

Allegany County Public Schools
2023-2024
High School Improvement Plan

School: Mountain Ridge High School

Principal: Mr. Danny Carter

Section	Table of Contents	Page
	Title Page	
I	Integrated Educational Framework	1 - 4
II	School Demographics	5 - 6
III	Attendance	7 - 10
IV	Graduation Rates	11 - 12
V	School Safety/ Suspensions	13 - 15
VI	Academic Progress	16 - 36
VII	MD School Survey Results (student and staff)	37 - 40
VIII	Multi-tiered System of Support	41 - 44
IX	Positive Behavioral Intervention & Supports or Behavior Management Systems	45
X	Family and Community Engagement	46 - 47
XI	Professional Community for Teachers and Staff	48 - 49
XII	Management Plan	50 - 52

I. INTEGRATED EDUCATIONAL FRAMEWORK

Allegany County Public Schools

2023-2024

High School Improvement Plan

A. VISION, MISSION, AND CORE VALUE

Mission Statement

**Motivate our students to
Integrate the skills and knowledge
Needed to
Enter a college or career
Ready to
Succeed**

Vision

Our vision is for all students to become academically motivated and socially aware individuals who are prepared with the knowledge and skills to meet the challenges of the future.

Allegany County Public Schools
2023-2024
High School Improvement Plan

Core Values

We believe that . . .

1. each student should be academically challenged and motivated to fulfill his or her role in society successfully.
2. collaboration within and among school, families, and community partners is essential to meet the needs of each student.
3. each student deserves the opportunity to reach his or her full potential.
4. we must provide a safe environment where students feel comfortable and free to learn.

As educators and administrators, we will . . .

1. provide daily instruction that meets individual student needs.
2. use a variety of strategies and educational practices to meet the needs of all students.
3. implement programs and activities that enhance academic achievement as well as each student's social and emotional growth.

B. SCHOOL CLIMATE AND CULTURE

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

Climate

Mountain Ridge continues to create and maintain a safe and positive environment. Our school resource officer and security officer are an integral part of this safe environment. They greet students in the morning and throughout the day as they walk through the school. Both are present in the cafeteria during all lunch shifts where they can sit and converse with students. Teachers and administrators are also strategically placed throughout the building in the morning for student arrival to school, in the afternoon at dismissal, and throughout the school day to prevent incidents and disruptions. When counseling is needed, school counselors are involved in the discipline process; a school counselor is also in the cafeteria for each lunch shift. In the main lobby, the PBIS team displays positive referrals earned by students, which positively influence student values and behaviors. “Ridge Scholars” is another bulletin board which recognizes students who score 1200 or above on the SAT or 26 on the ACT. Student and staff achievements are recognized in various ways. Morning announcements and the school website inform students and staff of upcoming events and timely announcements, such as band competition results, student achievements, or sporting events. The quarterly school newsletter and the school website highlight faculty and student activities and events. The Board of Education website and local newspaper also feature some of the positive events at Mountain Ridge. These media also keep the community aware of school happenings.

Allegany County Public Schools
2023-2024
High School Improvement Plan

Culture

Educators at Mountain Ridge utilize best practices, such as UDL and the Gradual Release Model. Additional training on educational practices and best practices which would assist in better meeting the needs of students is embraced and considered beneficial by these educators. Based on available MCAP data, professional development experiences in increasing student achievement for struggling learners could be beneficial in all content areas as well as additional opportunities for teacher collaboration.

Although much is being done at Mountain Ridge to create and maintain a positive school community, there may still be challenges. At the beginning of the 2023-2024, class meetings were held for all students. Students were introduced to administrators, the resource officer, and the school counselors who explained what assistance is available to all students. MRHS daily planners, which include school policies and bell schedules, were given to all students. Ridge Rules and other school policies and student expectations were explained to the students during these meetings. To address these challenges, a greater emphasis has been placed on using restorative practices. The use of school counselors in the discipline process and the school psychologist can benefit students. The administrators can mediate situations rather than assign disciplinary actions. The use of the Academic Village is also helpful for students to seek academic help and positive behavioral intervention. Additionally, MRHS also has a career coach and a college coach, a mental health specialist, and a behavioral specialist who can work with school counselors and administration to address the needs of students.

Paraeducators (IAs) at Mountain Ridge High School are staffed in two specialized programs, the Structured Learning Environment (SLE) and the regional Emotional Behavioral Support (EBS) program - Paraeducators also provide close adult support for students in the inclusive setting when they attend class. They provide accommodations that students require to be successful within the general education setting.

General and special educators have the availability to co-plan on a weekly basis. This occurs on Thursdays when both the general and special educators are available during the same period. In addition, some staff are now collaborating through online planbooks. Barriers to collaboration are the required attendance at

Allegany County Public Schools
2023-2024
High School Improvement Plan

IEP meetings, which are also held on Thursdays. During collaboration, specific lessons are planned in order to meet the needs of all the students in the class. Flex grouping, including individual and small groups that may need a higher level of specialized instruction, are determined during the planning.

Unless in the SLE or EBS program, students with IEPs participate in all the same activities as their non-disabled peers. The only exception to this is if they have a specific individualized service, such as Speech, Occupational Therapy, Physical Therapy, and/or Counseling on their IEP. These services cannot be provided in the general education setting.

II. SCHOOL DEMOGRAPHICS

A. Staff Demographic

Number of years the principal has been in the building? _____

B. Student Demographics

Table 2	
SUBGROUP DATA	2023-2024 COUNT
American Indian/Alaskan Native	4

Allegany County Public Schools
2023-2024
High School Improvement Plan

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		3	3
Teachers	1	45	46
Itinerant staff		14	14
Paraprofessionals		6	6
Support Staff		3	3
Other		4	4
Total Staff			76

Hawaiian/Pacific Islander	3
African American	7
White	697
Asian	6
Two or More Races	17
Special Education	60
LEP	2
Males	364
Females	368
Gender X	2
Total Enrollment	734
FARMS Rate (2022-2023)	390 (51.7%)

Allegany County Public Schools
2023-2024
High School Improvement Plan

Special Education Data 2023-2024 School Year

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

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	9	06 Emotional Disturbance	6	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment		13 Traumatic Brain Injury	1
03 Deaf	0	08 Other Health Impaired	13	14 Autism	6
04 Speech/Language Impaired	3	09 Specific Learning Disability	16	15 Developmental Delay	0
05 Visual Impairment	0	10 Multiple Disabilities	3	TOTAL COUNT	57

Allegany County Public Schools
2023-2024
High School Improvement Plan

III. ATTENDANCE

Table 4a	2022-2023
Grade Level – School Level	Attendance Rate
All (Excluding PreK & K)	89.1%
Grade 1, 6, or 9	90.6%
Grade 2, 7, or 10	88.4%
Grade 3, 8, or 11	88.8%
Grade 4 or 12	88.3%
Grade 5	

Table 4b: Subgroup Attendance Rate	2022-2023
All Students	89.1%
Hispanic/Latino of any race	89.6%

Allegany County Public Schools
2023-2024
High School Improvement Plan

American Indian or Alaska Native	95.6%
Asian	95.0%
Black or African American	83.0%
Native Hawaiian or Other Pacific Islander	83.3%
White	89.1%
Two or more races	88.7%
Male	89.2%
Female	88.9%
ELL	14.3%
Special Education	83.9%
Free/Reduced Meals (FARMS)	85.9%

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.

Subgroups that have a lower attendance rate compared to the average for the school are Black or African(83%), Native Hawaiian or Other Pacific Islander (83.3%), and ELL Students (14.3%). The total number of students in each of these categories is significantly lower than other categories causing the percentage to appear skewed when one student is absent.

Special Education students had a reported attendance rate of 83.9%, which was lower than the school's average. Students with special education services are often reluctant to come to school. According to the National Center on Educational Outcomes, "Many factors may contribute to higher rates of absences among students with disabilities. Among these are chronic health conditions, fatigue and

**Allegany County Public Schools
2023-2024**

High School Improvement Plan

other side effects from medication, anxiety caused by bullying and harassment, inappropriate or inadequate special education and related services, trauma, food, and housing insecurity” (Students with Disabilities & Chronic Absenteeism, p. 3, 2018).



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

- During PST meetings, monitor attendance and contact parents regarding attendance as days increase.
- Schedule attendance meeting prior to reaching the level of chronic absenteeism.
- Notify parents of the negative outcomes associated with poor attendance.
- Encourage staff to be mindful of positive interactions with students and to provide positive feedback when a student with a high rate of absenteeism is present.

Chronically Absent

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

MD Report Card reports students NOT chronically absent.

Table 5	2019	2022	2023
Not Chronically Absent (percentage)	68.1%	48%	59.09%
Not Chronically Absent (student count)			429
Report Card Points Earned	4.5	2.5	

Allegany County Public Schools
2023-2024
High School Improvement Plan

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.

Table 6	2022	2023
Habitually Truant (percentage)	10.54%	7.78%
Habitually Truant (student count)	78	57

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

Prior to COVID, only 31.9% of students were considered chronically absent. Upon returning to school in a more traditional schedule in the 2022 school year, 52% of students were considered chronically absent. The following year (2023) the number decreased to 40.90% of students remaining chronically absent. The trend of the number of students who are habitually truant has also decreased as we have remained on a traditional schedule since COVID. While the trend is moving in a positive direction, it is still concerning that approximately 297 students are missing 18 or more school days in a year and 57 students are missing more than 36 days of school in a year or 20% in a marking period or semester.

**Allegany County Public Schools
2023-2024**

High School Improvement Plan

Attempts to improve school attendance include daily automated calls home, personal phone calls home to families who have had 3 consecutive days absence with no previous contact, attendance meetings, attendance contracts, PPW home visits, development of transitioning plans to ease the student back into their regular schedule through the use of the Academic Village, recommendation of Voluntary Placement at Restart, recommendations for referrals for ACHD, mental health counseling, and, when necessary, charges filed through the state's attorney's office.

IV. GRADUATION RATE – High Schools Only

Goal: All students will graduate from high school.

* indicates fewer than 10 students in category

Table 7		
Four –Year Adjusted Cohort Graduation Rate		
MD Report Card out of 10 points =		
Subgroup	All Students	
	2021-2022	2022-2023
	Grad Rate (%)	Grad Rate (%)
All Students	88.95%	
Hispanic/Latino	*	
American Indian or Alaska Native	*	

Allegany County Public Schools
2023-2024
High School Improvement Plan

Asian	*	
Black or African American	*	
Native Hawaiian or Other Pacific Islander	Data not available	
White	89.10%	
Two or more races	≤10	
Special Education	76.92%	
Limited English Proficient (LEP)	Data not available	
Free/Reduced Meals (FARMS)	72%	

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?
 Graduation rate decreased from 93.082% (2021) to 88.95% (2022).

- State the 2 lowest graduation subgroup rates:
 Special Education and Free/Reduced Meals (FARMS)

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

**Allegany County Public Schools
2023-2024**

High School Improvement Plan

We will continue to revisit graduation requirements, scheduling for seniors, and incentives/programs that foster attendance and academic success, such as PBIS. This year we are continuing the MTSS program which provides additional help o those students who may be struggling to decrease dropping out. At the beginning of the school year, the school counselor, administration, and pupil personnel worker meet with any senior and his/her parent i=who is in jeopardy for meeting graduation requirements. Schedules are Reviewed abd plans are made for the seniors to stay on track. Some plans may include the options for credit recovery through the After School Credit Recovery program, the in-school options for credit recovery, or the Senior Summer School program. Weekly at Pupil Service Team meetings at-risk seniors are discussed and necessary interventions are determined. Attendance is another factor considered. Attendance is monitored weekly. Automated phone calls are made daily, staff contacts parents for consecutive absences, and attendance meetings are scheduled as needed.

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS		
Subgroup	All Students	
	2021-2022	2022-2023
Total Referrals	428	403
All Suspensions	80	83
In School	0	0
Out of School	80	83
Sexual Harassment Offenses	0	2
Harassment/Bullying Offenses	10	4

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.

Allegany County Public Schools
2023-2024
High School Improvement Plan

During the 2021-22 and 2022-23 school years, the highest number of referrals were for incidents of disruption (111, 116), the second highest offense was class cutting (66, 72), and the third highest referral receiving incident was for tobacco/vaping (63, 55). There was a concerning increase of Drugs/Controlled Substances from 11 incidents to 25 incidents in the two school years. There was a decrease in attack on adult (1, 0), attack on student (15, 7), and fighting (18, 10).

Though data is not reported from the previous SIP plan, it is notable that out- of- school suspensions are down from 231 in 2018-19 to 80, 83 in 2021-22 and 2022-23 school years. Part of this reduction is contributed to the restructuring of the In-School Suspension/Intervention room. As in previous reports, over 60 of the out of school suspensions (2018-2019) were issued due to students refusing to fulfill their consequence in the In School Suspension/Intervention room. Study carrels were placed in the room, expectations posted on the walls, work requested from classroom teachers, and the teachers were asked to stop down daily to check on students and answer any questions relating to assignments.

To address the current concerning behaviors, violence (attack on adult/student, fighting), class cutting, and tobacco/vaping school leadership has implemented the following interventions.

Disruption

To try to decrease the incidents of disruption, teachers were provided professional development opportunities to increase their understanding of the importance of relationship building. Improved interactions with students with whom a relationship has been established can decrease the incidents of disruption in the classroom, or it can be managed in an alternative way rather than a referral. Implementation of the count-wide PBIS referral form that incorporates three classroom warnings before being sent to the office also provides an opportunity for the teacher to meet with the student to discuss the occurrence of behavior and to make a parent contact to increase the chance that the behavior will improve. Students who have repeated occurrences of disruptive behavior are often referred to the guidance office, mental health counselor, behavior specialist, or ACHD for counseling services. Additional conversations occur with the parents, parent conferences are held, and if needed, a release of information from the physician/therapist so teachers can update behavioral checklists.

Violence

Allegany County Public Schools

2023-2024

High School Improvement Plan

To maintain a decrease in violence (attack on adult/student, fighting), the school has increased access to mental health counseling, submitted referrals to ACHD, provided mediation between students with conflict, responded to rumors posting of SafeSchool Maryland posters for students to report incidents, increased referrals to behavior specialist, and communicated with parents regarding concerns.

Class Cutting

In order to decrease the incidents of class cutting, staff has increased monitoring of class attendance by teachers each period, called to the office to report missing students towards the beginning of class periods, used restorative conversations with students regarding expectations and why they are expected to be in class, and communicated with parents regarding class cutting.

Tobacco/Vaping

In order to decrease the incidents of class cutting, staff frequently monitors the restroom, signs have been posted outlining the dangers of vaping, lessons are given during health classes regarding dangers of vaping and articles to read regarding an incident of “Vaping Gone Wrong” and questions to respond to, a list of resources for smoking cessation classes, and communication with parents regarding incidents of tobacco/vaping. One barrier in recovering additional vaping devices during searches are the limited search techniques a school can conduct. Due to the fact that the searches do not include any contact, students have become aware of the search procedure and often conceal the devices in their underwear or bras. Students often brag to other students about administration not finding a device due to concealing it sufficiently.

Drugs/Controlled Substances

The increase of drugs/controlled substances is primarily marijuana/thc. This is attributed to the increased availability within the community of marijuana, both medical and legalized. Vaping devices are now manufactured with THC and are often disposable. The vaping devices often do not emit an odor of marijuana making them less detectable. Overall attitudes of society regarding the use of marijuana has changed and it is often overlooked as serious.

As a school, lessons on the dangers of smoking and vaping will continue in the health classes; restorative conversations with school resource officers, referrals to substance abuse counseling at ACHD will be recommended to parents, and ongoing conversations with parents will continue.

Allegany County Public Schools
2023-2024
High School Improvement Plan

VI. EARLY LEARNING (Elementary Only)

VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ART
graduation

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

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

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

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

* indicates no students or fewer than 10 students in category

TABLE 10 ELA 10	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	60270	9	37	54	63611	6	39	55	+ 1

Allegany County Public Schools
2023-2024
High School Improvement Plan

ACPS Results	580	9	44	47	882	5	44	51	+4
All school students	208	11	46	43	286	4	39	57	+14
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	3	*	67	33	12	17	33	50	+17
Hispanic/Latino of any race	2	*	50	50	8	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	
White	197	11	45	44	278	3	40	57	+13
Two or more races	4	50	50		15	7	7	86	+86
Special Education	21	33	62	5	24	25	75	0	-5
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	70	22	50	28	173	5	51	43	+15
Female	97	7	33	60	130	2	31	67	+7
Male	109	15	57	28	155	5	46	49	+21

2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Students in special education are not meeting expectations for ELA goals for proficiency
Focus Area Goal	Students in special education will improve their proficiency rate on the MCAP
Root Cause(s):	Students struggle to read and comprehend complex, lengthy passages which require students to have prior

Allegany County Public Schools
2023-2024
High School Improvement Plan

	knowledge, advanced vocabulary and abstract reasoning skills, such as making inferences and drawing conclusions.
Focus Content Standard(s):	Reading for Information
Barriers:	<ul style="list-style-type: none"> *Reading level of the test is above independent reading level for special education students *Reading passages on state assessments are long and complex. *Understanding complex reading passages requires prior knowledge and advanced vocabulary. *Students have limited vocabulary exposure and experiences *Students “forget” to use decoding and deciphering reading strategies that would help with comprehension *Students struggle with understanding the different comprehension skills required for various genres
Needed Resources:	<ul style="list-style-type: none"> *Collaboration is needed with content area teachers to practice reading strategies and skills that will help students on all assessments *Smaller class sizes for meaningful groupings and to avoid distractions *Extra laptops in classrooms for students who do not have one or tend to “forget” theirs *Extra chargers for laptops for students who do not have charged laptops
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> *UDL, GRDDL, collaborative groups, literacy centers, graphic organizers, NewsELA, CommonLit, DBQ, APEX, consumable workbooks, online textbook resources such as the Growth Reading Inventory Assessment *Collaboration between classroom teachers and special education teacher *SoapsTone *Students in the special education population need to be given opportunities to work in smaller groups as determined by the English and special education teacher exposing them to MCAP-like reading and questions *Students need more exposure to content-area vocabulary through literacy centers and UDL activities
How will it be funded?	*English and Special Education budgets
Steps towards full implementation with timeline:	Monthly department meetings
Monitoring Procedure:	Teachers will use formative and summative assessments and county benchmarks

Allegany County Public Schools
2023-2024
High School Improvement Plan

ELA FOCUS AREA 2:	Students have low writing scores on MCAP
Focus Area Goal	Students will improve their proficiency rate on the writing sections of MCAP
Root Cause(s):	Students often do not use the writing process before responding to MCAP questions that require an organized, developed response that meets the standards of the rubric
Focus Content Standard(s):	Writing, Reading for Information
Barriers:	<ul style="list-style-type: none"> *Students struggle with using the writing process and then applying the process to the constructed responses as they can meet the rubric standards *Students struggle with the emphasis on the writing process and the use of word processing on online tests *When testing, students tend to “forget” to use the writing process modeled and used in class *Students struggle to understand the prompt *Because of limited vocabulary exposure and experiences, students have trouble constructing responses to a text
Needed Resources:	<ul style="list-style-type: none"> *Reinforcing and using the writing process in all content areas *Collaboration is needed with content area teachers to practice reading strategies and skills that will help students on all assessments *Smaller class sizes for meaningful groupings and to avoid distractions *Extra laptops in classrooms for students who do not have one or tend to “forget” theirs *Extra chargers for laptops for students who do not have charged laptops
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> *UDL, GRDDL, collaborative groups, graphic organizers, DBQ, consumable workbooks *Collaboration between classroom teachers and special education teacher as well as between all contents *Modeling *Students in the special education population need to be given opportunities to work in smaller groups as determined by the English and special education teacher exposing them to MCAP-like DBQs *Students need more exposure to content-area vocabulary through literacy centers and UDL activities *Independent practice
How will it be funded?	English and Special Education budgets

Allegany County Public Schools
2023-2024
High School Improvement Plan

Steps towards full implementation with timeline:	Monthly department meetings
Monitoring Procedure:	Teachers will use formative and summative assessments and county benchmarks

FOCUS AREA 3:	Improve student scores on the December 2023 MCAP Testing
Focus Area Goal	Senior English teachers will meet October 21, 2023, with Rachel McGann, Literacy Coach, to develop reteaching activities that teachers can use within their classrooms for students who are retaking the MCAP. These mini-lessons can also be used with 10th graders as prep for the spring testing. These will be shared out with teachers in other grade levels.
Root Cause(s):	
Focus Content Standard(s):	
Barriers:	
Needed Resources:	
Strategies and/or evidence-based interventions:	
How will it be funded?	
Steps towards full implementation with timeline:	
Monitoring Procedure:	

Allegany County Public Schools
2023-2024
High School Improvement Plan

Universal Design for Learning for ELA.

Table 12	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> *Daily or bi-/tri-weekly language warm-ups *Expose students to exemplars of effective student responses *Access to definitions, illustrations, and photos *Use of graphic organizers to help students organize and present content *Newsela and CommonLit articles provided on a variety of levels (based on Reading Inventory scores) *Textbook readings, activities, and prompts

Allegany County Public Schools
2023-2024
High School Improvement Plan

Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	<ul style="list-style-type: none"> *Choice boards *Multi-media presentations and other projects *Opportunities for a variety of timed writings *Collaborative posters *Annotating in texts and papers *Class discussions, worksheets, and assessments
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> *Google Classroom, Schoology, CommonLit, Newslea, DBQ, and other online learning forums *Projects using Google Slides/Powerpoint *Rubrics *Literacy Centers and other interactive engagement activities *Collaborative and meaningful groupings *Modeling

B. MATHEMATICS

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

Short Term Goal: to 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 - %

Allegany County Public Schools
2023-2024
High School Improvement Plan

Maryland Results	69986	36	49	15	67135	30	52	18	+3
ACPS Results	615	34	53	13	731	21	54	25	+12
All school students	125	38	59	3	195	23	61	16	+13
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	2	*	*	*	5	*	*	*	
Hispanic/Latino of any race	2	*	*	*	2	*	*	*	
Native Hawaiian or Other Pacific Islander	1	*	*	*	*	*	*	*	
White	114	36	60.5	3.5	*	*	*	*	
Two or more races	6	*	*	*	3	*	*	*	
Special Education	18	67	33	*	16	56	44	*	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	65	38.5	58.5	3	109	30	62	8	+5
Female	53	34	64	2	99	19	66	15	+13
Male	72	40	56	4	96	26	57	17	+14

* 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

Allegany County Public Schools
2023-2024
High School Improvement Plan

		%	%	%		%	%	%	+ or - %
Maryland Results	16647	25	49	26	19907	28	48	24	-2
ACPS Results	424	33	60	7	563	43	48	9	+2
All school students	169	25	65	10	172	28	58	14	+4
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	2	*	*	*	2	*	*	*	
Black or African American	*	*	*	*	9	*	*	*	
Hispanic/Latino of any race	4	*	*	*	3	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	2	*	*	*	
White	157	27	64	9	167	28	58	14	+5
Two or more races	6	*	*	*	10	20	80	0	
Special Education	3	*	*	*	9	*	*	*	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	62	34	61	5	89	40	52	8	+3
Female	85	19	73	8	84	24	63	13	+5
Male	84	32	57	11	88	32	52	16	+5

* indicates no students or fewer than 10 students in category

TABLE 13c	2022	2023	2022 to 2023
------------------	-------------	-------------	--------------

Allegany County Public Schools
2023-2024
High School Improvement Plan

ALGEBRA II	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	10178	22	58	20	11743	21	59	20	0
ACPS Results	219	23	67	10	343	33	61	6	-4
All school students	62	19	76	5	106	30	64	6	
American Indian or Alaska Native	*	*	*	*	2	*	*	*	
Asian	*	*	*	*	1	*	*	*	
Black or African American	1	*	*	*	3	*	*	*	
Hispanic/Latino of any race	*	*	*	*	5	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	
White	61	20	75	5	104	30	65	5	=
Two or more races	*	*	*	*	6	*	*	*	
Special Education	*	*	*	*	4	*	*	*	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	10	40	60	*	50	32	66	2	+2
Female	37	21	76	3	63	27	70	3	=
Male	25	16	76	8	43	35	56	9	+1

2. MATH FOCUS AREAS

Allegany County Public Schools
2023-2024
High School Improvement Plan

MATH FOCUS AREA 1:	IEP students are not meeting expectations on the MCAP Algebra 1 Assessment
Focus Area Goal	Reduce the gap for special education students by 1%
Root Cause(s):	IEP students lack the foundation needed to attack math problems successfully, especially due to complexity of test and vocabulary used. In addition, due to the fact that they do not always have support or resources needed from home, lack of understanding of hidden rules due to economic and emotional poverty, they may not put forth the effort needed to learn the concepts that would lead to success.
Focus Content Standard(s):	SMP(Standards of Mathematical Practice) #1: Make sense of problems and persevere in solving them.
Barriers:	<ul style="list-style-type: none"> • Attendance issues have caused many IEP students to have significant holes in prior knowledge needed for success in Algebra 1. • These holes have been created due to years of attendance problems throughout previous years of school. Programs such as Moby Max at middle school and ALEKS in high school allow students to review content at their own pace. • Many students don't have internet access at home to complete Moby Max or ALEKS. Some students don't have chromebooks due to obligations such as lost computers or cracked screens. • Because of social, emotional and mental poverty, students don't come to school prepared to learn or with resources and support needed to succeed.

Allegany County Public Schools
2023-2024
High School Improvement Plan

Needed Resources:	<ul style="list-style-type: none"> · Specially designed instruction · Pull-outs · Content and vocabulary break-downs · Appropriate planning time
Strategies and/or evidence-based interventions:	<p>As a department, we must take time to show students how math concepts apply in real-world situations. Furthermore, we must teach students hidden rules based on economic and social poverty to help them move from poverty to middle class and develop understanding of what it takes to succeed.</p> <ul style="list-style-type: none"> · Review academic vocabulary · GRRUDL
How will it be funded?	Use resources currently available
Steps towards full implementation with timeline:	Monthly department meetings as designated in SIP Management Plan
Monitoring Procedure:	Benchmarks
MATH FOCUS AREA 2:	Students are not meeting expectations on the MCAP Algebra 1 Assessment
Focus Area Goal	Increase the pass rate for all students
Root Cause(s):	Male students lack the reading skills needed to attack math problems successfully. In addition, due to the fact

Allegany County Public Schools
2023-2024
High School Improvement Plan

	that they do not always understand the connection between math class and everyday life, they may not put forth the effort needed to learn the concepts needed for success.
Focus Content Standard(s):	SMP #1 (Make sense of problems and persevere in solving them) and SMP #7(Look for and make use of Structure)
Barriers:	<ul style="list-style-type: none"> As problems become harder, students have trouble figuring out why they need to learn the concepts. When students are frustrated, they become less motivate and do not put forth their best effort. Word problems can be confusing because they often contain extra words, numbers and descriptions that seemingly have no relevance to the question. Many students struggle with word problems because they have an idea of why they need to perform certain steps to get an answer, but they lack a true understanding of the concepts necessary for solving them in all forms.
Needed Resources:	<ul style="list-style-type: none"> More Real world problems in question bank <p>More practice MCAP tests/questions</p>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Show students how math concepts apply to real-world situations Expose students to more word problems Review Academic Vocabulary Students are frustrated due to the fact that the Algebra 1 MCAP contains several word problems which require students to be able to read the problem, pull out all pertinent information, solve the problem, and then think about how the answer makes sense in the context of the problem.

Allegany County Public Schools
2023-2024
High School Improvement Plan

	<ul style="list-style-type: none"> Many questions also require students to get the entire question correct to get a point, no partial credit.
How will it be funded?	Supervisor
Steps towards full implementation with timeline:	Monthly department meetings as designated in SIP Management Plan
Monitoring Procedure:	Benchmarks

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

Allegany County Public Schools
2023-2024
High School Improvement Plan

Universal Design for Learning for MATH.

Table 15	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> • Auditory and visual representation of materials • Multiple methods of comprehension strategies • Higher Order and depth of knowledge questioning • Clarify Vocabulary and Symbols. Vocabulary needs to be daily fixture in lessons, pre-teaching, re-teaching and any other methods to help students become comfortable with the language of Algebra
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	<ul style="list-style-type: none"> • Multiple presentation methods: lecture, reading text, audio, video • Use Google classroom as a method for completing and submitting assignments; and as a means of communication with teacher • Cooperative learning activities
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> • Supports and accommodations are provided to students as appropriate (Special Education Population) • Balance between student/teacher directed learning • Enhance capacity for monitoring progress. Results of homework, benchmarks and quizzes need to be returned in a timely manner and provide time for students to process mistakes and learn from them, keeping them motivated to learn.

Allegany County Public Schools
2023-2024
High School Improvement Plan

--	--

C. 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 - %
Maryland Results					61853	25	41	34	
ACPS Results		42	42	16	678	23	46	31	+15
All school students					232	22	46	31	
American Indian or Alaska Native					*	*	*	*	
Asian					*	*	*	*	
Black or African American					*	*	*	*	
Hispanic/Latino of any race					*	*	*	*	
Native Hawaiian or Other Pacific Islander					*	*	*	*	

Allegany County Public Schools
2023-2024
High School Improvement Plan

White					211	23	46	30	
Two or more races					11	9	45	45	
Special Education					17	65	35	0	
Limited English Proficient (LEP)					*	*	*	*	
Free/Reduced Meals (FARMS)					137	27	52	21	
Female					101	13	50	37	
Male					131	30	56	27	

2.

FOCUS AREA 1:	All students
Focus Area Goal	All students will try their best on the test.
Root Cause(s):	In 2023, students were aware that the test did not “count” and many may not have put forth full effort.
Focus Content Standard(s):	All HS-LS standards
Barriers:	In 2024, the test still does not “count” for students in grades 10,11, and 12.
Needed Resources:	PBIS rewards
Strategies and/or evidence-based interventions:	Use PBIS rewards to motivate all students to try their best. Students in grade 9 will also have their test score incorporated into their course grade as 10% of the final grade. Teachers should emphasize the importance of the test and the effect of their score on the final grade.
How will it be funded?	PBIS funds
Steps towards full implementation with timeline:	In 2024, use PBIS to motivate students in grades 10-12. In 2025, students grades 9 and 10 (who make up the majority of test takers) will have the test score incorporated into their grade.

Allegany County Public Schools
2023-2024
High School Improvement Plan

Monitoring Procedure:	Review overall pass rate each year.
-----------------------	-------------------------------------

FOCUS AREA 2:	Male and FARM students
Focus Area Goal	Increase proficiency of male and FARM students.
Root Cause(s):	<p>“Male students are significantly more likely than female students to be less engaged with school, to have low skills and poor academic achievement, to leave school early and to be overall low achievers in reading, math and science, according to a new report from the Organisation for Economic Co-Operation and Development, or OECD.”</p> <p>Bidwell, A. (2015, March 5) <i>Boys More Likely Than Girls to Underperform Academically</i> US News and World Report. https://www.usnews.com/news/articles/2015/03/05/boys-more-likely-than-girls-to-underperform-academically#:~:text=Part%20of%20the%20gap%2C%20the,more%20time%20playing%20video%20games.</p> <p>“Socio-economically disadvantaged students across OECD countries are almost three times more likely than advantaged students not to attain the baseline level of proficiency in science,” PISA reported in a 2018 paper. Los Angeles Times. (2019, December 27) <i>Why do U.S. schoolchildren underperform academically compared with students in other countries?</i> Los Angeles Times. https://www.latimes.com/opinion/story/2019-12-27/why-do-u-s-schoolchildren-underperform-academically-compared-to-students-in-other-countries</p>
Focus Content Standard(s):	All HS-LS standards
Barriers:	Overcoming root causes
Needed Resources:	In school and after school tutoring programs
Strategies and/or evidence-based interventions:	Teachers should increase the use of tutors during and after school by referring students when they are struggling in class.
How will it be funded?	ACPS funding for tutoring program
Steps towards full implementation with timeline:	Refer students throughout the year as needed.
Monitoring Procedure:	Monitor proficiency rates for males and FARMS groups.

Allegany County Public Schools
2023-2024
High School Improvement Plan

FOCUS AREA 3:	Special education students
Focus Area Goal	Increase achievement of students with IEPs.
Root Cause(s):	Not all special education students in Biology classes have a special education co-teacher in class.
Focus Content Standard(s):	All HS-LS
Barriers:	Lack of special education staff.
Needed Resources:	More special education staff.
Strategies and/or evidence-based interventions:	Prioritize assessed areas (including Biology) when assigning staff.
How will it be funded?	ACPS
Steps towards full implementation with timeline:	Next school year, make sure all Biology classes with special education students are assigned special education staff.
Monitoring Procedure:	Monitor proficiency rate for special education students.

Universal Design for Learning for SCIENCE.

Table 17	
UDL Principle/Mode	Representation – This is how the teacher presents the information.

Allegany County Public Schools
2023-2024
High School Improvement Plan

<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> ● Powerpoint notes, textbook readings, internet articles, videos ● Internet inquiry activities; traditional notes; flipped videos ● Differentiate instruction by using lectures, demonstrations, student-driven labs, projects in the greenhouse, and taking students outside to observe biological processes. ● Lecturing, flipped classroom model where students watch a video teacher recorded at home and then do the assignment in class, and with guided inquiry learning activities
<p><i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> ● Class discussion/questioning, interactive activities, worksheets, quizzes, formal tests, exit slips, teacher questioning ● Use a variety of assessment methods including tests and quizzes, lab reports, drawings, student-led research projects, collecting and identifying specimens from nature and bookwork/worksheets. ● Written formative and summative assessments, online flashcards, and team quizzes.
<p><i>Means for Engagement:</i> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p> <ul style="list-style-type: none"> ● Real world examples, interactive activities, modeling ● Internet usage, videos, interactive labs ● Create assignments that allow students the freedom to choose what they research based on personal interest when the opportunity presents itself. ● Connect ideas in class with personal experiences, use interesting, relevant video clips, have students use online simulations to learn about new topics, do as many labs as possible to demonstrate things learned in class in practice

Allegany County Public Schools
2023-2024
High School Improvement Plan

D. SOCIAL STUDIES/GOVERNMENT

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

Universal Design for Learning for Government.

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

Table 19	Universal Design for Learning
UDL Principle/Mode	Representation –How the teacher presents the information.
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> • Teachers will utilize numerous primary and secondary sources that are required by the Maryland State Government Curriculum. Students will be given the option to use Rewordify to simplify the text. 1.1 • Students may also use the Google Chrome Plug-in that allows text to be read to them as they follow along. 1.2 • Students will also draw pictures to give imagery to text to assist in the transfer of knowledge. 3.4
	Expression/Action- This is how the student will demonstrate their knowledge.

Allegany County Public Schools
2023-2024
High School Improvement Plan

<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<ul style="list-style-type: none"> ● Students will be given mini-DBQ lessons and assistance with sentence starters to allow the opportunity for students to enhance their writing skills. 5.2 ● Students will be given the opportunity to present their knowledge at the end of units using the medium of their choice. 5.1 ● Students will be given the opportunity to learn problem-solving skills through group and individual activities using multiple technologies. 5.1
<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p> <ul style="list-style-type: none"> ● Students will be given the opportunity to design their own questions at the beginning of units and to answer them at the end using the Question Formulation Technique. 7.1 ● Students will engage in tasks with collaborative groups to complete individual and group learning activities. 8.3 ● Student effort and growth will be emphasized throughout learning activities to foster an atmosphere of personal growth and not competition.

E. Advanced Placement Data

Allegany County Public Schools
2023-2024
High School Improvement Plan

VIII. MD School Survey Results and Plan

<i>Staff Engagement Action Plan:</i> <i>2023 MD Report Card Score out of 3 =</i> <i>Projected MD Report Card Score (2024) = 1.906</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Instructional Support: Instructional Feedback: 4.20
Topic Description:	The quality of instructional feedback topic for instructional staff describes the degree to which they receive useful, actionable, adequate feedback from school leadership to improve their teaching.

Allegany County Public Schools
2023-2024
High School Improvement Plan

Strategies:: What steps will be taken in order to obtain the desired outcome..	Administration will conduct “walk through” observations. Documentation from the “walk through” will be shared with staff members. Staff members will have the opportunity to engage with administration if needed.
Initiative leader and team: Who is responsible and involved in the work?	School administrators, teachers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Walk through documents
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Survey results for the 2023-24 school year
Timeline: Include dates for implementation of action steps.	2023-24 school year
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Safety: Substance Abuse: 4.80
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..	Provide staff with a list of activities, lessons, resources that students are exposed to during their time as a student at Mtn.Ridge.
Initiative leader and team: Who is responsible and involved in the work?	Administration

Allegany County Public Schools
2023-2024
High School Improvement Plan

Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Gather a comprehensive list of topics covered in Health I & II, resources for the community, documentation shared with parents and students as part of their disciplinary process in relation to preventing substance abuse.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Survey results for the 2023-24 school year
Timeline: Include dates for implementation of action steps.	2023-24 School Year

<i>Student Engagement Action Plan:</i> <i>2023 MD Report Card Score out of 7 =</i> <i>Projected MD Report Card Score (2024) out of 7=</i>	
Primary Area of Need 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).	<p>Health II class has been added to the required graduation requirements. In this course, students will take a deeper dive into addictions, how to recognize signs, how to help themselves and others, and how to seek help within the community.</p> <p>Health I class is adding “Catch My Breath”, an evidence based vaping prevention program.</p> <p>When students receive a referral for vaping, a student is provided a worksheet</p>

Allegany County Public Schools
2023-2024
High School Improvement Plan

	<p>with questions to understand the hidden dangers of vaping.</p> <p>Parents are provided a list of resources for smoking cessation classes they can enroll their children in.</p>
Initiative leader and team: Who is responsible and involved in the work?	Administration, ISS teacher, Health Teachers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<p>Health II course will require the addition of the class added to the school's master schedule and teachers to teach the course.</p> <p>Teachers will need training in "Catch My Breath" to effectively teach the program.</p> <p>Administration will provide copies of the article and resources for parents.</p>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Survey results for the 2023-24 school year
Timeline: Include dates for implementation of action steps.	2023-24 School Year
Secondary Area of Need State the Domain, Topic, and Score	Safety: Bullying: 2.62
Topic Description:	The bullying topic describes the degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	Intro to Bullying Prevention for MD Educators Course will be offered to to administration, staff, and SSE to increase awareness of signs of bullying.

Allegany County Public Schools
2023-2024
High School Improvement Plan

	<p>Class meetings held annually covering the topic of bullying with students, the definition and how to report incidents.</p> <p>Placement of Safe Schools MD fliers throughout the building and on Schoology so students are aware of an additional resource to report issues.</p>
Initiative leader and team: Who is responsible and involved in the work?	Administration and staff
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Fliers, time to arrange class meetings, time to complete the course
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	2024 Student Survey
Timeline: Include dates for implementation of action steps.	2023-24 School Year

IX. MULTI-TIERED SYSTEM OF SUPPORT

Mt Ridge High School 22/23

PRIORITY: An opportunity identified by the team in order to achieve their vision.

PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.

Allegany County Public Schools
2023-2024
High School Improvement Plan

LAYING THE FOUNDATION Why/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATION How are we sustaining?
Learn Options	Prepare People and Systems	Try Out the Practice	Student and System Outcomes Show the Practice Works
Choose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well Led System for Practice

- 1) We know what options (practices) exist for this priority.
- 2) We agree on which practice we want to implement.
- 3) We have people and systems prepared to implement this practice.
- 4) We have well-trained people who will be trying-out this practice.
- 5) We have tried out this practice.
- 6) We have reflected and recommended improvements in the practice and systems that support it.
- 7) We have student and system outcomes that show this practice is working.
- 8) We have a competent, organized, well led system for this practice.

PRIORITY: #1 Intervention Strategies

Allegany County Public Schools

2023-2024

High School Improvement Plan

PRACTICE: Grade level and specialized educators work in teams to monitor student progress and to plan academic specially designed instruction and intervention strategies within the school for ALL students.			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Gain ELA and Math scores from middle schools for incoming ninth graders Attend special education transition meetings to gain students strengths and area of need 	<ul style="list-style-type: none"> Guidance Dept./high school ELA and Math middle school specialists 	Summer 2023	<ul style="list-style-type: none"> Plan to schedule collaborative planning at least monthly for staff to review progress
INSTALLING			
<ul style="list-style-type: none"> Determine grade level focus (incoming ninth graders) <ul style="list-style-type: none"> Provide a purposeful grouping to address how to use data to assist in instruction based decision making ALL teachers will gain a joint responsibility for planning, instruction delivery and data collection 	PST team based on need and completion of MTSS practice profile Admi, SEF, Special and General education staff	ongoing review	Check for district supports of specialists Barriers in the planning process
IMPLEMENTING			

Allegany County Public Schools
2023-2024
High School Improvement Plan

SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> Gather and examine data to support the practice, progress monitoring, improvements in student achievement Share data with full staff on the outcomes (success and barriers). 	<p>District SE specialist</p> <p>General and special education staff</p>		<p>Identify and address possible barriers for the process</p> <p>Meet at the end of the year to determine target grade level and subject area/s.</p>
Notes-			

PRIORITY: #2 Behavior Focus Incoming ninth grade students			
PRACTICE: Determine behavior intervention needs for incoming ninth grade students.			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			

Allegany County Public Schools
2023-2024
High School Improvement Plan

<ul style="list-style-type: none"> ● Review Mt. Savage and Westmar Middle School SRSS data 	PST team	September 2023	
INSTALLING			
<ul style="list-style-type: none"> ● Determine behavior intervention needs ● Establish and embed PBIS strategies 	PST team school staff	ongoing	
IMPLEMENTING			
Promote school wide behavior strategies with school teams and individual students and groups based on the intervention and student needs.			
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> ● Share data with full staff on the outcomes (success and barriers). ● Review and celebrate with incentives quarterly 			
Notes-			

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I

PBIS Tier II

PBIS Tier III

**Allegany County Public Schools
2023-2024**

High School Improvement Plan

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

Tier I Counseling: Mountain Ridge will continue Tier I interventions that have been in place for several years. Students will be recognized for displaying excellence in one or more school-wide expectations through Positive Office Referrals:

- Students receiving Positive Office Referrals receive a certificate and a coupon for a free dessert from the cafeteria.
- The students' names are displayed on a bulletin board in the main lobby.

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

Tier II: Students needing Tier II support are referred by the Pupil Services Team to any of the following:

- Project Yes
- Check in with a school counselor
- Mental health counseling with the Mental Health Specialist
- Behavioral counseling with the Behavioral Specialist
- Mental health counseling through the Allegany County Health Department

XI. 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.).

Allegany County Public Schools 2023-2024

High School Improvement Plan

Mountain Ridge High School recognizes the importance of forming a strong partnership with parent/family and community members in order to positively impact the students in our school. To promote effective parent/family engagement, the staff welcomes and encourages parents and community members to join them in activities that benefit the students of MRHS and their communities.

- An ongoing project that was completed in the Summer of 2023 was the Miner's Statue, which is displayed at the entrance to the high school. Started in 2018, this project involved several community organizations and individuals who raised money through donations, dinners, and other projects to fund the design and creation of the statue. The Frostburg American Legion was instrumental in having this project completed as they held many spaghetti dinners, raffles and other activities.
- The school counselors conduct an annual FAFSA workshop in December for parents and students. The school counselors host a Parent Night - Welcome to High School in the Spring for incoming freshmen. The counselors send end-of-the-marking period letters to parents/students who aren't achieving academic success.
- Many churches and organizations from the feeder school communities sponsor scholarships for graduation.
- The Pupil Services Team and Project YES coordinate donations. Many individuals and organizations donate to the Miners Pail, which is distributed by the Project YES coordinator. Each Friday students are given food and hygiene items. Safe and Snug, a program administered by DHS, provides winter coats for students. Although coordinated by Project YES, these programs are available to any MRHS student, and teachers can make referrals so students may receive these items.
- Several community churches and businesses make donations. The First United Methodist Church of Lonaconing donates sweatshirts, Grace United Methodist of Midland donates gift cards, the First English Baptist Church of Frostburg donates food, and an anonymous business owner donates holiday meals. All of this is donated to the school, and the Project Yes coordinator distributes items, which are available to any student at MRHS, not just Project YES students.
- Parent volunteers sponsor school dances and help decorate for homecoming. They also help with fundraising activities for the sports teams. Area businesses, such as the Toasted Goat, provide meals for sports teams before state playoff games.
- First-responders from the feeder school communities participate in send-off activities for sports teams who make it to state playoffs.
- Parent volunteers serve the performing arts groups. In addition to fundraising, band parents work concession stands, organize and clean uniforms, and chaperone competitions. Drama parents also fundraise, work concessions, sell tickets, help backstage and with costumes, and video and photograph productions. The art department of MRHS designs posters and program covers, and parents display posters and put programs together.

Parent Involvement Plan

Allegany County Public Schools
2023-2024
High School Improvement Plan

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

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

Identify two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities and processes. Please include a timeline for implementation.

- School counselors meet with parents regarding seniors' graduation status throughout the year.
- Use school website to highlight positive activities and inform parents/community about school happenings

XII. 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?

Allegany County Public Schools
2023-2024
High School Improvement Plan

Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
1. William Martinez	August 2023 Allegany HS	All instructional staff and support staff	Improved relationships between staff and students	An understanding of how a small interaction can make an impact on a student.	
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
2. Mike Meumpfer	August 2023 Mtn. Ridge HS	All instructional staff and support staff	Improved relationships between staff and students	Understanding how interactions with students can improve student interactions which can lead to improved performance.	

Allegany County Public Schools
2023-2024
High School Improvement Plan

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
3.					

XIII. Management Plan

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

The draft document will be reviewed by the members of the School Improvement Team as they collaborate towards its completion. The completed document will be reviewed with the faculty and staff during department meetings after it is submitted to the Central Office. The full document will also be available on the Mountain Ridge High School website. This will be shared upon final approval of the plan. The projected time frame is from mid- November through December 2023.

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

Allegany County Public Schools
2023-2024
High School Improvement Plan

Parents and community members may access the plan any time via the website.

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

Content area teachers will administer benchmarks and collect data for the School Improvement Team. Teachers meet in monthly department meetings where they can discuss needs and concerns. The administration and teachers will review any part of the plan necessary to implement our goals and make changes as needed as new data becomes available.

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

Classroom and content area teachers will be responsible for collecting benchmark data. Departments will meet to discuss and analyze the data using the 5 Whys and root cause analysis to guide their discussions.. Instructional leaders will submit data to the administration and SIT chairperson. Such data will be used to evaluate the progress of the identified target groups and to revise and update the School Improvement Plan as necessary.

5. How will the administration monitor the plan?

Through regular classroom observations, both informal (walk-throughs) and formal, administrators will be able to monitor the progress of the School Improvement Plan. Regular SIP meetings to analyze the available data will also aid in determining if the SIP is being successful.

6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

Guidance from district coordinators will help move the process forward. Analysis of data, support of the curriculum, and classroom

Allegany County Public Schools
2023-2024
High School Improvement Plan

observations from the subject supervisors will also aid in determining the success of the plan.

Name	Signature	Role
Mr. Danny Carter		Principal
Dr. Tonya-Detrick Grove		Assistant principal
Leslie Martin		SIP Chairperson
Leesa Blank		School Counselor
Beth Ternent		School Counselor

Allegany County Public Schools
2023-2024
High School Improvement Plan

Rob Duncan		Math Teacher
Sherry Kramer		Math Teacher
Dr. Stephanie Marchbank		English Teacher
Ryan Patterson		Social Studies Teacher
Becky Byzon		Science Teacher
Melissa Hankinson		Consumer Sciences Teacher
Heather Malec McMillan		Spanish Teacher
Dave Hobel		Phys.Ed/Athletic Director
Salina Lepley		SEF
Holly Itzo		Special Ed. Teacher
Crystal Judd		Parent Member
Robert Nelson		Community Member