social, academic, and emotional needs of all of the students we serve.

To kick the new year off right, we established a Freshman Orientation, hosted at Fort Hill for any incoming 9th grade student, new student, and family members who wished to attend. Schedules were provided, a brief overview of the school schedule and general information was given by school administration and guidance, tours of the building with support from our National Honor Society and Student Council students were available, and refreshments and door prizes were all a part of making the evening enjoyable and a great way to ease students into Fort Hill. This event was well attended and well received with 113 students and their parents choosing to attend.

The first area which demonstrates our belief in an inclusive community is through are special education teachers and support staff. Paraeducators are primarily used as support staff for special education students. They are used in every aspect of the school day as an extension of the teacher. Most are stationed in the SLE environment and are used to make accommodations that are stated in the IEPs of each student. One IA is used as our Intervention Monitor, who supervises students that are in the Intervention room. She coordinates homework and classwork with the respective teachers, completes the daily attendance, and communicate frequently with administration about attendance and tardies. We also have IA's who are assigned to assist with student transitions between classes and to assist those students with the organization of classroom materials and specific learning needs.

Instructional Assistants who are assigned in a class with regular education students give additional academic support to all students, while also paying attention to the needs of the special education students. This includes, but is not limited to: reinforcing instruction, assisting with classwork, homework, and maintaining classroom discipline. IA staff also assist with coaching teams of our Unified Sports Program. They interact directly with regular and special education students, helping them as they practice and perform in matches. They bring both needed assistance and familiarity with the special needs and requirements of students with disabilities, as well as adult leadership and mentoring to all participants.

Responsibilities of IAs include: morning/afternoon bus duty, bathroom and personal hygiene assistance, communication between students and teachers, providing of and assistance with classroom instruction and transition services, follow-through for therapy services, and general student supervision. IAs, at the direction and monitoring by Classroom Teachers and the Special Education Facilitator, also implement behavior plans, make accommodations, modify the curriculum, provide vocational inclusion and assist with classroom preparation for activities. They work very closely with the SLE teachers to plan various activities and lessons and they modify activities to accommodate for the needs of the students with which they are working.

Collaborative planning between general and special education teachers has been a challenge at Fort Hill due to the nature of scheduling. Efforts were made this year to match Special Education Inclusion Staff and content teachers for collaborative planning. In some cases this was able to be done; others there were issues in providing collaborative time for planning. We were able to "departmentalize" the inclusion assignments in most cases, which does assist with creating a "team" approach to addressing content weaknesses. Additionally, special educators are each provided an opportunity to work with students on their caseloads with the addition of the Comprehensive Skill Development Class to their schedule. Special educators are highly supported in the shifts occurring in special

education, with Professional Development opportunities focused on the implementation of the Specially Designed Instruction component which serves to supplement core instruction, to enhance independence, and to break down barriers to learning for our students.

Equal and equitable access to courses which are of high rigor is paramount for our students to be successful. To ensure our students have this, participation in Advanced Placement classes for college credit is promoted and provided for all students willing to strive for academic achievement. This school year, 14 sections of AP courses are afforded to students in the school schedule, with an enrollment of 200 students to date.

The Dual-Enrollment, Early College Program held in conjunction with Allegany College of Maryland has allowed Fort Hill students to access college credit-bearing coursework while finishing their high school courses. This program allows students to be successful at taking college courses while still in the supportive environment of high school with teachers who show the students that college is a possibility for anyone willing to work when given the opportunity. Access to college coursework is possible, regardless of socio-economic status and familial lack of education, and to that end, Fort Hill currently has a total of 305 enrollees for college credit-bearing coursework. This number reflects students who may be taking more than one college course throughout the school year, and students often are able to enroll in several courses allowing them to complete a semester or more of college prior to exiting high school. In addition to Fort Hill Staff, students at Fort Hill are also supported by the College Coach. The College Coach is frequently on campus and assists with administering the Accuplacer, as well as in supporting the teaching of College English classes this year due to an unexpected vacancy of a staff member due to injury.

The Maryland NextGen Scholars program is available to low-income students in grades 9 through 11 who are deemed eligible. The program funds a coordinator that is responsible for mentoring and educating students and their parents on the resources available for college and career planning, and provides numerous services as well as guidance to support college success after high school. The program extends beyond awareness and provides much support to students and parents in the navigation of the college preparation process.

Another area which Fort Hill strives to add inclusivity is when addressing the wide range of socio-economic statuses present in our school. Programs have been established to make sure students who are struggling with food availability at home have access to

additional food resources within our school. The Food Fort was established and is stocked for students who are hungry. Local community members, organizations, and teachers provide the resources for the Food Fort, and all students are welcome to take what they need because Fort Hill faculty and staff believe no child in our care should ever be hungry. Additionally, Fort Hill opted to participate this school year in the "Breakfast in the Classroom" Program established through MSDE. This program provides a free breakfast to all students, regardless of socio-economic status. The breakfast program numbers have drastically improved from FY19 to FY20 as a result of this new food service program, improving from an average of 43 students fed per day to 130 students fed each day. This demonstrates a 67% increase in students being fed.

Clothing is another area of need for our students. In conjunction with the Food Fort, local charities will provide winter outerwear for students who do not have a winter coat. Gently used clothing and shoes are brought in for students in need and are funneled through the Project Yes room. These are available for students all year long. To ensure that no student feels left out during homecoming and prom, dresses and shoes are available for students at no cost to them. Tickets are donated by the Student Council; therefore, no student who wants to participate in these events is left out due to lack of funds.

The Fort Hill Christmas Endeavor is a place where school and community resources come together to ensure that students in need are given gifts during the holidays. Students receive practical and enjoyable gifts donated by the community, faculty, and staff because we believe that all students should receive something during the Christmas holiday. Additionally, Thanksgiving meals are organized for families through collaborative efforts with community organizations and staff generosity.

Project Yes is another area where Fort Hill strives to provide equity to high-risk students by giving these students an extra layer of support. Students participating in this program receive mentoring, help with classes, tutoring, and another person to help them be successful in school. The Behavior Specialist assigned to Fort Hill also serves to support students through the development of behavior plans, service as a member of the Pupil Service Team, and through mentoring students who have been identified.

Free tutoring services are also provided by the students in the National Honor Society as time permits. Though the schedule has limited this service for students, any struggling student can request a helping-hand in any subject and efforts will be made to assist.

Decisions relating to the general operations of the school are viewed by administration as being best determined by the "team" where time and circumstances permit. Student, Staff, and Community feedback and input is sought on issues of improvement and concern.

Our morning announcements and weekly video news-stream is organized and conducted by our students and our Fort Hill Student News Service has over 2,600 people following our news and events. Our community organizations support all things Fort Hill and conduct valuable programs such as our Senior Signing Day, fundraising events and activities, scholarships, school beautification projects, and general assistance whenever requested. All teachers were assigned portions of the School Improvement Plan based upon team assignments, and were able to provide feedback, ideas, and information which served to develop the plan. Everyone within the Fort Hill community has a voice and their opinions and ideas are welcomed.

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.	**Domain: Safety** **Topic:** Substance Abuse **Average Score:** 3.91

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.	Continuous Training of Staff at all levels to identify characteristics leading to early intervention and strategy development. Student input sought in regards to services needed or needing improved.
Initiative leader and team: Who is responsible and involved in the work?	Administration Counselors Social Worker/Mental Health Counselor Behavior Specialist School Nurse Teachers Students
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Funding for substitutes to allow training to occur Funding for positions established to provide student support (Social Emotional Counselor) Time established during the school day in the school calendar to support Professional Development using "Train the Trainer Model". This time should be protected from being utilized for other mandated initiatives which will establish the importance of addressing the needs. PST Meetings
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Future results of staff and student engagement surveys PST Meeting notes Action Plans developed for students Student Leadership Team development following staff training
Timeline: Include dates for implementation of action steps.	Ongoing implementation throughout the 2019-2020 school year
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	**Domain: Instructional Support** **Topic:** Instructional Feedback **Average Score:** 4.39

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.	Master schedule review and discussion will be ongoing throughout the first semester, with collaboration on the decision of the staff with regard to the upcoming schedule to be had in December. Observations, Evaluations, and Walk-Throughs Conducted by school administration will include time for conversation and feedback.
Initiative leader and team: Who is responsible and involved in the work?	Administration Special Education Facilitator Teachers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time to meet with individual teachers, departments, counselors, and building administrators to develop plans for building the schedule. Time to reflect and conference with staff following observations and evaluations. Time to conduct walk-throughs.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Future results of the staff survey to identify areas of growth as it relates to instructional feedback Walk-through data reflects both indicators and comments shared by administration
Timeline: Include dates for implementation of action steps.	School based surveys related to scheduling conducted-September through December 2019 Scheduling as topic of Principal PD- February 2020 Review of course selection numbers-March 2020 Collaboration on Schedule Building to be conducted with Departments-April 2020 Classroom Walk-Throughs Conducted by School Admin-Ongoing SLO's assigned, monitored, and managed collaboratively-Ongoing Observations & evaluations conducted by all administrators will require administration to meet with staff being observed and discuss the observation/evaluation, rather than simply having staff sign off on documentation.-Ongoing

D. **Student Engagement Action Plan**

Student Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Score	**Domain:** Safety **Topic: Substance Abuse** **Average Score: 1.00**
Topic Description	The substance abuse topic describes the degree to which students believe 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 desired outcome.	Education: Health classes teach lessons Informational fact sheet given on tobacco/vape related suspensions Individual counseling with nurse Referred to Health Department
Initiative leader and team: Who is responsible and involved in the work?	Administrators Health teachers School nurse
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Meetings with Staff & Instructional Leaders Analysis of surveys & discipline statistics from ASPEN Guest speakers: School and individual classes Posters, informational packets, videos
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	School based surveys ASPEN discipline statistics and charts Future student surveys Future ASPEN statistics and charts

Timeline: Include dates for implementation of action steps.	Surveys: MD School Survey Feb. 2020 - April 2020 Data Analysis of Discipline 2019-20
Secondary Area of Need State the Domain, Topic, and Score	**Domain: Environment** **Topic:** Physical Environment **Average Score: 1.00**
Topic Description:	The physical environment topic describes the degree to which students feel the school is kept clean, comfortable, and in good repair.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Continuous cleaning/maintenance of building daily, painting, replacing lights, & generally maintaining inside and outside of building. Waxing floors 2 times per year Placing orders to maintenance for broken items
Initiative leader and team: Who is responsible and involved in the work?	Head Custodian Administration Maintenance Supervisor
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Head custodian and personnel Budgeted supplies for daily and yearly plan for maintenance Equipment: Mowers, snow blowers, tractor plows, and other equipment needed Storage plan for desks, tables, and other furniture Plan for coal, heating, and cooling the building
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	School Student Survey Head custodian, Maintenance supervisor, & Administration inspections Teacher Surveys

Timeline: Include dates for implementation of action steps.	School Based Survey: MD School Survey Feb. 2020 - April 2020 (Teacher and Student)

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		3	3
Teachers		49	49
Itinerant staff		N/A	N/A
Paraprofessionals		6	6
Support Staff		7	7
Other		11	11
Total Staff		76	76

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) ● Not certified to teach in assigned area(s)	100%	100%	100%	98%
For those not certified, list name, grade level course				Josh Cook-Tech Ed
Number of years principal has been in the building				1
Teacher Average Daily Attendance	94.3%	95.1%	94.6%	

11

B. **Student Demographics**

Table 3			
SUBGROUP DATA			
SUBGROUP	2017-2018 TOTAL	2018-2019 TOTAL	2019-2020 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	N/A
African American	46	37	38
White	672	666	584
Asian	≤10	≤10	≤10
Two or More Races	42	54	45
Special Education	102	98	106
LEP	≤10	≤10	≤10
Males	418	363	357
Females	362	340	312
Total Enrollment (Males + Females)	780	703	669
Farms (Oct 31 data)	48.7%	51.21%	47.42%

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

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	**20**	06 Emotional Disturbance	**3**	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	**29**	14 Autism	**11**
04 Speech/Language Impaired	**0**	09 Specific Learning Disability	**20**	15 Developmental Delay	**0**
05 Visual Impairment	**0**	10 Multiple Disabilities	**11**	34 Transition Program	**11**

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)	91.4%	N
Grade 9	92.4%	N

Grade 10	91.6%	N
Grade 11	90.4%	N
Grade 12	91.2%	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	91.9	91.6	91.4%	Y
Hispanic/Latino of any race	87.1	87.6	91%	Y
American Indian or Alaska Native	94.8	96.1	94.4%	N
Asian	96.5	97.4	97.1%	N
Black or African American	86.5	86.3	88.3%	Y
Native Hawaiian or Other Pacific Islander	<10	<10	0	N/A
White	92.3	92.1	91.6%	Y
Two or more races	90.6	88.8	91.3%	Y
Male			92.4%	Y
Female			90.4%	Y
EL	93.6	<10	99.2%	N
Special Education	91.2	89.4	90.1%	Y
Free/Reduced Meals (FARMS)	89.3	89.1	88.9%	Y

Allegany County Public Schools
2019-2020 School Improvement Plan

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.**

Challenges are evident in a majority of categories, with only the Hispanic/Latino, American Indian or Alaska Native, and ELL populations meeting the standard. With this said, none of these categories represent a large enough population of students to offset the overall attendance rate. The Black/African American population percentage has gone up two percentage points, which is promising, and there was a slight increase in the special education population totals from 89.4% to 90.1%, however neither category is at the level of 94% or above.

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

   1) At the end of the first nine week period, identify students to target for placement with a mentor or staff member who is the "go to" person.
   2) Identify barriers to student attendance issues and work with students/families to alleviate issues by developing plans, making parent contact to assist with concerns, etc.
   3) Reward compliant attendance and celebrate improvements to attendance. Perfect attendance students receive certificates and end of nine week drawings for gift cards are conducted for each grade level. Teachers will nominate students with most improved attendance at the semester, and each nine weeks thereafter, to also be in a drawing for gift cards.
   4) Home visits by PPW, phone calls home for absences as they occur, and administrative meetings will continue.

   IV. **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	22	21

15

Allegany County Public Schools
2019-2020 School Improvement Plan

Percent Habitual Truant	**3.01%**	**3.06%**
Percent Chronically Absent	**28.10%**	**31.50%**

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

The administration has identified students who have poor attendance and has set in place a protocol to alleviate the truancy. To alleviate the truancy issue, the administration will call home and report any student truant after morning attendance has been taken. Parental communication, usually by phone, typically improves trancy rates once parent/guardians understand the potential consequences of their child being late to school.

The administration continually monitors truant students using the ASPEN system and routinely discusses the policies with students who are habitually truant or who are demonstrating poor attendance. Every student that is placed on the "chronic" truancy list in the ASPEN system is called to the assistant principal's office to discuss options and investigate the student's situation in an effort to alleviate the issue. Once a discussion with the vice principal has taken place the first time, if absences continue, the assistant principal will meet with the PPW and a letter will be sent to the parent requiring them to attend a parent conference at the school to address the issue. During the parent conference, a collaborative effort will be made to identify any barriers and/or to clarify the expectation for student attendance, and to relay the potential for loss of credits and/or charges that can be filed in the case of a student under the age of 16.

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.**

A more consistent and dedicated effort will be made for early identification and intervention with parent communication being viewed as an integral part of the process to correct deficiencies. Students who are approved for Out of District (OOD) placement at Fort Hill will be monitored closely, as the OOD is not a right, but a privilege. Meetings with these students occurred at the beginning of the school year and at the end of the first nine

weeks. At the end of last school year, 5 OOD students met the criteria to be deemed as chronically absent. At the end of the 1st nine weeks, looking at the OOD students who were identified as chronically absent last year, two of them are considered as at-risk as a result of missing 10% or more of the days in the first nine weeks.   Students at Fort Hill High School who are approaching or "on track" to meet the criteria as being identified as chronically absent will have a conference with the Assistant Principal and/or the Principal to address attendance deficiencies. Letters are sent from the board office according to the policy, and from the school. Guidance counselors meet with chronically absent students to determine if issues exist that can be remedied. Additionally, the PPW will make a home visit to address absences.

V.   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	175	145	82.86	184	152	82.61	175	147	**84.0**
Hispanic/Latino	3	3	100	4	3	75	2	2	**100**
American Indian or Alaska Native	1	1	100	≤10	≤10	≤10	1	1	**100**
Asian	≤10	≤10	≤10	3	1	33.33	3	3	**100**
Black or African American	16	10	62.5	12	8	66.67	13	10	**76.92**
Native Hawaiian or Other	≤10	≤10	≤10	≤10	≤10	≤10	0	0	n/a

Pacific Islander									
White	144	123	85.42	159	136	85.53	144	120	83.33
Two or more races	11	8	72.73	6	4	66.67	12	11	**91.67**
Special Education	19	11	57.89	12	6	50	14	6	42.86
Limited English Proficient (LEP)	≤10	≤10	≤10	1	0	0	0	0	n/a
Free/Reduced Meals (FARMS)	97	69	71.13	97	72	74.23	89	70	**78.65**
Economically Disadvantaged (as of 2019)							63	51	80.95

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 (%)**
All Students	175	27	15.43	184	24	13	175	19	**10.86**
Hispanic/Latino	3	0	0	4	0	0	2	0	0
American Indian or Alaska Native	1	0	0	0	n/a	n/a	1	0	0
Asian	*	*	*	3	1	33.3	3	0	0

Allegany County Public Schools
2019-2020 School Improvement Plan

Black or African American	16	6	37.5	12	3	.25	13	2	15.38
Native Hawaiian or Other Pacific Islander	*	*	*	0	n/a	n/a	0	0	0
White	144	18	12.5	159	18	11.32	144	17	11.81
Two or more races	*	*	*	6	2	33.33	12	0	0
Special Education	19	5	26.32	12	0	0	14	2	14.29
Limited English Proficient (LEP)	*	*	*	1	0	0	0	0	n/a
Free/Reduced Meals (FARMS)	97	26	26.8	97	18	18.56	89	16	**17.98**
Economically Disadvantaged (data as of 2019)							63	11	17.46

01.   Did the graduation rate increase or decrease?
- The graduation rate increased from 82.61% to 84%. This is an increase of 1.39%.

Did the school meet the annual target for all students as indicated on the 2018-2019 Maryland Report Card?
- No. Fort Hill did not meet the target established in the Maryland School Report Card.

- State the 2 lowest graduation subgroup rates: Special Education and Black/African American

- State the 2 highest drop out subgroup rates: Free/Reduced Meals & Economically Disadvantaged

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

- Implementation of Restorative Practices is ongoing with Professional Development and Training being provided for all school based administrators and school counselors. Additionally, a Behavior Specialist has been hired for the 2019-2020 school year who works directly with students, monitoring behaviors and developing intervention plans to ensure student discipline is assessed, keeping in mind the strategies and interventions determined to be in the best interest of the student. Student attendance in school has a direct impact on student achievement in the classroom. We believe that through efforts of the leadership team during PST meetings and through utilization of the supports put in place, we will see improvements in the number of students who successfully graduate high school. (Ongoing)
- The PPW meets with students and parents who have determined that they want an exit from high school. Our PPW has consistently armed parents with information that enables them to transition from high school into home-schooling, thus saving the student from being considered as a "drop out". A large majority of students at Fort Hill have opted to make this transition, as opposed to simply dropping out. (Ongoing)

VI.   **SCHOOL SAFETY/ SUSPENSIONS**

Table 9: SUSPENSIONS				
	All Students			
Subgroup	**2016-2017**	**2017-2018**	**2018-2019**	**Percent of increase (+)/decrease (-) from 2017-2018**
Total Referrals	796	677	632	-6.65%
All Suspensions	506	328	232	-29.27%
In School	0	0	0	0%

Out of School	135	94	76	-19.15%
Sexual Harassment Offenses	1	0	0	0
Harassment/Bullying Offenses	2	1	3	+200%

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.

In 2017-18, there were 677 overall office referrals. Of those incidents, 234 resulted in an ISI (34.6%) and 94 resulted in OSS (13.9%). The total number of referrals decreased by 119 (-14.9%). There were 137 fewer ISI infractions and 41 fewer OSS suspensions when compared to 2016-17. The most significant number of referrals was for disruption, which was 194/677 (28.7%). The second largest was for tardiness, which was 109/677 (16.1%). The third highest was for disrespect, which was 98/ 677 (14.5%). Correcting tardiness was a specific focus of the school, which showed an increase in discipline from 4.8% (2016-2017) to 16.1% (2017-2018). There were 17 fewer incidents of truancy, while class cutting showed no significant change.

In 2018-19, there were 632 overall office referrals. Of those incidents, 156 resulted in an ISI (24.7%) and 76 resulted in OSS (12.0%). The total number of referrals decreased by 45 (6.6%). There were 78 fewer ISI infractions and 18 fewer OSS suspensions when compared to 2017/18. The most significant number of referrals was for disruption, which was 160/632 (25.3%). The second largest was for disrespect, which was 106/632 (16.8%). The third highest was for tardiness, which was 105/632 (16.6%). Correcting tardiness continues to be a specific focus of the school improvement plan to ultimately produce a decrease in discipline instances.

The school has continued to focus on correcting tardiness, truancy, and class cutting, which, when combined, constitutes 222/632 (35%) of the overall referrals. The school will continue a mentor program to help with these issues as well as academic and behavioral progress accountability systems. The school has also altered the bell schedule, adjusted the daily schedule to a rotating block, and added a free breakfast program for all students as an incentive to be on time. It is also important to note that our data reflect alternatively placed students who list Fort Hill as their home school.

To continue our positive trend, we plan to continue to use and train teachers in PBIS as a means of addressing Office Discipline Referrals (ODRs). Teachers participate in PD sessions aimed at improving classroom management. Also, teachers are involved in the analyzation of discipline data to troubleshoot areas of concern and formulate possible solutions. For example, teachers are required to complete three teacher-initiated interventions before writing an ODR for chronic behaviors. Included interventions are contacting parents, conferencing with the student, and utilizing support staff such as guidance counselors, the school nurse, or Project YES. The school administration and staff have completed Restorative Practice training as an alternative method for office referrals. The Pupil Service Team also meets regularly to discuss student concerns and possible solutions and interventions. A variety of resources and actions are reviewed, including but not limited to, guidance conference, health interventions, home visits, health services, agency referrals, creative scheduling, Academic Village support, or special education service.

3. **Domains of Influence and Root Cause Analysis**

DOMAINS OF INFLUENCE	LIKELY ROOT CAUSE INDICATORS
Quality Instruction & Assessment	Staff believe student behavior is influenced by factors outside of the classroom.
Discipline Policies & Procedures	School board members and other community members of influence, support the use of suspension and expulsion as a one size fits all approach.
Bias, Beliefs & Barriers	Staff have had no training or only a select few have been trained to recognize "blind spots" related to race, gender, religion, poverty, sexual orientation, and disabilities. The school and system culture is one of silence.
Health & Wellness	Only a select few members of the school and district level staff have knowledge related to signs of mental health concerns and can take action to assist a student or staff member in need.
Safety & Security	N/A-Committee agreed that no particular area of this domain was a likely influence on the disproportionality issues at Fort Hill High School.

IDENTIFIED DOMAIN OF INFLUENCE 1:	Bias, Beliefs & Barriers
Focus Area Goal	Train, and provide ongoing training for all staff on Implicit Bias, Ruby Payne Framework, and Emotional Poverty.
Evidence or Data:	100% of the individuals who served on the committee to identify root causes relating to disproportionality, identified a need for training as a key element in decreasing the amount of African American student removals. The committee is comprised of the following categories: parent, an individual who is African American, guidance counselors, school administration, the SRO Officer, and teachers. Discipline data review shows a decrease in overall suspensions and discipline events at Fort Hill from SY18 to SY19. However, the disproportionality of suspension for students of color showed an increase from SY17 to SY18. SY19 data is not yet available.
Barriers:	Time and funding
Needed Resources:	Funding for substitutes
Strategies and/or evidence-based interventions:	Restorative Circles, De-escalation techniques, Calming Techniques, Establishment of "Discipline Hierarchy" that is clear and concise for each classroom, Peer Mentors
How will it be funded?	Where possible, school funds will be used as well as requests for school system funding as needed.
Steps towards full implementation with timeline:	1. Superintendent's Advance included the opportunity for teachers from Fort Hill to be present to attend the sessions relating to the Ruby Payne Framework, Emotional Poverty, and Implicit Bias. (July 30 & 31) 2. Opening day PD sessions included teacher led professional

	development on Implicit Bias and Emotional Poverty, which was led by teachers who had attended the Superintendent's Advance. (August 22) 3. A team of teachers, guidance, and our Project Yes Coordinator were identified by school administration to be present at the Implicit Bias Training. (August 26) 4. Ongoing-Behavior Specialist, PST Meetings, PBIS, Monthly Faculty Meetings, SEF Meetings, IEP Meetings, MTSS, Behavior Plan Development/Revisions, etc.
Monitoring Procedure:	Continuous implementation of training to occur throughout the school year with the expectation of using a "Train the Trainer" model. Professional Development Sessions offered at the school will include information related to one or more of the identified areas of concentration. Faculty Meetings will include information related to student discipline as a way for all staff to be informed about progress, areas of concern, and data.

IDENTIFIED DOMAIN OF INFLUENCE 2:	Quality Instruction & Assessment
Focus Area Goal:	Train and provide ongoing training opportunities relating to the Growth Mindset, Restorative Practices, and Specially Designed Instruction in an effort to foster healthy relationships and promote positive discipline practices within the school.
Evidence or Data:	In 2018, Fort Hill suspended African American Students at a rate of

	39.13% of its African American student population as compared with a statewide rate of 6.75% of Maryland's entire secondary school population. Risk Ratio 7.1 compared to the state which is 5.8. In 2018, Fort Hill suspended Hispanic or other Latino Students at a rate of 25% of its Hispanic or other Latino student population as compared with a statewide rate of 6.75% of Maryland's entire secondary school population. Risk Ration 3.47 compared to the state which is 3.7. (Data taken from Fort Hill High School Disproportionality Data 2019)
Barriers:	Staff buy in and an administrative shift away from handling discipline based on a certain actions = certain consequences model. Conflicting viewpoints on how issues should be handled within a school.
Needed Resources:	Full-time Behavior Specialist Full staff trained in restorative practices and disciplinary frameworks Mental Health Counselor Support
Strategies and/or evidence-based interventions:	Restorative Practices: Restorative Circles, PBIS, Mentoring Program, De-escalation techniques, Conflict Resolution, Relaxation Strategies, Specially Designed Instruction: Guided practice and listening strategies, scaffolding instruction, modeling, explicit instruction on using graphic organizers, multisensory teaching techniques, direct instruction in computation and reasoning strategies
How will it be funded?	Training aspects will be funded through special education funding provided through the county office.

Steps towards full implementation with timeline:	1. SEF Meetings to include information related to components of Specially Designed Instruction. (July & August 2019) 2. Special Education Department Meeting to share information and develop plans (July 18, 2019) 3. Opening Day PD Sessions will include information and general training related to Restorative Practices, Growth Mindset, and Specially Designed Instruction. (August 2019) 4. Ongoing support provided through weekly PST Meetings and Bi-Monthly Leadership Meetings with Janet Wilson, Behavior Specialist, and Dr. Sara Welsh, Equity & Student Outcome Coordinator, along with identified members of the team. (Ongoing) 5. A team of teachers, administration, and guidance counselors were identified to participate in two separate Restorative Practices Training opportunities. (October 29 & 30, December 5 & 6)
Monitoring Procedure:	Continuous implementation throughout the school year, as well as monitoring of data and sharing of information through frequent meetings involving administration, guidance, special education SEF, special education department supervisors, the PPW, the assigned behavior specialist, the Equity & Student Outcome Coordinator. Data collections of discipline and academic nature to be monitored and revisited with frequency.

VII.   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.

1. **Complete data charts using 2017, 2018, and 2019 Data Results.**

TABLE 12 ELA 10	2017				2018				2019				2018 to 2019 change in prof. rate
	Total	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5	

Allegany County Public Schools
2019-2020 School Improvement Plan

	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
All Students	225	81	36	52	23.1	92	40.8	200	48	24	52	26	100	50	180	47	26	43	23.9	90	50	0
American Indian or Alaska Native	≤10	≤10	≤10	≤10	≤10	≤10	100	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0	0	0	0	0	0	0	0
Asian	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0	0	0	0	0	0	0	0
Black or African American	14	8	57.2	4	28.6	2	14.3	12	6	50	4	33.3	2	16.7	≤10	≤10	≤10	≤10	≤10	≤10	≤10	+33.3
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	+75
Native Hawaiian or Other Pacific Islander	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0	0	0	0	0	0	0	0
White	188	64	34	43	22.9	81	43.1	172	36	20.9	41	23.8	95	55.2	153	39	25.4	33	21.6	81	52.9	-2.3
Two or more races	16	7	43.8	4	25	5	31.3	13	5	38.5	6	46.2	2	15.4	15	6	40	7	46.7	2	13.3	-2.1
Special Education	22	19	86.4	2	9.1	1	4.5	23	12	52.2	6	26.1	5	21.7	17	12	70.6	5	29	0	0	-21.7
Limited English Proficient (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	128	55	43	34	26.6	39	30.5	112	35	31.3	32	28.6	45	40.1	87	39	44.8	18	20.7	30	34.5	-5.6
Female	111	28	25.2	24	21.6	59	53.1	96	20	20.8	22	22.9	54	56.2	76	14	18.4	16	21.1	46	60.5	+4.3
Male	113	52	46.0	28	24.8	33	29.2	104	28	26.9	30	28.8	46	44.3	104	33	31.7	27	26	44	42.3	-2

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

Describe changes in last year's focus areas.

❖ The goals established in last year's plan were:

❖ to increase the number/percentage of students within the male and economically disadvantaged populations who met or exceeded PARCC expectations (levels 4 or 5); and

❖ to close the gaps between male and female, as well as the gap between economically disadvantaged and non-economically disadvantaged, moving more out of the 1, 2, and 3 levels into the 4 and 5 levels. By targeting students at level 3, we can increase scores for all students.

- The goals were not achieved. Student scores in Level 4 and/or 5 remained at 50% of the population. The gap widened for the male/female populations, with a difference of 18.2% at levels 4 and 5 in SY2019, compared to an 11.9% difference at the same level in SY2018. There existed a reduction in qualifying scores at Level 3 for male/female populations as well as economically disadvantaged populations, and an increase in the percentage of male students who scored at level 1 and/or 2.

3. **FOCUS AREAS**

FOCUS AREA 1:	Gap Reduction Male / Female Subgroups
Focus Area Goal	In 2019, 68.3% of males in comparison to 81.6% of females performed at level 3, 4, and/or 5 on the ELA10 MCAP. The goal for 2020 is to reduce the gap between male and female subgroups who perform at levels 3 and above by increasing male student performance by 5%.
Root Cause(s):	1) Academic vocabulary is a deficiency hindering the ability of students to achieve proficiency. 2) Common planning times were not available during the 2018-2019 school year. 3) Cultural influences steer males away from literary activities. 4) More male students read for information and not as much for pleasure. 5) Block schedule did not benefit student performance as it allowed for inconsistent exposure to content.
Focus Content Standard(s):	**ELA Standards** Key Ideas and Details RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

	Craft and Structure RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **History/Social Studies Standards:(applicable to growth in ELA)** RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 10.2.6 Look back through the source to search for connections between and among ideas. RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 10.5.3 Describe how a source's organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution are used to help gain meaning.
Barriers:	Lack of laptop carts in every ELA 10 Classroom, but do have a shared cart of 35 laptops. Studies show that providing students with laptops for use in classrooms improve learning in a variety of subjects, English included. They foster online collaboration, curriculum support, better organization, allow students to view and submit assignments directly, improve student computer skills, and make learning more engaging and interesting top students. (Michigan State University Study conducted by Assistant Professor Zheng, 2016) Common planning time scheduled for grade level content teachers as well as the special educator.
Needed Resources:	Additional laptop cart would benefit all ELA Classrooms in meeting the needs of all students.
Strategies and/or evidence-based interventions:	Provide frequent opportunities to read and write with choice topics that include choices which appeal to the interest of male students. DBQ binders, Lexile scores, professional consultation with Dr. Katie McKnight, implementation of literacy centers, System 44, and teacher prepared lessons focusing on PARCC/MCAP vocabulary and strategies have been added for this school year. Continuing implementation of the Gradual Release of Responsibility (GRR) Instructional Model as well as flexible groupings with a concentration on UDL principles and guidelines will continue to be utilized. Specially Designed Instruction will also be implemented for our special needs populations to target growth in skills required on the assessment. Provide a social component to lessons which allows for

	interaction, collaboration, and an opportunity to verbally discuss ideas before reading or writing about them. Allow the use of graphic organizers for the presentation of ideas and written work.
How will it be funded?	Grant funds will support the Katie McKnight training opportunities and school based funding will be utilized to support materials of instruction.
Steps towards full implementation with timeline:	- Fort Hill High School will use DBQ's in all English classes and Social Studies classes to improve vocabulary comprehension, retention, and literacy rates. (Daily) - System 44 implementation and targeted instruction for identified students. (Daily) - During School-Based Professional Development, ELA will continue to analyze data. (August, November, February, June) - During Supervisor Professional Development the ELA Department will evaluate data, explore evidenced based strategies, and develop plans to optimize classroom instruction. (August, January) - ELA will continue to concentrate on vocabulary with students who are male and the GRRUDL framework will be incorporated into all teachers' daily lesson plans. Instruction will focus on the students at the three bottom levels, attempting to move attempting to move all students at these levels to the next level of academic performance, and to levels 4 and/or 5 where possible. (Daily) - Dr. Katie McKnight will be working with the ELA department to incorporate literacy centers within the classroom. (Ongoing) - Support of Literacy Coach, will continue. (Twice weekly) - Teachers will have the opportunity to work with students in small groups to provide students with more small group instruction. (Daily/weekly) - Teachers will also be implementing a new scope and sequence to provide continuity within the school and district. (Ongoing) - The school has also moved from a block schedule to an A,B,C, schedule to maximize instruction, and will monitor this new piloted block schedule to assess whether the block schedule is what is best for student learning outcomes. (Decision relating to schedule for SY20 will occur by December of 2019)
Monitoring Procedure:	The implementation will be monitored by the administration using the results of one of the school SLO's. Monitoring of the benchmark scores will also take place. We will also continue to give all

	teachers the results of the freshman reading lexile levels which are completed throughout the school during three different testing sessions. The English Supervisor will also be an active participant in helping implement the strategies and centers.

FOCUS AREA 2:	Gap Reduction Socioeconomically Disadvantaged Population
Focus Area Goal	Economically Disadvantaged students performing at levels 3, 4, and/or 5 was at 55.17% in 2019. Students who were not considered economically disadvantaged performed at levels 3, 4 and/or 5 at a much higher rate of 93.39% in 2019. The goal is to reduce the gap for the socioeconomically disadvantaged population (FARMS) in comparison to their grade level peers who are not identified under FARMS by 10% on the MCAP assessment administered in 2020 by having more economically disadvantaged students achieve at levels 3, 4, and/or 5.
Root Cause(s):	1) Academic vocabulary is a deficiency hindering the ability of students to achieve proficiency. 2) There is a strong correlation between socioeconomic status and language development. 3) Socioeconomic status is strongly associated with a number of indices of children's cognitive ability, including IQ, achievement tests, grade retention rates, and literacy (Baydar, Brooks-Gunn, & Furstenberg, 1993; Brooks-Gunn, Guo, & Furstenberg, 1993; Liaw & Brooks-Gunn, 1994; Smith, Brooks-Gunn, & Klebanov, 1997). 4) The chronic stress of poverty impairs parenting skills, and disengaged or negative parenting in turn impairs children's school performance. These deficits have been associated with higher levels of externalizing behaviors and poor academic performance on children's part (Hsuch & Yoshikawa, 2007) 5) A deficiency in core skills to support learning hinder the ability of students to perform academically at the same level as their peers.
Focus Content Standard(s):	**ELA Standards** Key Ideas and Details RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

	Craft and Structure RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **History/Social Studies Standards:(applicable to growth in ELA)** RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 10.2.6 Look back through the source to search for connections between and among ideas. RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 10.5.3 Describe how a source's organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution are used to help gain meaning.
Barriers	The quantity, quality, and context of parents' speech matter a great deal (Hoff, 2003). Children's vocabulary competence is influenced by the mother's socio-demographic characteristics, personal characteristics, vocabulary, and knowledge of child development (Bornstein, Haynes, & Painter, 1998). By the time most children start school, they will have been exposed to 5 million words and should know about 13,000 of them. By high school, they should know about 60,000 to 100,000 words (Huttenlocher, 1998). But that doesn't often happen in low-income homes. Weizman and Snow (2001) found that low-income caregivers speak in shorter, more grammatically simple sentences. There is less back-and-forth— fewer questions asked and fewer explanations given. As a result, children raised in poverty experience a more limited range of language capabilities. Common planning times among department and special education inclusion staff would serve to benefit all students.
Needed Resources:	Continued training in the Ruby Payne Framework, Growth Mindset, and "Not Yet" Philosophy Time for planning lessons to target student populations identified as deficient in skills.
Strategies and/or evidence-based interventions:	Utilize various forms of communication, visual aids, and context to add meaning and to build/incorporate vocabulary.

	DBQ binders, Lexile scores, professional consultation with Dr. Katie McKnight, implementation of literacy centers, System 44, and teacher prepared lessons focusing on PARCC vocabulary and strategies have been added for this school year. Continuing implementation of the Gradual Release of Responsibility (GRR) Instructional Model as well as flexible groupings with a concentration on UDL principles and guidelines will continue to be utilized. Specially Designed Instruction will also be implemented for our special needs populations to target growth in skills required on the assessment. Professional Development will include training related to how poverty affects academic and behavior performance.
How will it be funded?	Grant funds will support the Katie McKnight training opportunities and school based funding will be utilized to support materials of instruction. Training opportunities relating to the poverty framework will be taken advantage of where possible and we will use the "Train the Trainer" model to engage Fort Hill Staff in understanding the framework.
Steps towards full implementation with timeline:	- Fort Hill High School will use DBQ's in all English classes and Social Studies classes to improve vocabulary comprehension, retention, and literacy rates. (Daily) - System 44 implementation and targeted instruction for identified students. (Daily) - During School-Based Professional Development, ELA will continue to analyze data. (August, November, February, June) - During Supervisor Professional Development the ELA Department will evaluate data, explore evidenced based strategies, and develop plans to optimize classroom instruction. (August, January) - ELA will continue to concentrate on vocabulary with students who are economically disadvantaged and the GRRUDL framework will be incorporated into all teachers' daily lesson plans. Instruction will focus on the students at the three bottom levels, attempting to move all students at these levels to the next level of academic performance, and to levels 4 and/or 5 where possible. (Daily) - Dr. Katie McKnight will be working with the ELA department to incorporate literacy centers within the classroom. (Ongoing) - Support of Literacy Coach, will continue. (Twice weekly) - Teachers will have the opportunity to work with students in small groups to provide students with more small group instruction. (Daily/weekly)

	● Teachers will also be implementing a new scope and sequence to provide continuity within the school and district. (Ongoing) ● The school has also moved from a block schedule to an A,B,C, schedule to maximize instruction, and will monitor this new piloted block schedule to assess whether the block schedule is what is best for student learning outcomes. (Decision relating to schedule for SY20 will occur by December of 2019)
Monitoring Procedure:	The implementation will be monitored by the administration using the results of one of the school SLO's. Monitoring of the benchmark scores will also take place. We will also continue to give all teachers the results of the freshman reading lexile levels which are completed throughout the school during three different testing sessions. The English Supervisor will also be an active participant in helping implement the strategies and centers.

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.*	❖ Model organizational methods ❖ Chunk information into smaller elements ❖ Pre-teach academic and government-specific vocabulary using word maps ❖ Utilize sticky notes, webbing, and color-coded highlighting for annotating text ❖ Use advanced organizers/concept maps ❖ Provide templates/organizers ❖ Utilize multiple media when presenting lessons ❖ Use of computer functions (such as print size, sound, text functions, etc.) to accommodate learners' needs ❖ Content and/or language purpose, instructional goals, essential questions ❖ Higher order and depth of knowledge questioning ❖ Varied text levels, audio/visual prompts, and provide examples/model so that students understand the task ❖ Multiple methods of comprehension strategies ❖ Auditory and visual representations of materials
Means for Expressions:	**Expression/Action- This is how the student will demonstrate their knowledge.**

providing the learner alternatives for demonstrating their knowledge and skills (what they know).	❖ Have students read about it, draw it, write it, listen to it, and talk about it ❖ Various modes of explanation (verbal, written, art, music) ❖ Utilize multiple intelligences theory to allow student choice according to their area of intelligence. ❖ Explore content through student-generated questioning, classroom discussions, peer reviewing and/or editing, as well as teacher directed activities ❖ Use Google Drive as a method for completing and submitting assignments, collaboration, and as a means for communication with teacher ❖ Provide Guides/Checklists/Note-taking tools ❖ Use assessment checklists and rubrics ❖ Utilize choice boards, students choose an activity(ies) from which their learning will be assessed
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	❖ GRUDDL modeled in classroom lessons daily ❖ Classroom climate: display of student work, celebrations of success, etc. ❖ Build a class community: involving students in setting class rules, expectations, consequences, routines, etc. ❖ Balance between student / teacher-directed learning ❖ Supports and accommodations are provided to students as appropriate ❖ Enrichment, scaffolding, accessing prior knowledge, interests, prompts, interactive technology, problem solving strategies, self-reflection, etc. ❖ Allow students to set their own academic and behavior goals ❖ Emphasize process, effort and improvement ❖ Provide feedback--frequent and specific ❖ Revisit key ideas ❖ Utilize rubrics for evaluation of students' work ❖ Project-based inquiry ❖ Differentiation: interest, skill, product ❖ High expectations / rigor ❖ Create supportive environment ❖ Utilize collaborative learning in all lessons

B. **MATHEMATICS**

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

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

1. **Complete data charts using 2017, 2018, and 2019 Data Results.**

TABLE 14 ALGEBRA	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	184	126	68.5	40	21.7	18	9.8	105	51	48.6	40	38.1	14	13.3	93	62	66.7	25	26.9	6	6.5	-6.8
American Indian or Alaska Native	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0	0	0	0	0	0	0	0
Asian	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0	0	0	0	0	0	0	0
Black or African American	12	12	100	0	0	0	0	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0	0	0	0	0	0	0	0
White	157	102	65	38	24.2	0	0	90	44	48.9	32	35.6	14	15.6	78	55	70.5	19	24.4	4	5.1	-10.5
Two or more races	13	11	84.7	2	15.4	0	0	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0
Special Education	24	20	83.3	3	12.5	1	4.2	17	15	88	2	12	0	0	18	16	88.9	2	11.1	0	0	0
Limited English Proficient (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0	0	0	0	0	0	0	0

Free/Reduced Meals (FARMS)	105	74	70.5	23	21.9	8	7.6	68	41	60.2	20	29.4	7	10.3	58	42	72.4	15	25.9	1	1.7	-8.6
Female	93	62	66.7	21	22.6	10	10.8	47	27	57.5	11	23.4	9	19.1	43	24	55.8	16	37.2	3	7	-12.1
Male	91	64	70.4	19	20.9	8	8.8	58	24	41.4	29	50	5	8.6	50	38	76	9	18	3	6	-2.6

2. **Use current data to determine if goals from last year's SIP were met.**
   - ❖ Describe changes in last year's focus areas.
   - ❖ The goals established in last year's plan were:
     - ➢ To increase the number/percentage of students within the special education and economically disadvantaged populations who meet or exceed PARCC expectations (levels 4 or 5). In addition, the focus will also be on students obtaining at least a 3 on the PARCC which satisfies their graduation requirement.
     - ➢ The goals were not met. In 2018 no special education students met a proficiency level of 4 or 5, and in 2019, no students met proficiency. Additionally, the Economically Disadvantaged population fell from 10.3% of students in 2018 meeting a score of 4 or 5, to 1.7% meeting a 4 or 5 in 2019.

3.

FOCUS AREA 1:	Gap reduction for special education and economically disadvantaged subgroups
Focus Area Goal	The goal is to increase the number of special education and economically disadvantaged students who move into each level (3, 4, and/or 5) by 5%, while decreasing the number of students at levels 1 & 2 by 5%.
Root Cause(s):	1) Students have problems comprehending word problems and the associated vocabulary which makes completing the problem extremely difficult. 2) Graphs and Data displays cause issues because the confusing nature of the vocabulary that exists in the questions. 3) The 2 variables in any equation creates a problem due to students not being able to recognize which is the independent or dependent variable, and therefore graphing on the correct axis is a problem. 4) Students that do not normally use the TI84 struggle to find the correct buttons and follow the order of the steps to complete a graphing calculator question. Therefore, finding the intersection point is

Allegany County Public Schools
2019-2020 School Improvement Plan

	about 4-5 steps and creates an issue. 5) Questions on PARCC ALG 1 and local benchmarks are longer and more complex than standard text book questions. In addition, most PARCC questions contain more vocabulary and require more vocabulary comprehension than textbooks. When multi tiered questions become more lengthy and vocabulary laden, the students struggle.
Focus Content Standard(s):	CC.MP.1 Make sense of problems and persevere in solving them N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales A.REI.11 Explain why the x-coordinates of the points where the graph of the equation y = f(x) and y = g(x) intersect are the solutions of the equations f(x) = g(x); find solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
Barriers:	Reading and vocabulary comprehension is a deficiency seen among a large majority of special education and economically disadvantaged students. Time to allow proficiency in the operation of the TI84 calculator. It would be a benefit for all students coming into high school to have experience utilizing the TI84.
Needed Resources:	Common planning time among all teachers of Algebra as well as special education inclusion staff
Strategies and/or evidence-based interventions:	Co-teaching has been the most effective strategy for the FHHS math department. The FHHS math department feels that the students who had 2 teachers in the room facilitating each lesson and more one on one instruction performed better than those that did not. In addition, modeling and essential questioning were two strategies that Algebra 1 teachers felt helped move

	through lessons more smoothly and helped in comprehension of some topics.
How will it be funded?	County and/or school funds will support instructional supplies/materials as needed to assist in meeting goals.
Steps towards full implementation with timeline:	1) The math department worked together to analyze data. (August 2019) 2) The GRRUDL framework will be incorporated into all teachers' daily lesson plans. Teacher will re-teach if students are not successful during independent or collaborative work. (Ongoing) 3) County benchmark exams will be given. (Quarterly) 4) Calculator practice. (Ongoing) 5) Online MCAP Practice (March-May 2019) 6) MCAP Assessment (May 2019)
Monitoring Procedure:	Plan will be monitored through observation/evaluation of instructional staff, as well as through the SLO's.

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.	❖ Provide students with numerous examples. ❖ Use Think Pair Share teaching methods. ❖ Chunk information into smaller lesson and/or portions.. ❖ Provide PARCC/MCAP style questions every class period. ❖ Review basic math facts. (multiplication facts, division properties, etc) ❖ Scaffolding - PARCC/MCAP questions are multi-tiered so scaffolding is a best practice. ❖ Use exit slips to check for understanding.
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.** ❖ Utilize individual whiteboards with group activities. ❖ Allow student choice in how they present their knowledge. (Speak answer, provide visual, powerpoint, write answers, etc.) ❖ Utilize think alouds.

	❖ Encourage use of technology tools to support student learning. (calculators, laptops, statistical analysis programs, etc)
	❖ Utilize the smartboard to demonstrate and to have students demonstrate understanding and skills.
	❖ Utilize assessment checklists and rubrics.
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	❖ Offer adjusted levels of challenge to students.
	❖ Use cooperative learning / flexible groups.
	❖ Bring relevance to concepts by utilizing real-world and relatable examples.
	❖ Create a supportive environment by building rapport with the students.
	❖ Provide frequent feedback.
	❖ Emphasize process, effort, and improvement.

C. **SCIENCE: N/A for High Schools**

Table 16	UDL for SCIENCE
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.*	❖ Clarify concepts and key ideas that are new to students. ❖ Highlight critical features, big ideas, and relationships between concepts. ❖ Provide background knowledge. ❖ Illustrate key concepts non-linguistically.
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.** ❖ Allow students to have various ways to respond and interact with materials. ❖ Allow choice in student demonstration of skill attainment. ❖ Provide ways to scaffold practice and performance. ❖ Integrate assistive technologies where necessary and appropriate.

Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	Multiple Options for Engagement
	❖ Provide opportunity for various levels of challenge and support. ❖ Promote cooperative groups through fostering communication and collaboration. ❖ Allow personal goal setting. ❖ Bring relevance to concepts and allow discourse to occur.

D. SOCIAL STUDIES/GOVERNMENT

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

to reduce the 2017 non-pass rate by 50% by the year 2030.

1. Complete Data Chart

Table 17: Maryland School Assessment Performance Results –Government						
	All Students					
	2017		2018		2019	
	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.
All Students	207	63.2%	193	63.21%	183	56.3%

2. Universal Design for Learning for Government.

How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL

principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

Table 18	**UDL for Government**
UDL Principle/Mode	**Representation –How the teacher presents the information.**
Means of Representation: providing the learner various ways of acquiring information and knowledge.	❖ Provide templates/organizers. ❖ Model organizational methods. ❖ Chunk information into smaller elements. ❖ Provide auditory and visual representations of materials. ❖ Display Content, Language, and Social purposes, instructional goals, and/or essential questions. ❖ Utilize multiple media when presenting lesson concepts. ❖ Allow for varied text levels, audio/visual prompts, and provide examples/model so that students understand the task.
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.**
	❖ Provide assessment checklists and rubrics to students. ❖ Utilize choice boards to allow students to choose an activity that enables them to demonstrate knowledge. ❖ Provide explanation in multiple modalities (verbal, written, music, art) ❖ Utilize Google Drive as a method for completing and submitting assignments allowing for collaboration with peers and monitoring by the teacher. ❖ Explore content through student generated questioning, class discussions, peer review, project based learning, and teacher directed activities.
Means for Engagement: *tap*	**Multiple Options for Engagement**

into learners' interests, challenge them appropriately, and motivate them to learn.	❖ Provide frequent and specific feedback. ❖ Revisit key ideas. ❖ Utilize rubrics for evaluation of students' work given to them when the assignment is made ❖ Display student work and celebrate achievement and growth ❖ Allow students to set personal academic and behavioral goals ❖ Create a balance between teacher and student directed learning. ❖ Focus on creating an environment where collaborative learning and student engagement activities drives learning.

E.   **Advanced Placement Data and Early College**

Fort Hill High 2019 AP Assessments
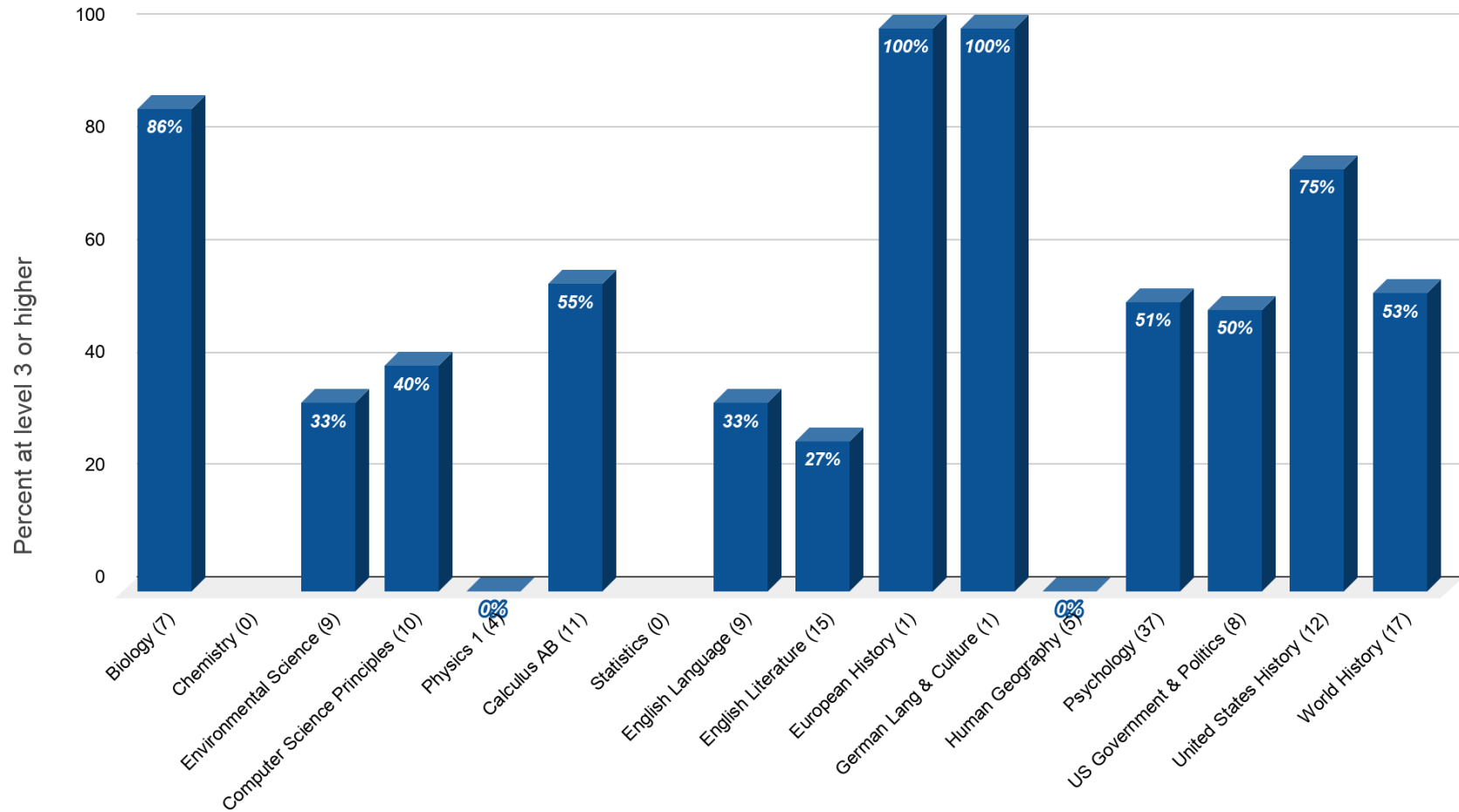
% OF TOTAL AP STUDENTS WITH SCORES 3+
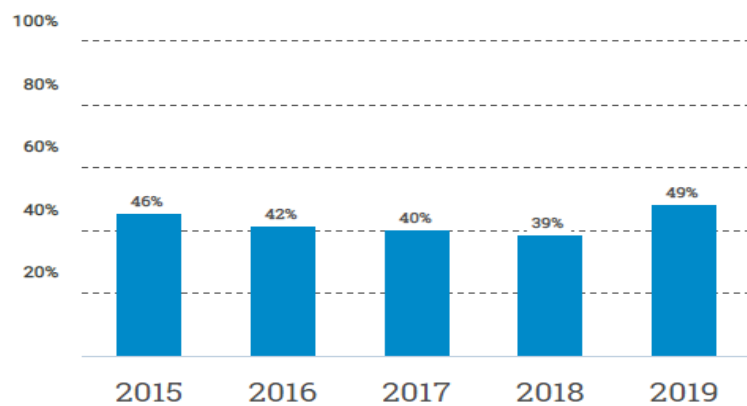
SCHOOL SUMMARY

	2015	2016	2017	2018	2019
Total AP Students	103	137	146	157	105
Number of Exams	169	209	237	254	146
AP Students with Scores 3+	47	57	59	61	51
% of Total AP Students with Scores 3+	45.6	41.6	40.4	38.9	48.6

Fort Hill Early College Credits
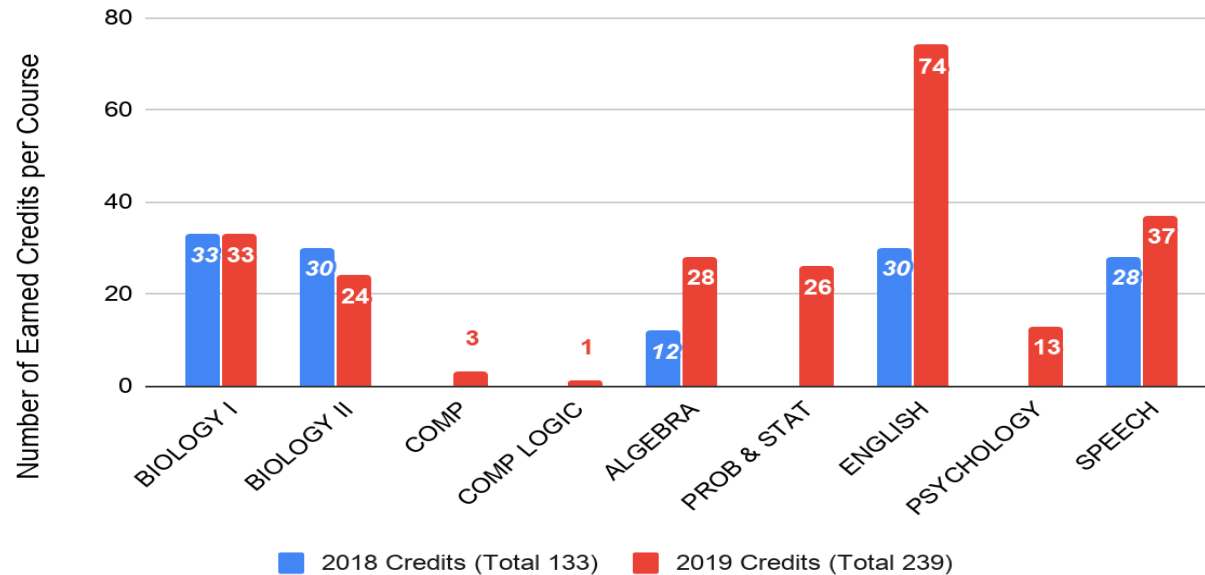
1. **What is your school doing to promote increased enrollment in AP and EC courses?**

- ❖ Guidance counselors teach students about GPA and weighted classes, explaining that AP and Early College courses carry the same weight now and carry a full point of weight when completed.
- ❖ The Accuplacer Assessment is administered to students at Fort Hill High school for the purpose of achieving CCR Status. This assessment, if passed, allows students to take college level classes.
- ❖ Students are encouraged to strive to take classes of higher rigor, and supported in attempting the class even when they are uncertain if they have the skills required. At Fort Hill High School...we believe in our students.
- ❖ College Coach plays an integral part in working with guidance counselors and students at Fort Hill. She encourages students to take Early College Courses, and offers them support in preparing for the Accuplacer Assessment.

❖ Guidance counselors meet individually with students explaining the 3.0 criteria for consideration for early college classes and/or the passage of the Accuplacer Assessment.

❖ Teachers recruit and/or encourage students who they have had in class to enroll in courses they teach that are of a higher level at course selection time.

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

❖ Continued work with the college to consider vetting instructors at the school level.

❖ Continued participation of Fort Hill faculty, administration, and central office staff in the Early College PAC.

VIII.   MULTI-TIERED SYSTEM OF SUPPORT

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 Restorative Practices

PRACTICE: School personnel will use Restorative Practices when working with students and student discipline issues.

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
● Administration at Fort Hill participated in and conducted initial training related to Restorative Practices and Disproportionality ● PBIS Plan was developed/fully implemented at Fort Hill High School ● Growth Mindset Training and lesson development for use with students was conducted/completed ● Administration attended Restorative Practices Training in Pittsburg, PA	Admin Teachers Guidance Behavior Specialist District	SY 2018-19	<mark>Completed</mark>
INSTALLING			
● Superintendent's Advance included staff members to receive training in Restorative Practices, Ruby Payne Framework, Implicit Bias, Emotional Poverty (July, August) ● Opening Day PD Sessions included school wide training on Restorative Practices, Ruby Payne Framework, Implicit Bias, and information relating to the Disproportionality Collection/Data and plan development (August)	Admin Teachers Guidance Behavior Specialist Equity Coordinator PPW Parent Advisory Committee Member	SY 2019-20 Ongoing	**All PD Sessions and faculty meetings include information relating to discipline data and/or information relating to the focus areas identified to positively impact student discipline and reduce disproportionality rates at Fort Hill.**

- Selected staff members attended or slated to attend training on Restorative Practices (Oct. & Dec.) - Root Cause Analysis for Disproportionality conducted (October) - Faculty Meetings occur the first Wednesday of each month. (Monthly)			

IMPLEMENTING

- Next Generation Scholars Program assists with monitoring attendance and performance of students enrolled in the program - Pupil Service Team Meetings occur weekly - School-based Administrative Team meetings occur collaboratively with regard to major discipline occurrences and include input and guidance from the Behavior Specialist, Guidance Counselors, SEF, and teachers where appropriate - County Leadership Team Meetings occur bi-monthly - Disproportionality rate is monitored, discussed, and shared with school administration by the Equity Coordinator at the end of the quarter and will be shared with staff at upcoming faculty meeting	Next Gen Scholars Coordinator Admin Teachers Guidance Behavior Specialist Equity Coordinator PPW	Ongoing	**All staff members are aware of and are working together to improve the rate of suspension at Fort Hill High School, understanding that a one-size fits all method of discipline is not beneficial to improvement. It is a shift in mindset for many.** **Data review at the close of the first nine weeks shows that disproportionality rates are heading in the right direction. Data shows:** **Fort Hill 11/11/19** **Total Population: 669** **2/more races: 35** **Black/African American: 33** **Hispanic: 10 (7 white, 1 black, 2 two or more races)** **25 OSS** **17 students** **Overall suspension rate: 2.7%** **Two/more races: 5.7% (Risk Ratio 1.58)** **Black/African American: 9% (Risk ratio 3.33)**

SUSTAINING SCHOOLWIDE IMPLEMENTATION

Commitment to Practice	All Stakeholders	Ongoing	**Overall, commitment to improvement in practices relating to student discipline will improve areas of graduation rate, drop-out rate,**

			and disproportionality rates that are now monitored by the state.
Notes-			

IX. **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.

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to school-wide discipline. PBIS is a framework designed to recognize the positive behaviors of students who are meeting the school wide expectations of Preparation, Respect, Integrity, Diligence, and Empathy. Students, faculty and staff abide by the school motto of "We Have Sentinel PRIDE!" Just as students receive direct instruction for academic subjects, students receive instruction on the appropriate behaviors that are expected in the various settings during the school day (classroom, hallway, and cafeteria). The PBIS matrix and PRIDE expectations are visible in the school building and are provided in student planners.

Students are recognized in a variety of ways. At Fort Hill, students with perfect attendance each nine weeks will be placed in a drawing for gift cards. One male and one female from each grade level will be chosen, having 8 school-wide winners each nine weeks. Beginning with the end of the second nine weeks, teachers will nominate students for improvement in attendance, and a drawing will be held for nominated students, recognizing one student at each grade level.   Teachers and staff may nominate students who are displaying the PRIDE expectations through a positive office referral. A copy of the referral is provided to the student with a congratulatory phone call made from administration to home and a certificate is printed for students to include in their portfolios. Students' pictures are displayed on a bulletin board in the cafeteria. Students may also be recognized at a STARS breakfast held twice a year. Teachers nominate students to be recognized as a RISING STAR, SHINING STAR, or PRIDE star. A PRIDE star is a student who goes above and beyond the PRIDE expectations. Students and parents are invited to a breakfast held in the school cafeteria. During this celebration, students are awarded a certificate with a narrative explaining the reason they were nominated. A picture of Stars recipients is taken and submitted to the Fort Hill Student News, the Central Office for display in its website and/or Facebook page, and to the Cumberland Times-News.

Teachers, counselors, and administration play a vital role in implementing PBIS. At the beginning of the school year a Freshman Orientation session was provided allowing all parents of incoming Freshman along with their freshman student to come to Fort Hill High School, meet the staff, and become acclimated to the PBIS Framework, rules, processes, and the physical facility. This event was well attended and provided the opportunity for all stakeholders to get off to a great start.

Teachers receive professional development on PBIS twice a year. Each month, teachers are provided with attendance and conduct data at the faculty meetings. Data is reviewed and interventions are put in place to help reinforce the PRIDE expectations. Reviewing data allows the PBIS team and faculty to help support students who may be having difficulty meeting the behaviors set by Sentinel PRIDE. Teacher support helps drive the recognition aspect of PBIS. With teaching and enforcing expectations and the recognition of students and staff, it is our goal that office discipline referrals will continue to decrease and student attendance will increase. Using the PBIS framework will assure us this goal will be met.

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

Fort Hill Students can access the Academic Village; a classroom where students can work when they may need additional help. Specially designed instructional opportunities are available to students, and comprehensive study skills classes have been added to the master schedule for special needs students. Students are able to access guidance counselors for help with problem solving, conflict resolution, and decision making skills.   Restorative Circles are utilized by administration, the behavior specialist, and guidance to address student conflicts and issues as appropriate. Fort Hill High School practices a PBIS framework designed to recognize the positive behaviors of students who are meeting the school wide expectations of Preparation, Respect, Integrity, Diligence, and Empathy. Behavior Intervention Plans (BIP) and Functional Behavior Assessment (FBA) are completed for students as part of the Individualized Education Plan process. If needed, the research-based program of Check-in/Check-out is used for students that need more support for or monitoring by a teacher/mentor. As with all of our interventions, we base all we do on restorative practices that allow students to learn from behavior to make positive changes.

X. **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 Advisory Committee 2019-2020

Name	Position
Mark Manges	We Are Fort Hill Chairperson, Community Member, Alumni
Jim Combs	Fort Hill Scholarship Committee Chairperson, Community Member, Alumni
Sara Bennett	Parent Advisory Council Member
Rob Dolly	F Club Chairperson, Community Member
Bill Smith	Band Booster Chairperson, Community Member, Business Partner, Alumni
Carrie Hamilton	Red Huddle Chairperson and Parent

Chad Turner	Parent, School Employee
Kirsten Dixon	Parent
Jennifer Farrell	Parent, School Employee

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.**

FORT HILL PARENT INVOLVEMENT PLAN

Expectations

Fort Hill High School 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:

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.

Fort Hill High School 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.	Parent and community input and suggestion is sought with frequency	**Ongoing**	**Fort Hill High School Administration**
II. Building Parental Capacity ➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments. ➤ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement	Principal met with all parent organizations and support groups during the first week of her new assignment. Next Generation Scholars held a parent meeting to encourage and clarify program benefits and to allow parents to enroll their students. Principal instituted a Freshman Orientation to occur prior to school beginning in an effort to raise student and parent awareness of the schedule, the opportunities available to students and parents, to acclimate students to the building and staff, to share information relating to attendance, graduation requirements, and course expectations, and to ease new students to Fort Hill into the transition to high school. AP Course Instructor provided opportunity for parents to come in and	**August** **August** **August**	**Fort Hill High School Administration, Guidance, Next Gen Scholars Coordinator, SEF, Teachers, and PBIS Team**

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
➢ Ensure information is presented in a format and/or language parents can understand.	become familiar with the expectations of the AP Course, grading, and To clarify any questions or concerns they may have heading into the course.	**August**	
➢ Provide full opportunities for participation of parents of students from diverse backgrounds.	IEP and 504 Service Meetings are held and parent input and involvement is viewed as a key element to the development of plans which provide accommodations to ensure student success.	**Ongoing**	
	Parent contact is made to celebrate student recognitions through the positive office referral process.	**Ongoing**	
	Parents, family members, and community are invited to the STARS breakfast to recognize students who have been nominated by teachers and staff for their academic performance, their great job in following the PBIS expectations (**P**reparation, **R**espect, **I**ntegrity, **D**iligence, and **E**mpathy), and for improvement and perseverance in the classroom.	**Fall & Spring**	
	Student recognitions and programs always involved parents (National Honor Society, Band Concerts, Chorus Concerts, etc)	**Ongoing**	
	School Parent Conference Day	**Fall & Spring**	
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.	Continuous review of the parent/community involvement plan will be completed by members of the Culture and Climate Team and school administration.	**3 times a year**	**Administration & Guidance**

IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Parent and community volunteers are plentiful at Fort Hill High School: Committee involvement & extracurricular activities, to include Bocce ball tournaments, Volleyball tournaments, basketball games, field trips, track meets, school sponsored dances, The Red Huddle, The F Club, the We Are Fort Hill Committee, Fort Hill Scholarship Committee, band events, concession stands, wrestling tournaments, and decorating for banquets and events.	Ongoing	Coachers, Teachers, Administration, Guidance

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.

- Freshman and New Student Orientation-August.
- Messenger service to notify parents of events and programs-Ongoing
- Fort Hill Student News Site is used with great frequency-Ongoing
- Principal is very responsive to Fort Hill Social Media Groups, through her membership on all Facebook School sites that represent Fort Hill (F-Club, Fort Hill Student News, Red Huddle, etc)-Ongoing
- Principal attends a large majority of extracurricular and academic events.-Ongoing
- Principal volunteers alongside parents and community groups, participating in fundraising, assisting in the concession stand, participating in the National Night Out, and offering to assist wherever and whenever necessary.-Ongoing

While some of the strategies listed above are beyond the "academic scope", the Principal believes strongly that connecting with the parents, students, and community beyond the school walls with great frequency will enable the entire school to grow in a positive direction in all aspects.

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

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

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
Literacy and Learning Centers by Dr. Katherine McKnight	Aug. 23 Oct. 3,4 Dec. 13 Jan. 16 Feb 26 Mar. 24	English Language Arts Teachers	As a result of the professional development, teachers will implement small group learning centers within their classrooms as well as allow students more opportunities to interact with text.	Teachers will learn the philosophy behind small group instruction. They will learn how to individualize instruction and improve the efficacy of their instruction. Teachers will have the opportunity to design small group lessons that will be used to foster learning in the classroom.	Evaluation of implementation will be through various methods. These methods include increased Reading Inventory scores of students, as well as increased student performance on the MCAP assessment.

				Teachers will know how to increase student exposure to vocabulary, how to modify instruction based upon the needs of their learners, as well as maintain high expectations of learners at each center. Through working with Dr. McKnight, teachers will have a variety of small-group, center based lessons that can be implemented within their classroom.	
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**

Specially Designed Instruction	October 15 November 6 As Needed	Special Education Teachers and SEF	A shift in the design of instruction from whole group inclusion support to specially designed instructional support for students with IEP's to assist in supporting their educational environment, as well as their personal academic growth.	Teachers will learn to write successful performance standards to aid in creating focused goals and objectives, accommodations and supplemental supports for implementation in classrooms with special education students.	Continuous data collection and monitoring by the SEF, as well as observation and evaluation of special education staff by county level supervisors and school based administration.
3. 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**

Social Studies Professional Development	Oct. 15 Nov. 5 Dec. 17 Jan. 29 Feb. 18 March. 31 May 26	Social Studies Teachers	- Teachers will use interactive notebooks. - Teachers will help students use close reading techniques when reading source documents. - Teachers will provide higher quality writing instruction through modeling thesis statements during DBQs.	Teachers will begin using disciplinary literacy skills to support students analysis of documents. Teachers will also understand and use close reading protocols when teaching students to comprehend documents. Teachers will also implement interactive notebooks to support students' understanding of content knowledge. These notebooks provide a resource for students to use throughout their Social Studies courses. Teachers will learn the structure of a quality thesis statement and then learn how to teach their students to write quality thesis statements.	To ensure students have mastered close reading techniques and learned to respond to historical documents, analysis of student performance on HSA as well as the 10th grade MCAP assessment (standard RH. 10.2)

XII.   Management Plan

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

   Administration has included staff in the development of the plan beginning with the development of team assignments on August 26, 2019, which was the school based school improvement day. Each teacher and select IAs were assigned sections of the plans to assess any available data, to conduct a data dive activity, to complete a SIP document based on the requirements

of the plan in the previous year, and to develop an action plan. Administration was assigned to facilitate and assist in completing the activities, and Mrs. Canan met with all department chairpersons and assigned administration to discuss items handed in, make additions and corrections, and to clarify any areas of uncertainty. Mrs. Canan has met with Department Chairpersons as she has begun to develop the plan on paper since many changes in this year's plan were evident when inputting the plan. As sections of the plan are completed, Mrs. Canan meets with administration and/or chairpersons to be certain that elements of the plan are properly communicated within the plan.

All staff members will receive a copy of the plan once it has been approved to be placed within their handbooks. A review of the entire plan, once it has been approved, will occur at the faculty meeting following approval, which should be in December, since the Fort Hill Plan review is November 19, 2019.

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

The plan will be made available on the Fort Hill High School website with a copy placed within a binder to be available on the front desk in the main office, as well as in the guidance office. This will occur once the plan has been approved. (November 2019)

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

All staff, administration, and support staff are responsible to be aware of the plan elements and each department is responsible to monitor activities and goals within the area of focus they were assigned in August. Every teacher has a role in the SIP, with the Department Chairpersons being charged with disseminating information to the individuals within the department and ensuring that planned activities are completed. Department Chairs meet frequently with the Principal to discuss progress, activities, to revise/review and/or update areas within the plan, or to develop new plans which may be outside of the plan.

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

At the end of each quarter, the SIT and/or departments will examine benchmark data, AP Assessment Data, the PARCC/MCAP assessment and PARCC/MCAP data, attendance data, and behavioral data. If necessary, recommendations and revisions regarding the SIP activities will be made by the team and the PBIS team. The SIT and/or PBIS team and the appropriate departments will submit a copy of the objective milestones to the principal, along with any recommendations or revisions to

the SIP activities

5. **How will administration monitor the plan?**

Administration will continuously monitor the plan through department chair meetings which occur monthly.

6. **What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?**
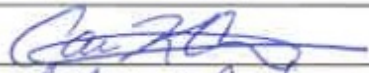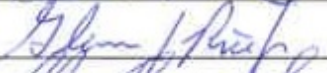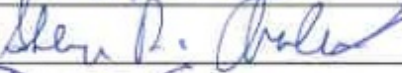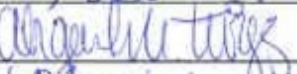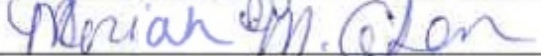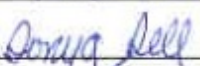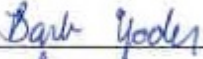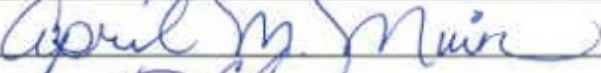
Development: Communicate and input of the Professional Community for Teachers would be of great assistance, as though administration at the school level is provided with basic info relating to the PD offered at the school level, we often are not advised of the full scope of the training and this makes it difficult to complete the required portions of the chart. Perhaps when training is being arranged for the school, the Supervisor could send us the information as it is asked for in the chart. Beyond assisting with the actual plan, it would be helpful to know what the training entails prior to it occurring so we can determine if we as school based administrators should try to be present, what changes we should be looking for in instruction, and what skills our teachers should be learning and implementing in classrooms.

Implementation: Continue to support professional learning opportunities that engage our staff and provide opportunities to them that could not otherwise be financially provided for at the school level.

Allegany County Public Schools
2019-2020 School Improvement Plan

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
Candy K. Canan	Principal
Glenn Rice	Assistant Principal
Chris Cassell	Assistant Principal
Paula Morgan	ELA Department Chair/Teacher
Beaner McKinley	Math Department Chair/Teacher
Shera Chandler	Social Studies Department Chair/Teacher
Betsy Evans	Science Department Chair/Teacher
Sarah Bennett	Parent
Abigail Twigg	Counselor
Moriah Cohen	Counselor
Sonya Sell	SEF
Karen Brown	ELA Teacher
Matthew Marsh	ELA Teacher
Madeline Thomas	ELA TEacher
Barb Yoder	ELA TEacher
Ann Hrezo	Special Ed Inclusion ELA
April Muir	Math Teacher
Richard Shook	Math Teacher

Allegany County Public Schools
2019-2020 School Improvement Plan

Name	Signature	Role
Laura Simmons	*Laura Simmons*	Math Teacher
Keith Mikula	*signature*	Math Teacher
Lindsey Fisher	*Lindsey Fisher*	Special Education Inclusion Math
Robert May	*signature*	Social Studies Teacher
Thad Burner	*signature*	Social Studies Teacher
Zach Alkire	*signature*	Social Studies Teacher
Mark Malone	*Mark Malone*	Social Studies Teacher
Kayla Hutson	*Kayla Dawn Hutson*	Social Studies Teacher
Michael Bambara	*Michael Bambara*	Special Education Inclusion Social Studies, ELA, Math
Jeff Brode	*Jeff A. Brode*	Special Education Inclusion Social Studies, Tech Ed
Taylor Elrich	*signature*	Science Teacher
Carol Garner	*Carol Garner*	Science Teacher
Stephanie Maddy	*Stephanie Maddy*	Science Teacher
Tim Morral	*signature*	Science Teacher
John Howard	*John Howard*	Science Teacher
Emily Fielding	*signature*	Special Education Inclusion Science
Stephanie Turbin	*Stephanie Turbin*	Attendance IA
Cheryl McCarty	*Cheryl McCarty*	Special Education SLE Teacher
Brett Scott	*signature*	Special Education SLE Teacher
Susan Schupfer	*Susan Schupfer*	Special Education SLE Teacher

Allegany County Public Schools
2019-2020 School Improvement Plan

Jamie Gilmore		AV Teacher
Bob Thompson		Music Teacher
Carl "Joe" Thmpson		Band Teacher
Sandy Arnold		Art Teacher
Darrin Isom		Art Teacher
Brad Shober		Tech Ed Teacher
Josh Cook		Tech Ed Teacher
Roy Devore		Computer Science Teacher
Randy Stewart		PE/Health Teacher
Todd Appel		PE/Health Teacher
Wendy Hoffman		FACS Teacher
Doris Wheeler		Project YES
Brenda Greig		Business Ed Financial Literacy Teacher
Marcy O'Rourke		Library/Foreign Language Teacher
Alex Grieves		Foreign Language Teacher
Emily Nolan		Foreign Language Teacher