

**Allegany County Public Schools  
2023-2024  
High School Improvement Plan**

**School: FORT HILL HIGH SCHOOL**

**Principal: CANDY K. CANAN**

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**I. INTEGRATED EDUCATIONAL FRAMEWORK**  
**A. VISION, MISSION, AND CORE VALUE**

**Mission Statement**

It is Fort Hill High School's mission to provide a safe, nurturing environment that develops responsibility, personal integrity, self-respect, and respect for others. Our mission is also to provide students 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 demonstrate social responsibility, the highest standards of behavior, and personal accountability for their own education as lifelong learners. The Fort Hill staff's focus is to build meaningful, supportive relationships among students, staff, and community and to foster academic excellence. Our graduates 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.

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**Core Values**

- Learning, Creating Vital Relationships, and Respect Amongst each Other
- Fort Hill High School believes that we must engage every student every day during their four year tenure at FHHS.
- Fort Hill High School knows 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.
- Fort Hill High School believes that uniting together is vital to our success as a school. We know strong partnerships result in the development of 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.

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#### **B. SCHOOL CLIMATE AND CULTURE**

##### **Climate**

At Fort Hill High School we strive to create a positive school climate in which students feel safe, engaged in the learning environment, and one which provides our students with positive social, emotional, and academic learning experiences. As a staff we are committed to partnering with parents and community members to make this goal a reality through the implementation of the following programs and activities:

- Freshmen & New Student Orientation
- Maryland Next Gen Scholars Program
- Peer Connections Classes
- Comprehensive Skill Development Classes
- Clubs and Organizations
- Guidance Support & On-Site Counseling Services
- Tutoring and Credit Recovery
- Various Extracurricular Activities
- STARS Recognition
- Defined Staff Duties & Responsibilities
- Equitable Access to Course Offerings
- Food Fort
- Breakfast in the Classroom Free for ALL Students
- Christmas Endeavor, Thanksgiving, and Easter Meals for Families
- Project YES
- National Honor Society, Spanish Honor Society, Rho Kappa, and Science Honor Society
- Senior Signing Day
- Fort Hill Scholarship Fund Awards Dinner, Athletic Awards Reception

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**Culture**

At Fort Hill High School we value the input and engagement of each and every stakeholder within our school community. We believe that through collaboration we can ensure that our students thrive in their educational journey through academic engagement, while also supporting the development of learners who feel otherwise connected to the school environment. We cultivate a learning environment that values persistence and grit, the development of life skills, and the importance of learning with purpose. Above all, we see our greatest strength as being a team who supports the development of students who become the best version of themselves that they can possibly be.

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**II. SCHOOL DEMOGRAPHICS**  
**A. Staff Demographic**

Number of years the principal has been in the building? **5**

<b>Table 1</b>			
School-based Personnel	<b>Part Time</b>	<b>Full Time</b>	<b>Total</b>
Administrators		<b>3</b>	<b>3</b>
Teachers	<b>2</b>	<b>43</b>	<b>45</b>
Itinerant staff	<b>4</b>	<b>1</b>	<b>5</b>
Paraprofessionals	<b>1</b>	<b>4</b>	<b>5</b>
Support Staff		<b>7</b>	<b>7</b>
Other		<b>15</b>	<b>15</b>
Total Staff			<b>80</b>

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**B. Student Demographics**

<b>Table 2</b>	
<b>SUBGROUP DATA</b>	<b>2023-2024 COUNT</b>
American Indian/Alaskan Native	<b>3</b>
Hawaiian/Pacific Islander	<b>1</b>
African American	<b>33</b>
White	<b>560</b>
Asian	<b>3</b>
Two or More Races	<b>64</b>
LEP	<b>2</b>
Special Education	<b>63</b>
Males	<b>352</b>
Females	<b>328</b>
Gender X	<b>0</b>
<b>Total Enrollment</b>	<b>680</b>
FARMS Rate (2022-2023)	<b>57.81%</b>

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**Special Education Data 2023-2024 School Year**

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

<b>Table 3</b>					
<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	<b>18</b>	06 Emotional Disturbance	<b>0</b>	12 Deaf-Blindness	<b>0</b>
02 Hard of Hearing	<b>0</b>	07 Orthopedic Impairment	<b>0</b>	13 Traumatic Brain Injury	<b>1</b>
03 Deaf	<b>0</b>	08 Other Health Impaired	<b>12</b>	14 Autism	<b>7</b>
04 Speech/Language Impaired	<b>0</b>	09 Specific Learning Disability	<b>14</b>	15 Developmental Delay	<b>0</b>
05 Visual Impairment	<b>0</b>	10 Multiple Disabilities	<b>11</b>	<b>TOTAL COUNT</b>	<b>63</b>



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**III. ATTENDANCE**

<b>Table 4a</b>	<b>2022-2023</b>
<b>Grade Level – School Level</b>	<b>Attendance Rate</b>
All (Excluding PreK & K)	<b>86.3%</b>
Grade 9	<b>86.4%</b>
Grade 10	<b>86.1%</b>
Grade 11	<b>85%</b>
Grade 12	<b>88%</b>

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<b>Table 4b: Subgroup Attendance Rate</b>	<b>2022-2023</b>
All Students	<b>86.3%</b>
Hispanic/Latino of any race	<b>85.2%</b>
American Indian or Alaska Native	<b>55.6%</b>
Asian	<b>97.5%</b>
Black or African American	<b>80.5%</b>
Native Hawaiian or Other Pacific Islander	<b>95.8%</b>
White	<b>86.8%</b>
Two or more races	<b>85.1%</b>
Male	<b>86.1%</b>
Female	<b>86.7%</b>
EL	<b>95.8%</b>
Special Education	<b>85.4%</b>
Free/Reduced Meals (FARMS)	<b>83.1%</b>

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- 1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, FARMS, ELL and lowest attending.**

Challenges are evident in a majority of categories, with only the Asian, Native Hawaiian/Pacific Islander, and ELL populations meeting the standard of being above 94%. With this said, none of these categories represent a large enough population of students to offset the overall attendance rate. No rates are equal to or exceed the % reflected in the Pre-Covid SIP data.

The average of all students is reflected at 86.3%. The population of White students as well as the Female populations do exceed the average and are significant enough in numbers to impact the average attendance rate. The African American subgroup reflects a percentage which is significantly below the average, with 80.5%. The FARMS student rate is also below the average, showing 83.1% in 2022-2023.

All grade level bands also fall below the 94% threshold, with the 11th grade attendance % being the lowest in 2022-2023 at 85%. Attendance rates have continued to be a challenge at Fort Hill.

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


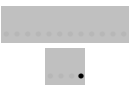
- 1) Identify barriers to student attendance issues and work with students/families to alleviate issues by developing a system of supports, plans, making parent contact to assist with concerns, seeking mentors, etc.
- 2) Reward improved attendance and celebrate improvements to attendance. The attendance monitor along with guidance department staff will identify students who have improved their attendance from the previous nine week period. Students showing improvements over the course of a nine week period will be eligible for a gift card drawing. The grade level with the highest attendance rate overall will be provided with an extended lunch and activity period at the end of each month.
- 3) Home visits by PPW, phone calls home for absences as they occur, administrative meetings, as well as PST meetings will continue.

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**Chronically Absent**

Chronically absent is defined as missing 10% or more of days enrolled in a school year.

MD Report Card reports students NOT chronically absent.

<b>Table 5</b>	2019	2022	2023
Not Chronically Absent (percentage)	<b>68.5%</b>	<b>46.4%</b>	<b>50.91%</b>
Not Chronically Absent (student count)			<b>337</b>
Report Card Points Earned	<b>4.5</b>	<b>2</b>	<b>3</b>

**Habitually Truant**

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year.

<b>Table 6</b>	2022	2023
Habitually Truant (percentage)	<b>14.70%</b>	<b>14.98%</b>
Habitually Truant (student count)	<b>95</b>	<b>101</b>

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

A large portion of the Fort Hill population lives within walking distance to the school. Additionally, students at this level are often expected to get themselves and/or their younger siblings up and off to school in the mornings. This responsibility is overwhelming for some of our students.

Students identified as demonstrating poor attendance are identified and discussed weekly during the PST meetings. Plans for addressing the deficiencies in attendance are developed based upon the unique circumstances of each individual child. Plans include administrative meetings with the student when present at school, guidance counselor intervention meetings, PPW home visits, follow up letters home, and parent conferences and/or phone calls.

Students who are habitually truant are on occasion discovered to be living out of district. Additionally, we have found that some students have been forced out of their homes as a result of an eviction, loss of parental employment, divorce, and/or other family hardship. Administration has worked with the school secretary to notify administration any time mail returns occur. Administration follows up with the child and determines the reason for the incorrect residential address. If it is determined that the student is living within the district, the administration requires a new proof of residency to be provided by the parent. If it is discovered that the student is residing outside of the district, this opens the door for further communication with the parent regarding the student absences, and enables the school to potentially develop a contract for attendance if the student wishes to remain a Fort Hill student. We have found that attendance will improve with some of the students whom we have developed contract agreements with.

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**IV. GRADUATION RATE – High Schools Only**

**Goal: All students will graduate from high school.**

\* indicates fewer than 30 students in category-Graduation Rate is not reported on report card when there is less than 30 students in a category

<b>Table 7</b>		
<b>Four –Year Adjusted Cohort Graduation Rate</b>		
<b>MD Report Card out of 10 points =</b>		
<b>Subgroup</b>	<b>All Students</b>	
	<b>2021-2022</b>	<b>2022-2023</b>
	<b>Grad Rate (%)</b>	<b>Grad Rate (%)</b>
All Students	<b>85.06%</b>	<b>92.68%</b>
Hispanic/Latino	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Black or African American	*	*
Native Hawaiian or Other Pacific Islander	*	*
White	<b>87.02%</b>	<b>93.27%</b>
Two or more races	*	<b>≥95%</b>
Special Education	*	<b>63.64%</b>
Limited English Proficient (LEP)	*	*
Free/Reduced Meals (FARMS)	<b>81.48%</b>	<b>90.48%</b>

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01. Did the graduation rate increase or decrease?

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

The school did not meet the target for All Students when looking at the 2021-2022 data, but did meet the standard for improvement. The total reflected for All Students was 85.06%

- State the 2 lowest graduation subgroup rates:
  - The data supplied for 2021-2022 only provided us with 2 subgroup categories; White and Economically Disadvantaged. The subgroup “White” exceeds the percentage of ALL students having 87.02%. The only other subgroup shared on the report card data was the economically disadvantaged subgroup with 81.48%, which is below the total for ALL students.

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

The county policy regarding grading has changed, providing for a minimum grade of 50% in classes when students are unsuccessful. This change will assist all students who struggle with courses to remain on the path to potentially passing grades in those courses if they have struggled to maintain passing grades over the course of the school year. Students who fail classes are continuously monitored and encouraged to participate in credit recovery opportunities as well as tutoring opportunities.

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**V. SCHOOL SAFETY/ SUSPENSIONS**

1. Complete the table.

<b>Table 8: SUSPENSIONS</b>		
<b>Subgroup</b>	<b>All Students</b>	
	<b>2021-2022</b>	<b>2022-2023</b>
Total Referrals	<b>375</b>	<b>521</b>
All Suspensions	<b>69</b>	<b>93</b>
In School	<b>155</b>	<b>169</b>
Out of School	<b>69</b>	<b>93</b>
Sexual Harassment Offenses	<b>4</b>	<b>1</b>
Harassment/Bullying Offenses	<b>10</b>	<b>5</b>

2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

The number of documented referrals have increased from 2022 to 2023. With this said, the increase can be explained when examining the various actions taken by school administration that were documented within the system during both years. This was a shift in our administrative mindset as a result of recognizing the importance of documenting each and every administrative action taken regardless of the severity of the infraction. In 2022, school administration documented 33 less conferences as an action/consequence than they did in 2023. In 2022 Therapeutic Interventions were not documented with the frequency that they were in 2023, having 3 Therapeutic Interventions in 2022 to 15 in 2023. Lunch Detentions for Tardies and/or minor offenses



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increased from 18 in 2022 to 50 in 2023. Additionally, administration exercised the option for time out of class 22 more times in 2023 than they did in 2022, as opposed to assigning a full day of detention to students whose issue may only seem to stem from a select classroom.

An additional point of interest when assessing reports and student discipline infractions should be noted when identifying those students who are transitioned into the Restart program. Once students transition to the Restart Program, any referrals they collect while enrolled in Restart are included in the referral count at Fort Hill. During the 2022-2023 school year, 12 students were identified on the report who were enrolled at Restart for a period of 45 days or longer. We were able to verify 15 separate incidents that occurred while students were not attending Fort Hill, instead being in attendance at Restart.

The administrative team at Fort Hill carefully assesses each disciplinary infraction and determines the least academically intrusive and most appropriate action for the identified infraction. We understand the importance of restorative practices where appropriate and recognize the importance of an immediate response to issues within our school. We further recognize that in order to improve we must have a more clear picture of what is occurring within our walls from day to day and year to year. To do this we know we must have data that allows us to accurately assess the issues, reflect on current practices, and make changes to meet the needs of all of our students.

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**VI. ACADEMIC PROGRESS**

**A. ENGLISH LANGUAGE ART**

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

**Short Term Goal:**to increase proficiency rates and to close or reduce achievement gaps between subgroups and their counterparts

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

\* indicates no students or fewer than 10 students in category

TABLE 10 ELA 10	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	60270	9	37	54	63611	6	39	55	+ 1
<b>ACPS Results</b>	580	9	44	47	882	5	44	51	+4
All school students	174	7	49	43	254	7	46	47	+4
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	12	8	67	25	38	8	60	32	+7
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	143	5	48	47	240	6	46	48	+1
Two or more races	15	20	53	27	21	0	76	24	-3
Special Education	21	43	57	0	17	23	59	18	+18
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	66	6	62	32	158	9	54	37	+5

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Female	76	8	46	46	123	4	32	64	+18
Male	98	7	52	41	130	9	61	30	-11

### 2. ELA FOCUS AREAS

<b>ELA FOCUS AREA 1:</b>	Writing
Focus Area Goal	The goal is to increase proficiency of analysis and synthesis writing based on paired texts.
Root Cause(s):	<ol style="list-style-type: none"> <li>1) Critical Testing, Tier II, and Tier III vocabulary are a deficiency hindering the ability of students to achieve proficiency.</li> <li>2) Students lack skills to monitor reading comprehension.</li> <li>3) Students lack stamina in comprehending longer and/or complex texts.</li> <li>4) Students lack experience in developing and crafting effective narrative, informative, and argumentative written responses.</li> <li>5) Students lack the ability to locate effective evidence to answer complex questions and support written evidence.</li> <li>6) Students lack the ability to write coherently complete sentences, to organize ideas, and to indicate a distinct style for the task, purpose, and audience.</li> </ol>
Focus Content Standard(s):	<ol style="list-style-type: none"> <li>1) <b>L.9-10.4</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>2) <b>CCR.R 1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>3) <b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>4) <b>W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>5) <b>RI.9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> </ol>
Barriers:	Barriers include lack of shared planning time and a need for more practice materials aligned with MCAP,

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	especially questions and writing prompts based on paired passages.
Needed Resources:	<ol style="list-style-type: none"> <li>1) DBQs and Unit Writing Tasks focusing on narrative, informative, and argumentative writing.</li> <li>2) A plan to remediate students.</li> </ol>
Strategies and/or evidence-based interventions:	<ol style="list-style-type: none"> <li>1) Provide frequent opportunities and exposure to academic, Tier II, and Tier III vocabulary through the use of LINCS, word maps, in addition to practices provided in the <i>Into Literature Grade 10</i> textbook series.</li> <li>2) Utilize Notice &amp; Note resources in the <i>Into Literature Textbook</i> as well as close reading questions to maximize reading comprehension of complex and rigorous grade-level texts.</li> <li>3) To increase student reading stamina, utilize DBQs, novels, and extended supplemental reading selections from CommonLit and the <i>Into Literature Grade 10</i> Reader's Choice selections.</li> <li>4) Utilize DBQs, Unit Writing Tasks, research essays, and journals to develop and craft effective writing responses that include textual support.</li> </ol>
How will it be funded?	School based and county funding will be utilized to support materials for instruction.
Steps towards full implementation with timeline:	<ol style="list-style-type: none"> <li>1) 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)</li> <li>2) During School-Based Professional Development, ELA will continue to analyze data. (August, November, February, June)</li> <li>3) During Supervisor Professional Development the ELA Department will evaluate data, explore evidenced based strategies, and develop plans to optimize classroom instruction. (August, January)</li> <li>4) Support of the Literacy Coach will continue. (Once weekly)</li> <li>5) Additional/supplemental instruction will focus on eleventh grade students within ten points of the "cut score" on MCAP, attempting to move those students from developing learner status to proficient learner status. (Weekly)</li> </ol>
Monitoring Procedure:	The implementation will be monitored by the administration using the results of the grade ten literary analysis writing SLO. Monitoring of the benchmark scores will also take place. We will also continue to give all teachers the results of the grade nine and grade ten Growth Reading Measure scores, 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 instruction.

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<b>ELA FOCUS AREA 2:</b>	Reading Informational Texts
<b>Focus Area Goal</b>	The goal is to increase the number of students reading informational texts at a proficient level.
<b>Root Cause(s):</b>	<ol style="list-style-type: none"> <li>1) Students lack practice in using context clues to define unfamiliar content-specific vocabulary.</li> <li>2) Students lack practice in analyzing how and why an author crafts an informational text.</li> <li>3) Students lack exposure to informational texts and their organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution are used to help gain meaning.</li> <li>4) Students lack stamina in comprehending longer and/or complex informational texts.</li> <li>5) Students have an inability to monitor reading comprehension and provide textual evidence to support their interpretation of the text.</li> </ol>
<b>Focus Content Standard(s):</b>	<ol style="list-style-type: none"> <li>1) <b>L.9-10.4</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>2) <b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>3) <b>RI.9-10.2</b> 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.</li> <li>4) <b>RI.9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> <li>5) <b>RH 10.5</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</li> <li>6) <b>RH 10.5.3</b> 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.</li> </ol>
<b>Barriers:</b>	Barriers include lack of shared planning time and a need for more practice materials aligned with MCAP, especially questions and writing prompts based on informational texts.

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Needed Resources:	<ol style="list-style-type: none"> <li>1) DBQs and writing tasks focused on informational texts.</li> <li>2) A plan to remediate students.</li> </ol>
Strategies and/or evidence-based interventions:	<ol style="list-style-type: none"> <li>1) Provide frequent opportunities and exposure to content- specific vocabulary through the use of LINCS, word maps, in addition to practices provided in the <i>Into Literature Grade 10</i> textbook series.</li> <li>2) Utilize Notice &amp; Note nonfiction resources in the <i>Into Literature Textbook</i> as well as close reading questions to maximize reading comprehension of complex and rigorous grade-level texts.</li> <li>3) To increase student reading stamina, utilize DBQs and extended supplemental reading selections from CommonLit and the <i>Into Literature Grade 10</i> Reader's Choice selections.</li> <li>4) Utilize DBQs, Unit Writing Tasks, and research essays to analyze how authors use text features and organizational structures in informational texts.</li> </ol>
How will it be funded?	School based and county funding will be utilized to support materials for instruction.
Steps towards full implementation with timeline:	<ol style="list-style-type: none"> <li>1) 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)</li> <li>2) During School-Based Professional Development, ELA will continue to analyze data. (August, November, February, June)</li> <li>3) During Supervisor Professional Development the ELA Department will evaluate data, explore evidenced based strategies, and develop plans to optimize classroom instruction. (August, January)</li> <li>4) Support of the Literacy Coach will continue. (Once weekly)</li> <li>5) Additional/supplemental instruction will focus on eleventh grade students within ten points of the "cut score" on MCAP, attempting to move those students from developing learner status to proficient learner status. (Weekly)</li> </ol>
Monitoring Procedure:	Monitoring of the benchmark scores will take place. We will also continue to give all teachers the results of the grade nine and grade ten Growth Reading Measure scores, 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 instruction.

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**Universal Design for Learning for ELA.**

Table 12	
UDL Principle/Mode	<b>Representation – This is how the teacher presents the information.</b>
<p><b><i>Means of Representation:</i></b>  <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> <li>● Auditory and visual representations of materials</li> <li>● Chunk information into smaller elements</li> <li>● Content and/or language purpose, instructional goals, essential questions</li> <li>● Higher order and depth of knowledge questioning</li> <li>● Model organizational methods</li> <li>● Multiple methods of comprehension strategies</li> <li>● Pre-teach academic and content-specific vocabulary using word maps</li> <li>● Provide templates/organizers</li> <li>● Use advanced organizers/concept maps</li> <li>● Use of computer functions (such as print size, sound, text functions, etc.) to accommodate learners' needs</li> <li>● Utilize multiple media when presenting lessons</li> <li>● Utilize sticky notes, webbing, and color-coded highlighting for annotating text</li> <li>● Varied text levels, audio/visual prompts, and provide examples/model so that students understand the task</li> </ul>
<p><b><i>Means for Expressions:</i></b>  <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p><b>Expression/Action- This is how the student will demonstrate their knowledge.</b></p> <ul style="list-style-type: none"> <li>● Explore content through student-generated questioning, classroom discussions, peer reviewing and/or editing, as well as teacher directed activities</li> <li>● Have students read about it, draw it, write it, listen to it, and talk about it</li> <li>● Provide Guides/Checklists/Note-taking tools</li> <li>● Use assessment checklists and rubrics</li> <li>● Use Google Drive as a method for completing and submitting assignments, collaboration, and as a means for communication with teacher</li> </ul>

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	<ul style="list-style-type: none"> <li>● Utilize choice boards, students choose an activity(ies) from which their learning will be assessed</li> <li>● Utilize multiple intelligences theory to allow student choice according to their area of intelligence.</li> <li>● Various modes of explanation (verbal, written, art, music)</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<ul style="list-style-type: none"> <li>● Allow students to set their own academic and behavior goals</li> <li>● Balance between student / teacher-directed learning</li> <li>● Build a class community: involving students in setting class rules, expectations, consequences, routines, etc.</li> <li>● Classroom climate: display of student work, celebrations of success, etc.</li> <li>● Create supportive environment</li> <li>● Differentiation: interest, skill, product</li> <li>● Emphasize process, effort and improvement</li> <li>● Enrichment, scaffolding, accessing prior knowledge, interests, prompts, interactive technology, problem solving strategies, self-reflection, etc.</li> <li>● GRUDDL modeled in classroom lessons daily</li> <li>● High expectations / rigor</li> <li>● Project-based inquiry</li> <li>● Provide feedback--frequent and specific</li> <li>● Revisit key ideas</li> <li>● Supports and accommodations are provided to students as appropriate</li> <li>● Utilize collaborative learning in all lessons</li> <li>● Utilize rubrics for evaluation of students' work</li> </ul>



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

**Short Term Goal:** to increase proficiency rates and to close or reduce achievement gaps between subgroups and their counterparts.

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

\* indicates no students or fewer than 10 students in category

TABLE 13a ALGEBRA I	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	69986	36	49	15	67135	30	52	18	+3
<b>ACPS Results</b>	615	34	53	13	731	21	54	25	+12
All school students	147	60	40	0	107	58	40	2	+2
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	26	77	23	0	19	58	42	0	0
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	137	59	41	0	100	60	38	2	+2
Two or more races	20	80	20	0	15	80	20	0	0
Special Education	19	79	21	0	12	67	33	0	0
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	*	*	*	*	*	*	*	*	*
Female	61	57	43	0	53	62	36	2	+2
Male	85	62	38	0	53	53	45	2	+2

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\* indicates no students or fewer than 10 students in category

TABLE 13b GEOMETRY	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	16647	25	49	26	19907	28	48	24	-2
<b>ACPS Results</b>	424	33	60	7	563	43	48	9	+2
All school students	105	49	51	0	182	51	44	5	+5
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	24	79	21	0	0
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	100	48	51	1	169	50	45	5	+5
Two or more races	*	*	*	*	12	58	33	9	+9
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	*	*	*	*	*	*	*	*	*
Female	57	42	56	2	87	44	49	7	+5
Male	48	56	44	0	95	57	39	4	+4

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\* indicates no students or fewer than 10 students in category

TABLE 13c ALGEBRA II	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	10178	22	58	20	11743	21	59	20	0
<b>ACPS Results</b>	219	23	67	10	343	33	61	6	-4
All school students	70	26	70	4	92	49	50	1	-3
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	0	13	69	31	0	0
69	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	69	25	71	4	86	47	52	1	-3
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	11	55	45	0	45	58	42	0	0
Female	33	27	73	0	51	41	57	2	+2
Male	37	24	68	8	41	59	41	0	-8

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**2. MATH FOCUS AREAS**

<b>MATH FOCUS AREA 1:</b>	Reduce the gap for special education
<b>Focus Area Goal</b>	The goal is to increase the number of special education students who move into each level while decreasing the number of students at levels 1 and 2
<b>Root Cause(s):</b>	<ul style="list-style-type: none"> <li>• There is a lack of student ability to apply basic math concepts to the rigorous in depth level thinking questions that they are expected to demonstrate proficiency on when taking the MCAP</li> <li>• Students have problems comprehending word problems and the associated vocabulary which makes completing the problem extremely difficult. More exposure to test vocabulary.</li> <li>• Graphs and Data displays cause issues because of the confusing nature of the vocabulary that exists in the questions.</li> <li>• 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.</li> <li>• 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 about 4-5 steps and creates an issue.</li> </ul>
<b>Focus Content Standard(s):</b>	<ul style="list-style-type: none"> <li>• A.REI.B.4a-b Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solution. Solve quadratic equations with rational number coefficients by inspection, taking square roots, completing the square, the quadratic formula and factoring as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions.</li> <li>• A.SSE.B.3.c Use the properties of exponents to transform expressions for exponential functions.</li> <li>• F.IF.B.6 Calculate and interpret the average rate of change of a function over a specified interval. Estimate the average rate of change from a graph.</li> <li>• F.LE.A.2 Construct linear, and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs.</li> <li>• A.CED.A.3 Represent Constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in modeling context.</li> </ul>
<b>Barriers:</b>	<ul style="list-style-type: none"> <li>• Common planning time is needed to create content that aligns to MCAP content and MCAP lessons</li> <li>• Reading and vocabulary comprehension is a deficiency seen among a large majority of special</li> </ul>

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	<p>education and economically disadvantaged students.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Needed Resources:</b>	Common planning time among all teachers of Algebra as well as special education inclusion staff
<b>Strategies and/or evidence-based interventions:</b>	<ul style="list-style-type: none"> <li>• Co-teaching has been the most effective strategy for the FHHS math department. The FHHS math department has researched and realized that the students who had 2 teachers in the room, one being the regular education facilitator and one being a special education facilitator, performed better than those that did not.</li> <li>• In addition, two tiered questions and in depth modeling and essential questioning were two strategies that Algebra 1 teachers felt helped move through lessons more smoothly and helped in comprehension of many topics.</li> </ul>
<b>How will it be funded?</b>	County and/or school finances will support instructional supplies/materials as needed to assist in meeting goals.
<b>Steps towards full implementation with timeline:</b>	<p>The following steps will be taken to improve the FHHS Algebra 1 scores for 2023-2024</p> <ol style="list-style-type: none"> <li>1. The math department worked together to analyze data and formulate problem or trouble areas. (October 2023)</li> <li>2. The GRRUDL framework will be incorporated into all teachers' daily lesson plans. Teacher's will re-teach if students are not successful during independent or collaborative work. (Ongoing)</li> <li>3. County benchmark exams will be given and used to review. (Quarterly)</li> <li>4. Teachers will increase the amount of calculator practice. (Ongoing)</li> <li>5. Online ALEKS assignments and MCAP Practice (March-October 2023)</li> </ol>
<b>Monitoring Procedure:</b>	The Algebra 1 plan will be monitored through observation/evaluations of content supervisors, observations by the administration, observations by the math department leader, and finally through the use of SLO data..

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<b>MATH FOCUS AREA 2:</b>	Gap reduction for economically disadvantaged subgroups
<b>Focus Area Goal</b>	The goal is to increase the number of economically disadvantaged students who move into each level while decreasing the number of students at levels 1 and 2
<b>Root Cause(s):</b>	<ul style="list-style-type: none"> <li>• There is a lack of student ability to apply basic math concepts to the rigorous in depth level thinking questions that they are expected to demonstrate proficiency on when taking the MCAP</li> <li>• There is a lack of test preparation materials reflecting the MCAP Testing experience causing students to have problems comprehending word problems and the associated vocabulary</li> <li>• There is a lack of exposure to Algebra 1 MCAP type 2 and type 3 questions. Test scores are directly affected due to not having exposure to testing items or any relevant test material (none exists at the current time). Students are not familiar and are not using the TI84 on a regular basis, 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 about 4-5 steps and creates an issue.</li> </ul>
<b>Focus Content Standard(s):</b>	<ul style="list-style-type: none"> <li>• F.IF.B.6 Calculate and interpret the average rate of change of a function over a specified interval. Estimate the average rate of change from a graph.</li> <li>• A.REI.B.4.b Solve quadratic equations with rational number coefficients by inspection, taking square roots, completing the square, the quadratic formula and factoring as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions.</li> <li>• A.SSE.B.3 Choose and produce an equivalent form of expression to reveal and explain properties of the quantity represented by the expression.</li> <li>• F.LE.A.2 Construct linear, and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs.</li> <li>• A.CED.A.3 Represent Constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in modeling context.</li> </ul>
<b>Barriers:</b>	<ul style="list-style-type: none"> <li>• Common planning time is needed to create content that aligns to MCAP content and MCAP lessons</li> <li>• Reading and vocabulary comprehension is a deficiency seen among a large majority of special education and economically disadvantaged students.</li> <li>• 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.</li> </ul>

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<b>Needed Resources:</b>	Instructional materials on the identified content standards which represents the bulk of the assessment
<b>Strategies and/or evidence-based interventions:</b>	<ul style="list-style-type: none"> <li>• Increase student exposure to and engagement with vocabulary, writing, and reading in the mathematics classroom</li> <li>• Incorporate a common planning time for content specific teachers to design quality MCAP lessons, activities, and content.</li> </ul>
<b>How will it be funded?</b>	County and/or school finances will support instructional supplies/materials as needed to assist in meeting goals
<b>Steps towards full implementation with timeline:</b>	<p>The following steps will be taken to improve the FHHS Algebra 1 scores for 2023-2024</p> <ol style="list-style-type: none"> <li>1. The math department worked together to analyze data and formulate problem or trouble areas. (October 2023)</li> <li>2. The GRRUDL framework will be incorporated into all teachers' daily lesson plans. Teacher's will re-teach if students are not successful during independent or collaborative work. (Ongoing)</li> <li>3. Four week remediation will be given and used to review testing material before December 2023 test retakes.</li> <li>4. Teachers will increase and implement the amount of MCAP generated test material in everyday lessons and practice.. (Ongoing)</li> <li>5. Online ALEKS assignments and MCAP Practice (March-October 2023)</li> </ol>
<b>Monitoring Procedure:</b>	The Algebra 1 plan will be monitored through observation/evaluations of content supervisors, observations by the administration, observations by the math department leader, and finally through the use of SLO data.

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**Universal Design for Learning for MATH.**

Table 15	UDL for Math
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<b>Means of Representation:</b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ol style="list-style-type: none"> <li>1. Provide students with numerous examples.</li> <li>2. Use Think Pair Share teaching methods.</li> <li>3. Chunk information into smaller lesson and/or portions..</li> <li>4. Provide MCAP style questions every class period.</li> <li>5. Review basic math facts. (multiplication facts, division properties, etc)</li> <li>6. Scaffolding -MCAP questions are multi-tiered so scaffolding is a best practice.</li> <li>7. Use exit slips to check for understanding.</li> </ol>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b> <ol style="list-style-type: none"> <li>1. Utilize individual whiteboards with group activities.</li> <li>2. Allow student choice in how they present their knowledge. (Speak answer, provide visual, powerpoint, write answers, etc.)</li> <li>3. Utilize think-alouds.</li> <li>4. Encourage use of technology tools to support student learning. (calculators, laptops, statistical analysis programs, etc)</li> <li>5. Utilize the smartboard to demonstrate and to have students demonstrate understanding and skills.</li> </ol>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b> <ol style="list-style-type: none"> <li>1. Offer adjusted levels of challenge to students.</li> <li>2. Use cooperative learning / flexible groups.</li> <li>3. Bring relevance to concepts by utilizing real-world and relatable examples.</li> <li>4. Create a supportive environment by building rapport with the students.</li> <li>5. Emphasize process, effort, and improvement.</li> </ol>



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**B. SCIENCE**

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

\* indicates no students or fewer than 10 students in category

TABLE 16 LIFE SCIENCE	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	41700	24	41	35	61853	25	41	34	-1
<b>ACPS Results</b>	459	31	47	22	678	23	46	31	+9
All school students	99	42	42	16	222	26	45	28	+12
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	100	*
Black or African American	*	*	*	5	10	40	50	10	+5
Hispanic/Latino of any race	*	*	*	*	*	71	14	14	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	0	0	100	*
White	87	39	43	19	183	23	46	31	+12
Two or more races	*	50	44	6	19	37	53	11	+5
Special Education	*	*	*	5	11	36	55	9	+4
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)									
Female	51	33	45	22	115	17	47	36	+14
Male	48	49	39	12	106	36	43	21	+9

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2.

<b>FOCUS AREA 1:</b>	Increase the number of students who are proficient (level 3 or 4) in the Engineering Practice category: <b>Critiquing Practices</b> (Engaging in argument from evidence and obtaining, evaluating, and communicating information).
Focus Area Goal	Improve the percentage of students performing at the Proficient or Distinguished learner level in the Science and Engineering Practice category: <b>Critiquing Practices</b> .
Root Cause(s):	<ul style="list-style-type: none"> <li>• Students struggle when evaluating evidence to engage in an argument to support a claim.</li> <li>• The lack of a student's ability to think critically, make claims, and develop skills to evaluate ideas.</li> <li>• Students fail to show proficiency when presenting evidence used to compare, contrast and evaluate competing explanations and models.</li> </ul>
Focus Content Standard(s):	<ul style="list-style-type: none"> <li>• HS-LS2-6. Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.]</li> <li>• HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. [Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.] [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]</li> <li>• HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. [Clarification Statement:</li> </ul>

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	Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.]
Barriers:	<ul style="list-style-type: none"> <li>• Vocabulary - Science texts pose challenges for students who struggle to read, there are difficult new words, or familiar words with unfamiliar meanings that require specific interpretive skills.</li> <li>• Common planning - Opportunities to decode NGSS with peers, individually reflect on lessons and strategize on ways to improve student engagement are needed to improve student scores.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Common planning time among biology teachers to design, evaluate, or adjust current lessons.</li> <li>• Common time with all department teachers to reflect on, adjust, or find new lessons that focus on the Science and Engineering Practices (SEP) so that students get maximum opportunities in all science classes to practice the SEPs.</li> <li>• Extra time, outside of planning, on regular intervals to reflect on lessons and address the needs of current students.</li> <li>• Smaller class sizes to make one-on-one opportunities between teachers and students more frequent.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Co-teaching - Classes with high numbers of IEP students benefit from the presence and engagement of a cooperating teacher. Cooperating teachers with a science background could also improve student understanding.</li> <li>• Common planning - Opportunities for teachers to collaborate and reflect on best practices within their school department. These teachers have familiarity with the student population and their successes and expertise can be shared with others teaching the same population.</li> <li>• Time for teacher reflection on units/current activities to improve best practices.</li> <li>• Reduce class sizes to increase the frequency of one-on-one opportunities, especially in classes with large numbers of IEPs.</li> </ul>
How will it be funded?	County and/or school finances will support instructional supplies/materials as needed to assist in meeting goals

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<p>Steps towards full implementation with timeline:</p>	<p>The following steps will be taken to improve the FHHS MCAP Life Science Assessment scores for 2023-2024</p> <ol style="list-style-type: none"> <li>1. The science department collaborated to analyze data and identify problem or trouble areas within the Engineering Practice category: Critiquing Practices (Engaging in argument from evidence and obtaining, evaluating, and communicating information). (October 2023)</li> <li>2. The GRRUDL framework will continue to be incorporated into all teachers' daily lesson plans with an emphasis on full implementation. Teachers will administer and evaluate formative assessments and use the strategy of re-teaching if students are not successful in exhibiting proficiency during independent or collaborative work. (Ongoing)</li> <li>3. Summative Unit tests will be given using the NGSS format, including technology enhanced questions to improve student familiarity with the test structure and the question framework used on the MCAP Life Science test. (Ongoing)</li> <li>4. Facilitate an increase in MCAP Practice test opportunities as it is widely accepted that familiarity positively affects the performance of complex cognitive tasks. (March-October 2023)</li> </ol>
<p>Monitoring Procedure:</p>	<p>The Life Science plan will be monitored through observation/evaluations of content supervisors, observations by the administration, SLO data and further analysis of MCAP data.</p>

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<b>FOCUS AREA 2:</b>	Increase the number of students who are level proficient (level 3 or 4) in the Proficient and Distinguished learner level in the Life Science Topic - Structure and Function.
<b>Focus Area Goal</b>	Improve the percentage of students performing at the Distinguished learner level in the Life Science Topic - Structure and Function.
<b>Root Cause(s):</b>	<ul style="list-style-type: none"> <li>• Students lack the ability to construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-LS1-1)</li> <li>• The lack of a student's ability to develop and use a model based on evidence in order to illustrate the relationships between systems or between components of a system. (LS1-2)</li> <li>• Students struggle to plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g, number of trials, cost, risk, time), and refine the design accordingly. (LS1-3)</li> </ul>
<b>Focus Content Standard(s):</b>	<ul style="list-style-type: none"> <li>• HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells. [Assessment Boundary: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.]</li> <li>• HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. [Clarification Statement: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.] [Assessment Boundary: Assessment does not include interactions and functions at the molecular or chemical</li> </ul>

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	<p>reaction level.]</p> <ul style="list-style-type: none"> <li>● HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.] [Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.]</li> </ul>
Barriers:	<ul style="list-style-type: none"> <li>● Vocabulary - Science texts pose challenges for students who struggle to read, there are difficult new words, or familiar words with unfamiliar meanings that require specific interpretive skills.</li> <li>● Common planning - Opportunities to decode NGSS with peers, individually reflect on lessons and strategize on ways to improve student engagement are needed to improve student scores.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>● Common planning time among biology teachers to design, evaluate, or adjust current lessons.</li> <li>● Common time with all department teachers to reflect on, adjust, or find new lessons that focus on the Science and Engineering Practices (SEP) so that students get maximum opportunities in all science classes to practice the SEPs.</li> <li>● Extra time, outside of planning, on regular intervals to reflect on lessons and address the needs of current students</li> <li>● Smaller class sizes to make one-on-one opportunities between teachers and students more frequent</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>● Co-teaching - Classes with high numbers of IEP students benefit from the presence and engagement of a cooperating teacher. Cooperating teachers with a science background could also improve student understanding.</li> <li>● Common planning - Opportunities for teachers to collaborate and reflect on best practices within their school department. These teachers have familiarity with the student population and their successes and expertise can be shared with others teaching the same population.</li> <li>● Time for teacher reflection on units/current activities to improve best practices.</li> <li>● Reduce class sizes to increase the frequency of one-on-one opportunities, especially in classes with large numbers of IEPs.</li> </ul>

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How will it be funded?	County and/or school finances will support instructional supplies/materials as needed to assist in meeting goals.
Steps towards full implementation with timeline:	<p>The following steps will be taken to improve the FHHS MCAP Life Science Assessment scores for 2023-2024</p> <ol style="list-style-type: none"> <li>1. The science department collaborated to analyze data and identify problem or trouble areas within the Engineering Practice category: Critiquing Practices (Engaging in argument from evidence and obtaining, evaluating, and communicating information). (October 2023)</li> <li>2. The GRRUDL framework will continue to be incorporated into all teachers' daily lesson plans with an emphasis on full implementation. Teachers will administer and evaluate formative assessments and use the strategy of re-teaching if students are not successful in exhibiting proficiency during independent or collaborative work. (Ongoing)</li> <li>3. Summative Unit tests will be given using the NGSS format, including technology enhanced questions to improve student familiarity with the test structure and the question framework used on the MCAP Life Science test. (Ongoing)</li> <li>4. Facilitate an increase in MCAP Practice test opportunities as it is widely accepted that familiarity positively affects the performance of complex cognitive tasks. (March-October 2023)</li> </ol>
Monitoring Procedure:	The Life Science plan will be monitored through observation/evaluations of content supervisors, observations by the administration, SLO data and further analysis of MCAP data.

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**Universal Design for Learning for SCIENCE.**

Table 17	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<b>Means of Representation:</b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ol style="list-style-type: none"> <li>1. Provide students with numerous examples.</li> <li>2. Provide opportunities for collaboration.</li> <li>3. Chunk information into smaller lessons and/or portions.</li> <li>4. Provide MCAP style questions every class period.</li> <li>5. Designing unit tests so that they are scaffolded similarly to the MCAP MISA.</li> <li>6. Use exit slips or similar formative assessment tools to check for understanding.</li> </ol>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b> <ol style="list-style-type: none"> <li>1. Allow student choice in how they present their knowledge. (Speak answer, provide visual, powerpoint, write answers, etc.)</li> <li>2. Utilize think-alouds to give students strategies for deciphering questions</li> <li>3. Encourage use of technology tools (hardware and software) to support student learning. (laptops, OER, Gizmos, Labster, Google suite, etc)</li> <li>4. Utilize the ClearTouch for teacher-led demonstrations as well as to have students demonstrate understanding and skills.</li> </ol>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b> <ol style="list-style-type: none"> <li>1. Offer lesson differentiation to challenge students.</li> <li>2. Use cooperative learning and flexible groups.</li> <li>3. Bring relevance to concepts by utilizing real-world and relatable examples.</li> <li>4. Create a supportive environment by building rapport with the students.</li> <li>5. Emphasize process, effort, and growth.</li> </ol>



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**C. SOCIAL STUDIES/GOVERNMENT**

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

**Universal Design for Learning for Government.**

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

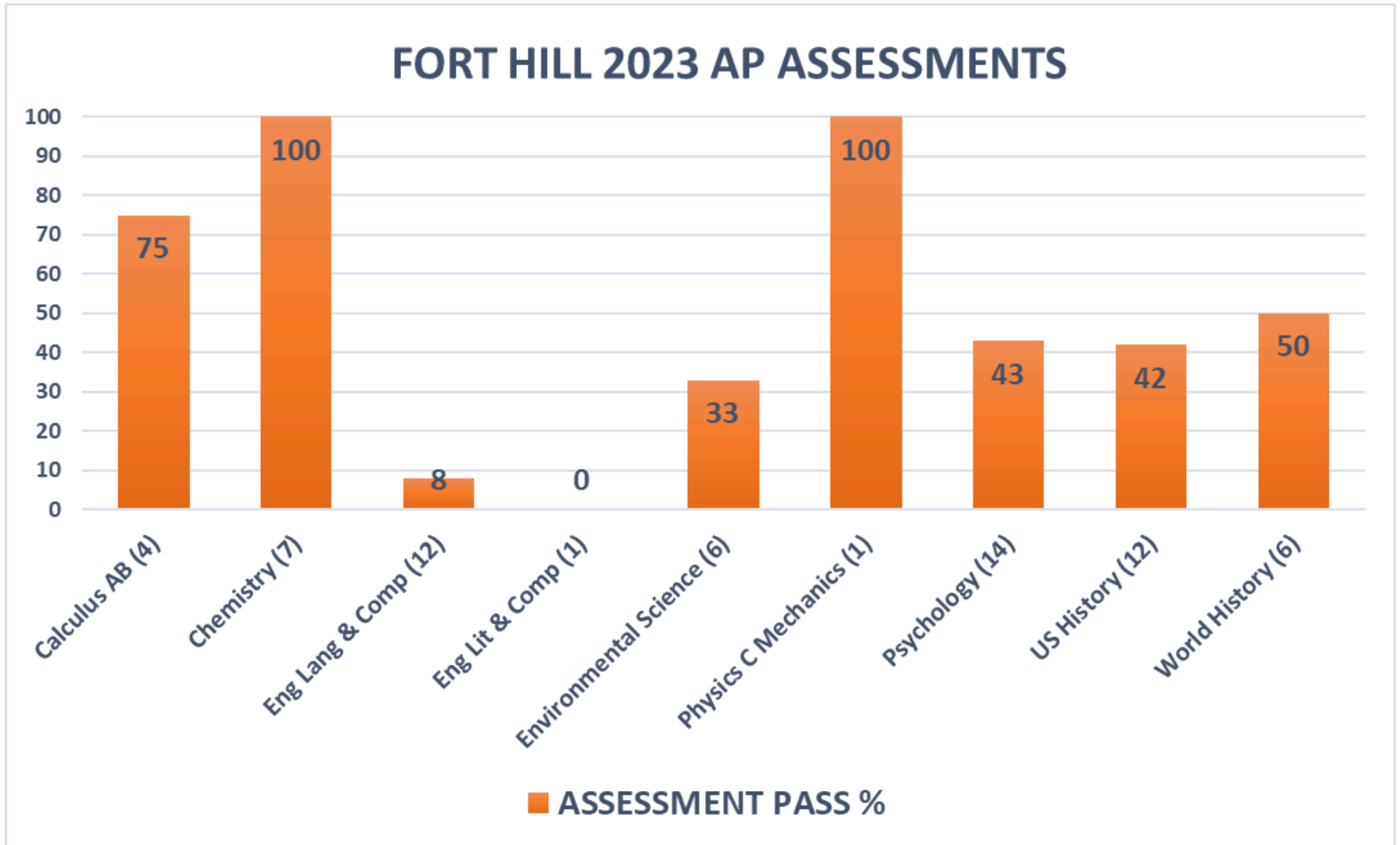
<b>Table 19</b>	<b>Universal Design for Learning</b>
<b>UDL Principle/Mode</b>	<b>Representation –How the teacher presents the information.</b>
<i><b>Means of Representation:</b> providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>● Allow for varied text levels, audio/visual prompts, and provide examples/model so that students understand the task.</li> <li>● Chunk information into smaller elements.</li> <li>● Use of Edcite to prepare for EOC exams.</li> <li>● Display Content, Language, and Social purposes, instructional goals, and/or essential questions.</li> <li>● Model organizational methods.</li> <li>● Provide auditory and visual representations of materials.</li> <li>● Provide templates/organizers.</li> <li>● Utilize multiple media when presenting lesson concepts.</li> </ul>
<i><b>Means for Expressions:</b> providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b> <ul style="list-style-type: none"> <li>● Explore content through student generated questioning, class discussions, peer review, project based learning, and teacher directed activities.</li> <li>● Provide assessment checklists and rubrics to students.</li> <li>● Provide explanation in multiple modalities (verbal, written, music, art)</li> <li>● Utilize choice boards to allow students to choose an activity that enables them to demonstrate knowledge.</li> <li>● Utilize Schoology as a method for completing and submitting assignments allowing for collaboration with peers and monitoring by the teacher.</li> </ul>

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<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<ul style="list-style-type: none"><li>● Allow students to set personal academic and behavioral goals</li><li>● Create a balance between teacher and student directed learning.</li><li>● Display student work and celebrate achievement and growth</li><li>● Focus on creating an environment where collaborative learning and student engagement activities drive learning.</li><li>● Provide frequent and specific feedback.</li><li>● Revisit key ideas.</li><li>● Utilize rubrics for evaluation of students' work given to them when the assignment is made</li></ul>

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**D. Advanced Placement Data**



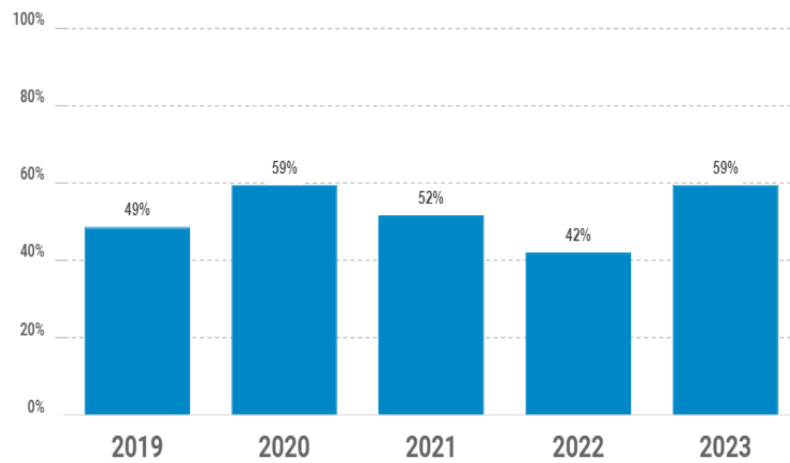
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% OF TOTAL AP STUDENTS WITH SCORES 3+



SCHOOL SUMMARY

	2019	2020	2021	2022	2023
Total AP Students	105	79	62	50	37
Number of Exams	146	126	85	77	63
AP Students with Scores 3+	51	47	32	21	22
% of Total AP Students with Scores 3+	48.57	59.49	51.61	42.00	59.46

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

<b>Staff Engagement Action Plan:</b> <b>2023 MD Report Card Score out of 3 =</b> <b>Projected MD Report Card Score (2024) =</b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Average Score out of a possible 10.	Relationships, Student-Student Relationships, 5.77
<b>Topic Description:</b>	The student-student relationships topic describes the degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another.
<b>Strategies::</b> What steps will be taken in order to obtain the desired outcome..	<ol style="list-style-type: none"> <li>1. Students will be identified by middle and high school staff for enrollment as a mentor and/or mentee for the Peer Connections course.</li> <li>2. Students will be encouraged to join an extracurricular club, organization, and/or sports team as a means of developing a sense of connection to the school community. Students will be informed of extracurricular opportunities through Back to School night, a new student informational folder, classroom presentations, and individual student meetings.</li> <li>3. Counselors and administrators utilize restorative practices when conflicts arise between students.</li> </ol>
<b>Initiative leader and team:</b> Who is responsible and involved in the work?	<ol style="list-style-type: none"> <li>1. Middle and high school teaching staff; Peer Connections teacher; School Counselors</li> <li>2. Teaching staff, School counselors, administration, coaches, advisors</li> <li>3. School counselors and administration</li> </ol>
<b>Resources:</b> What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ol style="list-style-type: none"> <li>1. A designated time for counselors to meet with middle and high school staff to identify students for the course. A designated time for the Peer Connections instructor to discuss the needs of the students referred for the course with the referring staff.</li> <li>2. Extracurricular activities information will be provided through a distributed handout and/or PowerPoint. This will be provided at Back to School night as well as during classroom presentations and individual student meetings. The handout will also be included in a folder provided to new students. Announcements will</li> </ol>

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	<p>be made of available opportunities via PA system, Fort Hill F Club Facebook page, and Schoology.</p> <p>3. A designated time and space to meet with the students who are having a conflict. Restorative practices will be facilitated by an available administrator or School Counselor.</p>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<p>1. Peer Connections teacher, classroom teacher, student feedback</p> <p>2. Data will show an increase in the number of participants in extracurricular activities. Coach/Advisor, classroom teacher, parent and student feedback</p> <p>3. Classroom teacher, parent and student feedback. Decrease in conduct referrals with identified students.</p>
Timeline: Include dates for implementation of action steps.	<p>1. Early spring 2024</p> <p>2. August 2023 (Back to School Night); as needed when new students enroll; beginning of each sports season</p> <p>3. When necessary</p>
<b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10	Safety, Substance Abuse, 6.17
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies:: What steps will be taken in order to obtain the desired outcome..	<p>1. Local law enforcement will provide professional development to staff twice a year around different substance abuse topics.</p> <p>2. Administrative staff and school health nurse will work with the local health department to learn about substance abuse resources in our area.</p> <p>3. Staff will educate and inform students/parents about our local resources.</p>
Initiative leader and team: Who is responsible and involved in the work?	<p>1. Law enforcement(C3I, SRO, City and County officers); faculty and staff</p> <p>2. Administrators, health nurse, school counselors, school psychologist</p> <p>3. Faculty and staff, students, parents</p>
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s)	<p>1. Designated time and space, presentation, available officers,</p> <p>2. Designated time and space for a face to face meeting; pamphlets; handouts, presentation;</p>

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(strategies/activities) to achieve the desired outcome(s)?	3. Pamphlets/handouts, phone numbers and contact person of resource; referral forms;
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ol style="list-style-type: none"> <li>1. Professional development survey</li> <li>2. Increase in communication between Fort Hill and ACHD staff</li> <li>3. Increase in distribution of information to students/parents.</li> </ol>
Timeline: Include dates for implementation of action steps.	<ol style="list-style-type: none"> <li>1. August 2023; January 2024</li> <li>2. Initial meeting-August 2023; continuous through the year</li> <li>3. As needed throughout the school year</li> </ol>

<b><i>Student Engagement Action Plan:</i></b> <b><i>2023 MD Report Card Score out of 7 =</i></b> <b><i>Projected MD Report Card Score (2024) out of 7=</i></b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Score	Safety, Substance Abuse, 1.0
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:: What steps will be taken in order to obtain an improved outcome(s).	<ol style="list-style-type: none"> <li>1. Increase staff visibility and frequency in less supervised areas</li> <li>2. Educate students on potential consequences of using during school hours</li> <li>3. Identify students who are unable to abstain from drugs/alcohol for an eight hour school day and provide resources for substance abuse support.</li> </ol>
Initiative leader and team: Who is responsible and involved in the work?	<ol style="list-style-type: none"> <li>1. Staff to identify less supervised areas; available staff to monitor areas;</li> <li>2. Administrators</li> <li>3. Faculty and staff; support staff; nurse</li> </ol>

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ol style="list-style-type: none"> <li>1. Designated times and areas;</li> <li>2. Class meeting presentation with potential consequences; verbal explanation</li> <li>3. PST Meeting; Conduct referral screening;</li> </ol>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ol style="list-style-type: none"> <li>1. Decrease in unsupervised students in frequently visited areas</li> <li>2. Decrease in substance abuse conduct referrals</li> <li>3. Amount of referrals completed for substance abuse support</li> </ol>
Timeline: Include dates for implementation of action steps.	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. September 2024</li> <li>3. Ongoing</li> </ol>
<b>Secondary Area of Need</b> State the Domain, Topic, and Score	Safety, Physical Safety, 1.0
Topic Description:	The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ol style="list-style-type: none"> <li>1. Increase staff visibility and frequency in less supervised areas</li> <li>2. Students will provide safety feedback utilizing discrete forms of communication</li> <li>3. The SSE and SRO will present quarterly presentations to the student body around safety issues.</li> </ol>
Initiative leader and team: Who is responsible and involved in the work?	<ol style="list-style-type: none"> <li>1. Staff to identify less supervised areas; available staff to monitor areas</li> <li>2. Students; School Counselors; Faculty and staff</li> <li>3. SSE and SRO</li> </ol>



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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ol style="list-style-type: none"> <li>1. Designated times and areas;</li> <li>2. A way of communicating safety concern (tip line, Google Doc, QR code)</li> <li>3. Safety presentation; auditorium</li> </ol>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ol style="list-style-type: none"> <li>1. Decrease in unsupervised students in frequently visited areas</li> <li>2. Increase of safety concerns shared with staff</li> <li>3. Decrease in conduct referrals and restorative practice meetings</li> </ol>
Timeline: Include dates for implementation of action steps.	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> <li>3. Quarterly-beginning of marking period</li> </ol>

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

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

Fort Hill 22/23

<b>PRIORITY: An opportunity identified by the team in order to achieve their vision.</b>			
<b>PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.</b>			
<b>LAYING THE FOUNDATION</b> Why/What?	<b>INSTALLATION</b> Where/How?	<b>INITIAL IMPLEMENTATION</b> How are we learning?	<b>FULL IMPLEMENTATION</b> How are we sustaining?
<b>Learn Options</b>	<b>Prepare People and Systems</b>	<b>Try Out the Practice</b>	<b>Student and System Outcomes Show the Practice Works</b>
<b>Choose Practice</b>	<b>Train</b>	<b>Reflect and Recommend Improvements in Practice and System</b>	<b>Competent, Organized, Well Led System for Practice</b>

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- 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: Attendance			
PRACTICE: Improve School Wide Student Attendance			
Action Step	Who	By When	Status Update / Next Steps
<b>LAYING THE FOUNDATION</b>			
Ensure that students with attendance concerns are identified	PST	First Marking Period	Completed weekly during PST meetings.
<b>INSTALLING</b>			
Review prior year attendance for all incoming grade levels.	PST/PBIS	Beginning of the year	By reviewing attendance data, students with attendance issues are identified. A member of the PST team is assigned to make contact with the parent/guardian of that student. If contact is unable to be made, the school's PPW performs a home visit to assess the situation.
Establish leveled interventions for student needs		Ongoing	
Examine data to determine interventions and incentives for students to increase attendance		Quarterly	

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<b>IMPLEMENTING</b>			
Schedule quarterly incentives for students maintaining and improving attendance.	PBIS	Quarterly	The grade level with the highest attendance percentage for each quarter will receive an extended time luncheon as a reward. This reward can be alternated in other marking periods with a luncheon for the class with most improvement in attendance as well.
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
Commitment to practice.	All	Ongoing	Continuous commitment to the procedures and efforts will increase the attendance of students positively.
<b>Notes-</b>			

<b>PRIORITY: #2 Increase the Use of Therapeutic Interventions and Restorative Practice</b>			
<b>PRACTICE: School administration will utilize Therapeutic Interventions and Restorative Practices in incidents involving discipline.</b>			
<b>Action Step</b>	<b>Who</b>	<b>By When</b>	<b>Status Update / Next Steps</b>
<b>LAYING THE FOUNDATION</b>			
Professional Development includes information/training related to the Ruby Payne Framework, Restorative Practices, Discipline Data, Growth Mindset, etc.	Admin PST Behavior Specialist Guidance	August - December 2023	Restorative Practices Review during PD August Growth Mindset during August PD Ruby Payne Training Completed by end of October

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<b>INSTALLING</b>			
Review of Discipline Data/Trends Identification of alternative solutions to infractions	Admin	October 2023	Administration reviewed 2022-2023 Discipline Data and identified reasons for increases in offenses/actions from SY2022 to SY2023.
<b>IMPLEMENTING</b>			
Institute Restorative Practices where appropriate Develop appropriate Therapeutic Interventions as a means of addressing student behaviors	Admin Guidance Behavior Specialist	Ongoing	Ongoing support/review through weekly PST Meetings, Administrative Leadership Meetings, SEF Meetings, PD Opportunities throughout the year.
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
Commitment to practice.	All	Ongoing	Continuous commitment to the procedures and efforts will increase the attendance of students positively.

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#### **IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

**PBIS Tier I**

**PBIS Tier II**

**PBIS Tier III**

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

PBIS at Fort Hill High School 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 hallways, the classrooms, and throughout the school building.

**At Fort Hill, the following strategies are being utilized to improve the overall environment through PBIS:**

- Beginning this school year, we have made a commitment to working toward improved attendance through the use of an incentive program which aims to recognize student grade levels as opposed to individual students. We have shifted our focus from “perfect attendance” to recognizing “improved attendance”.
- 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 are recognized at the STARS breakfast held twice a year. Teachers nominate students to be recognized as a RISING STAR, SHINING STAR, or PRIDE star. The RISING Star is given to the student who is making improvements, while the SHINING Star is given to the student who has stood head and shoulders above the rest. A PRIDE star is a student who goes above and beyond the PRIDE expectations, positively demonstrating all the PBIS Traits (Preparedness, Respect, Integrity, Diligence, and Empathy). Students and parents are invited to a breakfast held in the school cafeteria. During this celebration, students are awarded a certificate with a narrative in the words of the teacher/faculty member who nominated them explaining the reason they were nominated. A picture of Stars recipients is taken and submitted to the Fort Hill F Club Facebook Page.

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- Teachers, counselors, and administration play a vital role in implementing PBIS. At the beginning of the school year a Freshman Orientation session is provided allowing all parents of incoming Freshman as well as any parent of new students enrolling at Fort Hill, along with their 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 is well attended and provides the opportunity for all stakeholders to get off to a great start.
- Teachers receive professional development on PBIS twice a year and data is reviewed monthly by administration, guidance, and the PBIS Team.

### **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.
- (SDI)Specially Designed Instruction opportunities are available to students, and comprehensive study skills classes have been added to the master schedule for special needs students. Comprehensive Study skills Classes are organized according to case load assignments.
- Students are able to access guidance counselors for help with problem solving, conflict resolution, and decision making skills.
- Restorative Practices 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.

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**X. Family and Community Engagement**

**Parent/Community Involvement Needs**

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

**Parent Involvement Plan**

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent/family engagement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

**Goal:** By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet their targeted goals.

**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 not only join them in activities, but to also be true stakeholders and share in decisions made where appropriate.**

**Many external organizations support Fort Hill High School in our efforts to be a true school community. These organizations are: The Band Parents Organization, The Fort Hill F Club, The Fort Hill High School Scholarship Fund, and The We Are Fort Hill Committee. Likewise, there are many internal committees and groups that advise and assist in the daily operations, goals, and activities that serve to advance our mission and vision. These committees include: Pupil Service Team, Social Welfare Committee, Emergency Planning Committee, PBIS, National Honor Society, Student Council, Testing Committee, Scholastic Awards Committee, and the School Improvement Team.**



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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.**
- **Use of the Blackboard/Messenger system to notify parents of events, programs, and state testing-Ongoing**
- **Use of the Fort Hill F Club Facebook Platform as a way of keeping parents informed-Ongoing**
- **STARS Recognition-Fall & Spring**
- **Administration is present and visible during Parent Teacher Conference Days-Fall & Spring**
- **Administration is present at and actively participates in IEP and 504 Meetings-Ongoing**
- **Principal attends a large majority of extracurricular and ALL academic recognitions and events.-Ongoing**
- **Principal volunteers alongside parents and community groups, participating in fundraising, assisting in the concession stand, and offering to assist wherever and whenever necessary.-Ongoing**

**The Principal believes that connecting and engaging 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. Our school believes strongly in improvement through the development of relationships. Each and every interaction creates a connection that has the potential to move our school in a positive direction.**

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#### 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?

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
<b>Specially Designed Instruction</b>	Monthly coaching 2x a month at Fort Hill High School with Instructional Specialists and SEF	Special Education Teachers	The last year there has been a steady shift of how Special Education teachers in inclusion and in separate learning environments are designing the IEP's based on the students they support. Focus is on how to assist teachers in implementing the IEP in the educational environment and how to collect data to do progress monitoring.	Teachers will learn how to write ongoing educational program documents within the IEP focusing on student's goals and objectives and the accommodations and supports that are required for the student during instruction on the common core curriculum and in preparation to take the state assessments.	Teachers will work on collecting continuous data for their students. The SEF and Instructional Specialists will monitor the teacher's progress as they create an individualized program plan for each student they are managing on their caseload. Focus will also be on collaborating as a team with general education teachers and related instructional staff.

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Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
<b>ELA MCAP Data Analysis, Remediation, and Test Prep</b>	August 18, 2023 September 20, 2023 October 27, 2023 November 9, 2023	Ninth and Tenth Grade ELA Teachers  Literacy Coach  Principal	As a result of this professional development, teachers will have a better understanding of how to analyze the results of the MCAP scores. They will also be able to design lessons that directly address standards that are difficult for students to comprehend.	Teachers will be able to identify standards that students within the school struggle to master. They will then be able to effectively design lessons for remediation.	Teachers will continually remediate students using the materials they designed. They will continue to monitor student progress by analyzing the results of county benchmarks, MCAP practice tests, and materials designed by the specialists. Ultimately, teachers will be able to analyze the results of future MCAP assessments to determine whether students have successfully mastered the targeted standards.

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Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
<b>MATH MCAP Data Analysis, Remediation Planning, Test Prep</b>	August 18, 2023 September 22, 2023 September 25, 2023 October 27, 2023	Math Teachers Principal Supervisor Math Specialist	As a result of this professional development, teachers will have a better understanding of how to analyze the results of the MCAP scores. Students will gain a better understanding of how to complete MCAP type questions in preparation for the state assessment.	Teachers will be able to analyze data and determine target areas, design MCAP type questions, identify students targeted for retesting in December, and improve their overall instruction.	During Math Learning Walks, Walk-throughs, and Observations and Evaluations, Administrative staff will monitor the implementation of skills to better prepare students for MCAP exams. The Math Specialist will assist individual teachers with designing MCAP questions for their content. Data related to MCAP will be analyzed to determine if improvements are noted.

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**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 over the summer of 2023. She shared the committee assignments with staff during the opening days of PD August 16 and 17th. She pulled teachers from the Math and English Department on August 18th to review MCAP Data, which is largely the focus of instructional improvement within the SIP. She worked with Guidance Counselors on September 25th during the delayed opening PD Opportunity to identify the areas in the Staff and Student Surveys to focus upon within the plan. Together with the assistant principals, Mrs. Canan reviewed portions of the plan, seeking their input and sharing information being gathered. She worked with the English and Science Departments to identify department leaders and to organize time for them to collaborate during the school day to work on data analysis and plans for improvement. Mrs. Canan reviewed the process of the Root Cause Analysis, provided the necessary data charts and guidance documents to teams, and gave them the latitude to work together without her presence, while also touching base during the process to let them know she was interested in what they were doing. She met with committees as they were working together, discussed areas of concern, listened to staff input, and allowed access for input of information within the document once final decisions were made. 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 a faculty meeting following approval.**
2. How will the plan be shared with parents and community members? Please include approximate dates.
  - **The plan will be made available in the main office as well as in the guidance office. This will occur once the plan has been approved.**
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 their content areas. 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.**

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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 MCAP assessment progress/data, attendance data, behavioral data, and any academic deficiency concerns based on student progress reports . If necessary, recommendations and revisions regarding the SIP activities will be made by the School Improvement Team, the PST 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 the administration monitor the plan?
  - **Attendance Data will be collected and evaluated each month by the administrative team and individual student progress data related to academic, behavioral, and attendance will be monitored and discussed weekly during the PST Meetings. Administration will constantly monitor the plan and share updates at faculty meetings, department meetings, and Department Chair Meetings.**
6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?
  - **Development: Input from the Supervisors in the development of the School Improvement Plans would be of great assistance. As the content specialists, their expertise and guidance in developing strategies and working directly with small groups of staff in our building to identify weaknesses and to develop solutions would be of tremendous help.**
  - **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. Additionally, sharing information as it relates to professional development content with school administration would help to ensure an alignment of goals across the central office and school levels.**
  - **Monitoring: Being present with frequency in the classrooms of department staff to offer suggestions, input, as a “check in”, and to support school staff would be welcomed and is encouraged.**

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

<b>Name</b>	<b>Signature</b>	<b>Role</b>
<b>Candy K. Canan</b>		<b>Principal</b>
<b>Chris Cassell</b>		<b>Assistant Principal</b>
<b>Scott Bauer</b>		<b>Assistant Principal</b>
<b>Paula Morgan</b>		<b>Teacher, Dept Chair</b>
<b>Madeline Thomas</b>		<b>Teacher</b>
<b>Karen Brown</b>		<b>Teacher</b>
<b>Dr. Brian McKinley</b>		<b>Teacher, Dept Chair</b>
<b>April Muir</b>		<b>Teacher/Math Specialist</b>
<b>Richie Shook</b>		<b>Teacher</b>
<b>Shera Chandler</b>		<b>Teacher, Dept Chair</b>
<b>Betsy Evans</b>		<b>Teacher, Dept Chair</b>
<b>Carol Garner</b>		<b>Teacher</b>
<b>Abigail Twigg</b>		<b>Guidance Counselor</b>
<b>Josh Miller</b>		<b>Guidance Counselor</b>
<b>Marcy O'Rourke</b>		<b>Parent, Teacher, Library Media</b>
<b>Sonya Sell</b>		<b>Special Education Facilitator</b>

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<b>Rachel McGann</b>		<b>Reading Interventionist</b>