

**Allegany County Public Schools
2019-2020 School Improvement Plan**

School: Mountain Ridge High School

Principal: Mr. Danny Carter

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

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.

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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. Culture, Climate, and Inclusive Community

Mountain Ridge continues to create and maintain a safe and positive environment. Our school resource officer is an integral part of this safe environment. He greets students in the morning and throughout the day as he walks through the school. He is present in the cafeteria during all lunch shifts where he 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 cafeteria, the PBIS team displays positive referrals earned by students. Gold Rush celebrations reward good attendance (94%) each marking period with an end of year ceremony planned in May. Such PBIS initiatives and endeavors 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

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website and local newspaper also feature some of the positive events at Mountain Ridge. These media also keep the community aware of school happenings.

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 PARCC 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 2019-2020, 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.

Project Wisdom, a nationwide character education program, is utilized to improve the social and emotional climate of the school. The centerpiece of the program is a series of thought-provoking inspirational messages that are narrated over the PA on a daily bases. Teachers have access to an online collection of lesson plans. These materials help students build character and develop social-emotional competencies while addressing important and relevant issues such as bullying, cheating and academic achievement. Professional Support for teachers is provided weekly in “Just for You” messages. These concise messages are written to foster professionalism, promote ethical and caring leadership, boost morale, and improve classroom management. In addition, Project Wisdom’s “Beyond the Infraction” lessons are utilized in ISI to guide the reflections of students about behaviors that violate classroom and school rules. These exercises offer valuable restorative practices for the students. The students are allowed to consider choices and consequences and make the connection between cause and effect.

Paraeducators (IAs) at Mountain Ridge High School are used for close adult supervision for our students in the Structured Learning Environment (SLE). In addition, there are two IAs that provide support to students that participate in the regional

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Emotional Behavioral Support (EBS) program. Paraeducators also support 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 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.

C. Staff Engagement Action Plan

<i>Staff Engagement Action Plan</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Instructional Support Topic: Instructional Feedback Score: 4.80/10.00
Topic Description:	The quality of instructional feedback topic for educators describes the degree to which teachers receive useful, actionable, adequate feedback from school leadership to improve their teaching.

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Strategies: Steps that will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> • Continue and increase communication between administration and teachers for SLOs, observations, and walk-throughs • Need time to implement new strategies, programs, and resources (i.e., Albert, GRRDL strategies, etc.)
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • Administration • Teachers • Supervisors
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> • Time • Professional development days
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> • Comparison of these survey results with Spring 2020 survey • Assessments which may indicate need for increased pre- and post-discussion or feedback
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> • Pre- and post- conferences • Spring 2020 survey results
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Safety Topic: Substance Abuse Score: 4.38/10.00
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.

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Strategies: Steps that will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> • Build awareness of school policies and procedures regarding controlled substances
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • Administration • School counselors • School psychologist • School resource officer
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> • School counselors • Administration • School psychologist • Need substance counselor • Professional days
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> • School counselors meet with each student involved in substance abuse violations. • Monitor office referrals for substance abuse violations
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> • Ongoing

D. Student Engagement Action Plan

Student Engagement Action Plan

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Primary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Physical Safety Score: 1.00
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: Steps that will be taken in order to obtain desired outcome.	<ul style="list-style-type: none"> • Increase use of restorative practices (i.e., circles, mediation, etc.) • Continue use of Project Wisdom in daily announcements • Implement OLWEUS bullying program
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • All 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)?	<ul style="list-style-type: none"> • More cameras in building • Professional development in OLWEUS training • Continue training in restorative practices
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> • Conduct data
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> • Ongoing • January 27, February 7
Secondary Area of Need	Domain: Safety Topic: Substance Abuse

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State the Domain, Topic, and Score	Score: 1.00
Topic Description:	The substance abuse topic describes the degree to which students believe students think that it is okay to use alcohol, drugs, and/or tobacco while at school and can do so without getting caught.
Strategies: Steps that will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> • Monitor cameras for student behavior • Use guest speakers in health classes to educate students with up-to-date-concerns • Assign staff to monitor bathrooms during class changes
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • Administration • 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)?	<ul style="list-style-type: none"> • More cameras in building • School counselors • All staff • Community speakers
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> • Office discipline referrals
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> • Ongoing

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		3	3
Teachers	1	48	49
Itinerant staff	5		5
Paraprofessionals		8	8
Support Staff		3	3
Other	1	2	3
Total Staff	7	64	71

Table 2				
Under each year, indicate the percent as indicated of individual in each category.	2016-2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data	2019-2020 Official Data

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Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) 	99.73% .3%	99.997% .003%	99.998%	99.997% .003%
For those not certified, list name, grade level course	Amy Kenny- dance	Amy Kenny- dance	Melissa Hankinson (health/ semester)	Rebecca Byzon (Health/ semester)
Number of years principal has been in the building				2 full years
Teacher Average Daily Attendance	94.5%	94.5%	95.2%	

B. Student Demographics

Table 3			
SUBGROUP DATA			
SUBGROUP	2017-2018 TOTAL	2018-2019 TOTAL	2019-2020 TOTAL
American Indian/Alaskan Native	*	3	11
Hawaiian/Pacific Islander	*	3	0
African American	11	14	17
White	750	743	750
Asian			

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	9	8	5
Two or More Races	21	23	26
Special Education	89	87	72
LEP	≤ 10	0	0
Males	410	416	395
Females	381	378	386
Total Enrollment (Males + Females)	791	794	781
Farms (Oct 31 data)	39.21%	38.45%	n/a

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

le 4					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	9	06 Emotional Disturbance	5	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain	1

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				Injury	
03 Deaf	0	08 Other Health Impaired	25	14 Autism	6
04 Speech/Language Impaired	1	09 Specific Learning Disability	20	15 Developmental Delay	0
05 Visual Impairment	0	10 Multiple Disabilities	5	TOTAL	72

III. ATTENDANCE

Table 5	2018-2019	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	90.6%	N
Grade 9	92.0%	N
Grade 10	90.7%	N
Grade 11	89.4%	N
Grade 12	89.4%	N

Table 6

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Attendance Rate				
Subgroups – School Level Data	2016-2017	2017-2018	2018-2019	Indicate if current rate is less than 94%
All Students	92.6%	91.7%	90.6%	Y
Hispanic/Latino of any race	-	-	-	-
American Indian or Alaska Native	-	-	-	-
Asian	-	-	-	-
Black or African American	≥ 95%	90.6%	92.5%	Y
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	92.5%	91.7%	90.5%	Y
Two or more races	93.7%	91.1%	88.5%	Y
Male	92.9%	91.7%	90.8%	Y
Female	92.3%	91.7%	90.3%	Y
EL	-	-	-	-
Special Education	89.0%	88.3%	89.4%	Y
Free/Reduced Meals (FARMS)	89.7%	88.4%	87.1%	Y

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

Senior attendance is a challenge due to many seniors being on an abbreviated schedule. Several of these students have claimed that they are not as concerned about missing school when they are only missing a few classes as opposed to a full schedule. This issue is particularly troublesome when extreme weather hits as students do not see the need to come to school in poor weather conditions for only a few classes or for abbreviated class periods due to the use of a 2-hour delay schedule.

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As far as Special Education is concerned, a few students had, and continue to have, severe medical issues preventing them from being able to consistently attend school. In addition, in the summer of 2017, the EBS program was relocated to Mountain Ridge. As such, we received several students, who, due to circumstances beyond their control, missed a fair number of days.

FARMS students often times face problems outside of school that hinder their ability to attend school on a consistent basis. Several of these students do not have transportation for whenever they miss or unable to catch the bus. Some of them are needed at home to help with siblings, some do not have the parental support to help guide and motivate them, and some are so impoverished that school is simply not on their list of priorities.

In terms of students of two or more races, while there has been a decrease in attendance, only 2.7% of the student body identifies as two or more races. With that being said, if a single student in this subgroup has attendance issues, the attendance rate is greatly affected.

Overall, one of the most frustrating challenges is the inability to charge parents of students who are 16 years of age or older. The inability to charge parents coupled with the fact that students are required to come to school until the age of 18 results in many students simply not coming to school. After 10 consecutive absences, these students are able to be withdrawn under the code “Whereabouts Unknown,” but several of these students re-enroll and/or miss 8-9 consecutive days at a time, attend school for a day or two, and then stay home for another 7-9 days.

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

Several students exhibit various patterns of absenteeism. Typically, teachers will recognize the absenteeism and refer students to school counselors. In addition, school counselors in collaboration with school administrators check attendance on a daily basis and contact students and parents if students are absent for a pattern of consecutive days. The attendance secretary also alerts counselors and administration if a student is showing a pattern of absenteeism.

Once students reach 12 absences, they are required to have a conference with an administrator and sign an attendance contract informing them of the possible consequences that could occur if they continue to miss school (i.e. denial of credits, attendance

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summer school, loss of eligibility for extracurricular activities, etc.). Those students that continue to have unexcused absences after being placed on a contract are examined on a case-by-case basis by the Pupil Personnel Worker (PPW). The PPW will make contact with parents via phone calls, and, in some cases, home visits. If deemed necessary, the PPW will charge eligible students and parents for habitual truancy.

If students are absent due to suspensions or medical reasons, teachers, administrators, and support staff work together to ensure that the students are given any work they miss and do not fall behind; thus, students are more willing to return to school when able. In some cases, the Academic Village is also utilized to ease students back into school and/or to help students complete missing work.

Senior students with attendance problems have the opportunity to attend an “8th Period” class to make up class time.

In an effort to address the needs of our Special Education students, we have reorganized and added to our Special Education Department. In addition, when Special Education students reach 10 unexcused absences, an IEP manifestation meeting is scheduled. The IEP team works with the student and parent(s) to determine what is needed to improve the student’s attendance.

As far as PBIS is concerned, Mountain Ridge is in the sixth year of this program and the members of the PBIS Team continue to work on ways to reduce absenteeism such as implementing “Positive Office Referrals” and holding school celebrations such as our annual “Gold Rush.” Last year the use of positive office referrals increased by 102% (155 were given in 2017-2018 and 313 in 2018-2019).

In addition to the above, this year the PBIS Team, the Administration, and the School Counselors worked together to create new attendance incentive program known as “Get in the Game.” This program will provide students who have maintained a 94% attendance rate with the opportunity to attend athletic events for free and/or enter a drawing for a free video game system.

The Mountain Ridge Leadership Team is hosting a book study on the book *Empower: What Happens When Students Own Their Learning* by A.J. Juliani and John Spencer. This book encourages teachers to provide students with more choice, and, in turn, make the content more meaningful to them. Mindset, assessing one’s learning, the difference between failing and failure are all topics featured within the book. The hope is that if students see the relevance in their learning and can make connections to the real world, they will be more apt to want to learn, and, thus, want to attend school.

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IV. HABITUAL TRUANCY and CHRONICALLY ABSENT

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

	2018	2019
Count Habitual Truant	13	31

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Percent Habitual Truant	1.70%	3.97%
Percent Chronically Absent	29.98%	31.9%

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

To address the number of habitual truant students, we have implemented the PBIS program. (We are currently in the sixth year of this program and are continuing to expand our incentives.) In addition, we are increasing the denial of credits (7 students lost credits last year) as well as the number of students required to attend summer school (15 students went to a summer school program for attendance). The number of home visits being made by the PPW is also increasing.

As stated above, the Mountain Ridge Leadership Team, in conjunction with Administration and Guidance, is working on a modified “Check and Connect” program to support students. Currently, 14 students are involved with this program. Additional Tier II and Tier III supports are also being provided as evident in the attached MTSS Action Plan.

In addition, Pupil Service Team (PST) meetings are held the 2nd and 4th Monday of every month. Attendance is the main focus of these meetings, and those identified as having attendance issues meet with the School Counselors, the Administration, and/or the PPW the day following the meeting. Other members of the team also offer insight and support such as the Project YES Coordinator who, once a referral is made, works with identified students, makes a connection with them, and ultimately helps to provide them with some of the additional support they need to come to school.

Finally, the SRO is often asked to charge students who simply refuse to come to school. Also, Administration encourages parents of truant students to contact DJS and file a CINS Petition in an attempt to convince students to attend.

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

At the beginning of each school year, Administration and School Counselors meet with each class to cover rules and expectations. During these meetings, the importance of attendance is emphasized. As stated previously, attendance is also monitored throughout

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the year by Administration, School Counselors, the PPW, the Pupil Service Team, the Leadership Team, and the PBIS Team. A modified “Check and Connect” program is in place, a book study is being held, and the “Get in the Game” attendance incentive program is being implemented.

V. GRADUATION AND DROPOUT RATE – High Schools Only

Goal: All students will graduate from high school.

Table 7			
Four –Year Adjusted Cohort Graduation Rate			
Subgroup	All Students		
	2016-2017	2017-2018	2018-2019

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	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)
All Students	156	137	87.82%	198	181	91.41	154	143	92.86
Hispanic/Latino	≤10	≤10	100	0	n/a	n/a	2	2	100
American Indian or Alaska Native	≤10	≤10	100	0	n/a	n/a	0	0	n/a
Asian	≤10	≤10	100	3	3	100	1	1	100
Black or African American	≤10	≤10	100	2	2	100	3	3	100
Native Hawaiian or Other Pacific Islander	*	*	*	0	n/a	n/a	1	1	100
White	147	128	87.07	191	174	91.1	142	132	92.96
Two or more races	≤10	≤10	100	2	2	100	5	4	80
Special Education	10	5	50%	17	12	70.59	11	7	63.64
Limited English Proficient (LEP)	*	*	*	0	n/a	n/a	0	0	n/a
Free/Reduced Meals (FARMS)	65	52	80%	67	56	83.58	55	48	87.27
Economically Disadvantaged (data as of 2019)							40	35	87.5

Table 8: Four –Year Adjusted Cohort Dropout Rate			
Subgroup	All Students		
	2016-2017	2017-2018	2018-2019

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	Adjusted Cohort	# of Dropouts	Dropout Rate (%)	Adjusted Cohort	# of Dropouts	Dropout Rate (%)	Adjusted Cohort	# of Dropouts	Dropout Rate (%)
All Students	156	16	10.26%	198	11	5.56	154	8	5.19
Hispanic/Latino	≤10	0	0	0	n/a	n/a	2	0	0.0
American Indian or Alaska Native	≤10	0	0	0	n/a	n/a	0	0	n/a
Asian	≤10	0	0	3	0	0	1	0	0.0
Black or African American	≤10	0	0	2	0	0	3	0	0.0
Native Hawaiian or Other Pacific Islander	*	*	*	0	n/a	n/a	1	0	0.0
White	147	16	10.88%	191	11	5.76	142	7	4.93
Two or more races	≤10	0	0	2	0	0	5	1	20
Special Education	10	3	30%	17	0	0	11	1	9.09
Limited English Proficient (LEP)	*	*	*	0	n/a	n/a	0	0	0.0
Free/Reduced Meals (FARMS)	65	11	16.92%	67	9	13.43	55	5	9.09
Economically Disadvantaged (data as of 2019)							40	4	10.0

01. Did the graduation rate increase or decrease?

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Did the school meet the annual target for all students as indicated on the 2018-2019 Maryland Report Card?

- State the 2 lowest graduation subgroup rates: Special Education and Two or More Races
- State the 2 highest drop out subgroup rates: Special Education and 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.

We need to 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 to those students who may be struggling, thus preventing them from giving up and dropping out. Additionally, beginning in August 2019, the school counselor, administration, and pupil personnel worker meet with any senior and his/her parent who is at-risk for meeting graduation requirements. Schedules are reviewed and plans are made for the seniors to stay on track. These plans are monitored and reviewed throughout the year.

VI. SCHOOL SAFETY/ SUSPENSIONS

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Table 9: SUSPENSIONS				
Subgroup	All Students			
	2016-2017	2017-2018	2018-2019	Percent of increase (+)/decrease (-) from 2017-2018
Total Referrals	631	639	661	+3.44%
All Suspensions	119	203	231	+13.79%
In School	0	0	0	0.0%
Out of School	119	203	231	+13.79%
Sexual Harassment Offenses	4	9	10	+11.11%
Harassment/Bullying Offenses	4	10	8	-20.00%

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.

Last year, over 60 suspensions were due to students either refusing ISI or causing a disruption in ISI. If these students would have accepted ISI as a consequence, there would have been an approximate 16% decrease in OSS. In an effort to reduce these types of suspensions, when students refuse ISI, Administration contacts students' parents/guardians in an attempt to have them try to convince the students to accept the consequence. The School Counselors are also contacted and asked to speak to the students. In addition, the number of days students are assigned ISI for various infractions has been reduced, and the AV is being utilized more, especially for minor infractions. School staff members, including the ISI monitor, are also being trained in and increasing the use of restorative practices.

To further reduce the number of suspensions, we will continue to emphasize prevention of bullying, harassment, and cyberbullying during class meetings and Internet Safety instruction. In addition, our Ridge Rules highlight respect as do our PBIS initiatives, which include our positive office referrals and school celebrations which are incentives for students to earn rewards.

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3. Domains of Influence and Root Cause Analysis

DOMAINS OF INFLUENCE	LIKELY ROOT CAUSE INDICATORS
Quality Instruction & Assessment	<ul style="list-style-type: none"> Sometimes learning is passive, with some teachers talking at students for the majority of class. There is no time for teacher collaboration built into the daily schedule. The school system communicates the value of reading proficiency but, at the secondary level, sometimes fails to provide adequate resources to ensure all students master basic levels for future success.
Discipline Policies & Procedures	<ul style="list-style-type: none"> Some teachers believe that students should be compliant and attentive at all times. Teachers pay little attention to classroom management tools, procedures, and expectations. Some school board members and other community members of influence, support the use of suspension and expulsion as a one size fits all approach.
Bias, Beliefs & Barriers	<ul style="list-style-type: none"> More staff training is needed to recognize “blind spots” related to race, gender, religion, poverty, sexual orientation, and disabilities. The school and system culture is one of silence. Some members of the school community think that the best way to stop misconduct is to suspend or expel students. Removing a student from school allows others to learn and keeps schools safer.
Health & Wellness	<ul style="list-style-type: none"> Not a top cause of concern
Safety & Security	<ul style="list-style-type: none"> Not a top cause of concern

IDENTIFIED DOMAIN OF INFLUENCE 1:	Quality Instruction & Assessment
Focus Area Goal	Focus on active learning environments with a priority on protecting teacher collaboration time and establishing adequate literacy intervention for struggling readers.

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Evidence or Data:	<ul style="list-style-type: none"> • Some learning is passive, with some teachers talking at students for the majority of class. • There is no time for teacher collaboration built into the daily schedule. • The school system communicates the value of reading proficiency but more resources are needed. • Disproportionality data • Reading Inventory
Barriers:	<ul style="list-style-type: none"> • No room in the schedule for additional reading classes • Limited number of Special Education Staff
Needed Resources:	<ul style="list-style-type: none"> • Additional staff trained in “System 44” and “Read 180”
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • <i>Empower</i> faculty book read. • MTSS fidelity inventory • Continue to conduct walk-throughs to ensure GRRUDL is occurring in the classrooms • Analyze and interpret data to pinpoint main areas of need • Make sure teacher SLOs are aligned with areas where students struggle • On-going coaching and mentoring at the classroom level to embed professional development into practice. • Facilitate linkages between special education teachers and general education teachers, but more specifically, between Math and Reading Supervisors/Specialists, as well as English 10 and Algebra I teachers • Have assigned special education specialists work with teachers on SDI, flex grouping, data collection, and IEP transition
How will it be funded?	<ul style="list-style-type: none"> • Special Education is providing funding for the <i>Empower</i> book study and substitutes needed during collaborative sessions.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • <i>Empower</i> book study (November 2019-May 2020)

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	<ul style="list-style-type: none"> • MTSS (year round) • Walk-throughs (year round) • Data (MCAP scores at the beginning of the year and after each administration. Formative and Summative assessment data year round) • Meeting with Special Education and others at staffing meeting to discuss need for additional staff for reading intervention purposes (March/April) • SDI implementation and training (all year)
Monitoring Procedure:	Monitoring impact through ODRs and conduct actions.

IDENTIFIED DOMAIN OF INFLUENCE 2:	Discipline Policies & Procedures
Focus Area Goal:	<ul style="list-style-type: none"> • Shifting the discipline paradigm from punitive to restorative.
Evidence or Data:	<ul style="list-style-type: none"> • Teachers believe that students should be compliant and attentive at all times. Some teachers pay little attention to classroom management tools, procedures, and expectations. • Some school board members and other community members of influence, support the use of suspension and expulsion as a one size fits all approach.
Barriers:	<ul style="list-style-type: none"> • Staff/Community members' mindset • Official training is only for a select few
Needed Resources:	<ul style="list-style-type: none"> • Additional restorative practice training for teachers
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Restorative Practice Training • <i>Empower</i> book study

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How will it be funded?	<ul style="list-style-type: none"> ACPS is providing training for administrators and key teaching staff. The school will roll out the training to the rest of the staff during scheduled professional development days, as well as through Principal's Council and Department Meetings
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> Administrator and key staff training (October 2019/December 2019) Professional Development (November 2019 and February 2020) <i>Empower</i> book study (November 2019-May 2020) Principal's Council/Department Meetings (year round)
Monitoring Procedure:	Monitoring impact through ODRs and conduct actions.

IDENTIFIED DOMAIN OF INFLUENCE 3:	Bias, Beliefs & Barriers
Focus Area Goal:	Training staff and administrators on restorative practices in order to decrease out of school suspensions for non-violent infractions through the increase of restorative practices.
Evidence or Data:	<ul style="list-style-type: none"> Staff have had no training or only a select few have been trained to recognize "blind spots" related to race, gender, religion, poverty, sexual orientation, and disabilities. The school and system culture is one of silence. Members of the school community think that the best way to stop misconduct is to suspend or expel students. Removing a student from school

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	<p>allows others to learn and keeps schools safer.</p> <ul style="list-style-type: none"> • Disproportionality data
Barriers:	<ul style="list-style-type: none"> • Staff/Community members' mindset • Official training is only for a select few
Needed Resources:	<ul style="list-style-type: none"> • Additional training
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Restorative Practice Training • <i>Empower</i> book study
How will it be funded?	<ul style="list-style-type: none"> • ACPS is providing training for administrators and key teaching staff. The school will roll out the training to the rest of the staff during scheduled professional development days, as well as through Principal's Council and Department Meetings
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Administrator and key staff training (October 2019/December 2019) • Professional Development (November 2019 and February 2020) • <i>Empower</i> book study (November 2019-May 2020) • Principal's Council/Department Meetings (year round)
Monitoring Procedure:	Monitoring impact through ODRs and conduct actions.

4. Comment on the number of individuals suspended and specific offenses. Provide a plan to reduce the disproportionate ratio among subgroups for non-violent behaviors and increase the use of restorative practices. The plan should be framed around the top three domains of influence identified by the team. Be specific about the indicators of focus under each chosen domain (ex. "Literacy" under "Quality Instruction & Assessment").

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First, it should be noted that Mountain Ridge is identified as being disproportionate in the areas of “Two or More Races” and “Special Education.” Having the county-wide EBS program is a major contributor to our school being disproportionate, especially considering the fact that there are students in the Tier III level of this program who are not in the building, but whose suspensions are included in Mountain Ridge’s data.

Last year, 76% of our students had no referrals and only 11% had one. 9% of the students were in the 2-5 referral ranges and accumulated 235 referrals (35.5% of all referrals). 4% of the students had 6 or more referrals. This group (34 students) accumulated 335 referrals (50.7% of all referrals). Within this group, 4 students were in the RESTART program. By the end of the year, 10 students in this group had withdrawn from Mountain Ridge; some transferred to other schools, programs, or placements, and a few were withdrawn “whereabouts unknown.” 10% of all referrals were from students in the RESTART program.

In 2018-2019, students assigned to the Academic Village as a result of an office referral increased by 77%, Conferencing with students increased 110%, and In-School Intervention decreased by 7%. As stated in the previous section, OSS increased by 13.7%; however, this was primarily due to students refusing to serve ISI. Efforts being made to alleviate this issue (i.e. training in and use of restorative practices, reduction of days in ISI for certain offenses, increasing the use of the AV) are stated in section 2.

As can be seen by the data, many of the referrals, and consequently, the suspensions, are among a very small group of students. To address this, we are increasing the use of Tier II interventions (e.g. Check and Connect – currently 6 students check-in with counselors/psychologist).

In addition, we are continuing to implement restorative practices and select staff will receive restorative practice training in October and December. This training will be relayed to the rest of the staff on PD days, as well as through Department Meetings. Evidence that restorative practices are being utilized can be found in August-September 2019 ODR data. Important highlights from this data include...

- 60 referrals August-September – 12 fewer than same time last year
- Academic Village 12% - increase of 5% from September 2018
- Conference 19% - increase of 10% from September 2018

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- ISS 38% - decrease of 12% from September 2018
- OSS 18% - decrease of 3% from September 2018

As is typically the case, there is a direct correlation between reading levels and conduct. This year an additional staff member was trained in “System 44” and “Read 180” and efforts will be made to create additional sections of Reading to the schedule.

The Mountain Ridge Leadership Team is hosting a book study on the book *Empower: What Happens When Students Own Their Learning* by A.J. Juliani and John Spencer. This book encourages teachers to provide students with more choice, and, in turn, make the content more meaningful to them. Mindset, assessing one’s learning, the difference between failing and failure are all topics featured within the book. The hope is that if students see the relevance in their learning and can make connections to the real world, they will be more apt to want to learn, and less disruptions will occur.

VII. EARLY LEARNING: N/A

VIII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

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

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

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

TABLE 12	2017	2018	2019	2018 to 2019 change in
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ELA 10																						prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	218	54	24.7	46	21.1	116	54.1	203	71	35	45	22.2	87	42.9	231	55	23.7	44	19.0	132	57.2	+11.1
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	≤ 10	0	0	0	0	0	100	≤ 10	0	0	0	0	≤ 10	100	4	0	0	0	0	4	100	≤ 10
Black or African American	≤ 10	≤ 10	25	0	0	3	75	≤ 10	3	60.0	≤ 10	20.0	≤ 10	20.0	3	1	33.3	1	33.3	1	33.3	≤ 10
Hispanic/Latino of any race	≤ 10	0	0	≤ 10	75	≤ 10	25	0	0	0	0	0	0	0	4	1	25.0	0	0	3	75.0	≤ 10
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	202	51	20	43	21.3	108	53.4	192	66	34.4	44	22.9	82	42.7	214	52	24.3	42	19.6	120	56.1	+10.1
Two or more races	≤ 10	≤ 10	28.6	0	0	≤ 10	71.5	≤ 10	≤ 10	20.0	≤ 10	20.0	≤ 10	60.0	6	1	16.7	1	16.7	4	66.7	≤ 10
Special Education	17	12	70.5	2	11.8	3	17.7	19	19	100	0	0	0	0	25	18	72.0	7	28.0	0	0	+28
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	92	37	40.2	19	20.7	36	39.1	99	50	50.5	27	27.3	22	22.2	97	33	34.0	24	24.7	40	41.2	+35.5
Female	111	18	6.2	22	19.8	71	63.9	91	19	20.9	22	24.2	50	54.9	106	13	12.2	17	16.0	76	71.7	+9.6
Male	107	36	33.6	24	22.4	47	43.9	112	52	46.5	23	20.5	37	33.0	125	42	33.6	27	21.6	56	44.8	+24.6

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

- Describe changes in last year's focus areas.

All student subgroups improved from 2018-2019 as indicated:

- Males improved 12.8% in Level 3 and 11.8% in Level 4.
- Economically disadvantaged improved 16.5 % in Level 3 and 19% in Level 4.
- IEP improved 28% in Level 3.

However, there is still a gap between males and females, IEP's and no IEP's, and economically disadvantaged, so our focus will continue to be on developing and using strategies that will increase their success on state assessments.

3. FOCUS AREAS

FOCUS AREA 1:	Students in special education, FARMS, and male populations still are not meeting expectations on the PARCC assessment in the literature sections.
Focus Area Goal	Students in special education, FARMS, and male populations will improve their proficiency rate on the literature sections of the state assessment.
Root Cause(s):	Students struggle to read and comprehend complex, length passages which require students to have prior knowledge, advanced vocabulary, and abstract reasoning skills, such as making inferences and drawing conclusions.
Focus Content Standard(s):	Reading Literature
Barriers:	<ul style="list-style-type: none">● Reading level of the test is above independent reading level for special education students and lower-level

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	<p>readers (non-IEP).</p> <ul style="list-style-type: none"> • 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. • Desktop and/or laptops in the classrooms to practice PARCC-like testing situations and for access to online practice • Smaller class sizes for meaningful groupings and to avoid distractions
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • UDL GRDDL, collaborative groups, literacy centers, graphic organizers • Collaboration between classroom teacher and special education teacher • RACE, SoapsTone • Continue developing activities that promote literacy interest and skills for males (See “Hear Our Cry:Boys in Crisis” by Paul D. Slocumb, ED.D.) • 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 PARCC-like readings and questions. • Students need more exposure to content-area vocabulary through literacy centers and UDL activities. • A bank of PARCC-like readings and writings needs to be developed that supports the curriculum and CCRS. • Teachers and students need access to such resources as NewsELA and interactive consumable workbooks so that students can annotate texts.
How will it be funded?	<ul style="list-style-type: none"> • Budget for toner for copiers • Special Education budget • English Supervisor and teachers looking at textbook companies that offer consumables
Steps towards full implementation with timeline:	Monthly department meetings as designated in SIP Management Plan
Monitoring Procedure:	Teachers will use formative and summative assessments and county benchmarks.

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FOCUS AREA 2:	Students' writing scores are low.
Focus Area Goal	Students will improve their proficiency rate on the writing sections of the state assessment.
Root Cause(s):	In assessment situations, students do not use the writing process before responding to questions that require an organized, developed response that meets the standards of the rubric.
Focus Content Standard(s):	Reading Literature, Writing
Barriers:	<ul style="list-style-type: none"> • Students struggle with using the writing process and then applying the process to the constructed responses so they can meet the rubric standards. • Students struggle with the emphasis on the writing process and the use of word processing for online tests. • Students tend to “forget” to use the writing process modeled and used in class when taking an assessment.. • Students struggle to understand the prompt. • Students tend to struggle with vocabulary because of limited vocabulary exposure and experiences; therefore, constructing responses to a text poses problems.
Needed Resources:	<ul style="list-style-type: none"> • Reinforcing the use of the writing process beyond English class can be stressed. • Desktop and/or laptops in the classrooms; smaller class sizes
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • UDL GRDDL, collaborative groups, literacy centers, graphic organizers • Collaboration between classroom teacher and special education teacher • Modeling • Think alouds • Independent practice
How will it be funded?	
Steps towards full implementation with timeline:	Monthly department meetings as designated in SIP Management Plan
Monitoring Procedure:	Teachers will use formative and summative assessments and county benchmarks.

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Table 13	UDL for English Language Arts
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">• Daily Language Warm-ups• Exposing 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 articles provided on a variety of levels (based on 9th grade Reading Inventory scores)

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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 • Opportunities for a variety of timed writings • Collaborative posters • Highlighting text
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 • Projects • Rubrics • Literacy Centers • Collaborative and meaningful grouping

B. MATHEMATICS

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

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

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

TABLE 14	2017	2018	2019	2018 to 2019 change in
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ALGEBRA																						prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	124	84	67.7	32	25.8	8	6.5	149	79	53	58	39	12	8	133	65	48.9	53	39.8	15	11.3	51.1%
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	100	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	≤ 10	≤ 10	100	0	0	0	0	≤ 10	≤ 10	100	0	0	0	0	1	0	0	0	0	1	100	100%
Hispanic/Latino of any race	≤ 10	≤ 10	100	0	0	0	0	≤ 10	≤ 10	100	0	0	0	0	1	1	100	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	118	79	66.9	32	27.1	7	5.9	141	73	52	57	40	11	8	124	61	49.2	50	40.3	13	10.5	50.8%
Two or more races	≤ 10	≤ 10	50	0	0	≤ 10	50	≤ 10	0	0	≤ 10	50	≤ 10	50	6	3	50	2	33.3	1	16.7	50%
Special Education	21	20	95.2	≤10	4.8	0	0	21	20	95	≤ 10	≤ 10	0	0	21	17	81	4	19	0	0	19%
Limited English Proficient (LEP)	0	0	0	0	0	0	0	≤ 10	≤ 10	100	0	0	0	0	0	0	0	0	0	0	0	0%
Free/Reduced Meals (FARMS)	78	57	73.1	15	19.2	≤ 10	7.7	90	52	58	31	34	≤ 10	8	75	40	53.3	30	40	5	6.7	46.7%
Female	52	35	67.3	14	26.9	≤ 10	5.8	58	24	41	30	52	≤ 10	7	61	26	42.6	27	44.3	8	13.1	57.4%
Male	72	49	68.1	18	25	≤ 10	6.9	91	55	60	28	31	≤ 10	9	72	40	54.2	26	36.1	7	9.7	45.8%

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

- Describe changes in last year's focus areas.

The continued focus for 2019-20 will be on Special Education and male students.

3.

FOCUS AREA 1:	IEP students are not meeting expectations on the PARCC Algebra I assessessmet; however, the gap between IEP and general education students decreased from 49% to 38%.
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 I. ● These holes have been created due to years of attendance problems throughout previous years of school. Programs such as School21 allow students to review content at their own pace. ● Many students don't have computer or internet access at home to complete School 21 assignments. ● Because of social, emotional and mental poverty, students don't come to school prepared to learn or with resources and support to succeed.
Needed Resources:	<ul style="list-style-type: none"> ● Specially designed instruction ● Pull-outs ● Content and vocabulary break-downs ● Appropriate planning time

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Strategies and/or evidence-based interventions:	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. <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

FOCUS AREA 2:	Students are not meeting expectations on the PARCC Algebra I assessment. I
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 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 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 motivated 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 School 21
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

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	<ul style="list-style-type: none"> • Finish Line • Students are frustrated due to the fact that the Algebra I PARCC contains several word problems which require students to be able to read the problem, pull out the pertinent information, solve the problem, and then think about how the answer make sense in the context of the problem.
How will it be funded?	Math supervisor
Steps towards full implementation with timeline:	Monthly department meetings as designated in SIP Management Plan
Monitoring Procedure:	Benchmarks

Table 15	UDL for Math
UDL Principle/Mode	Representation – This is 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"> • 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
<i>Means for Expressions: 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:	Multiple Options for Engagement

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<i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<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.
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C. SCIENCE: N/A for High Schools

Table 16	UDL for SCIENCE
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"> • 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
<i>Means for Expressions:</i> <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"> • 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

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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"> • 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

D. SOCIAL STUDIES/GOVERNMENT

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

1. Complete Data Chart

Table 17: Maryland School Assessment Performance Results –Government						
	All Students					
	2017		2018		2019	
	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.
All Students					237	74.02%

2. Universal Design for Learning for Government.

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How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

Table 18	UDL for Government
UDL Principle/Mode	Representation –How the teacher presents the information.
<i>Means of Representation:</i> <i>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
<i>Means for Expressions:</i> <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"> 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
<i>Means for Engagement:</i> <i>tap</i>	Multiple Options for Engagement

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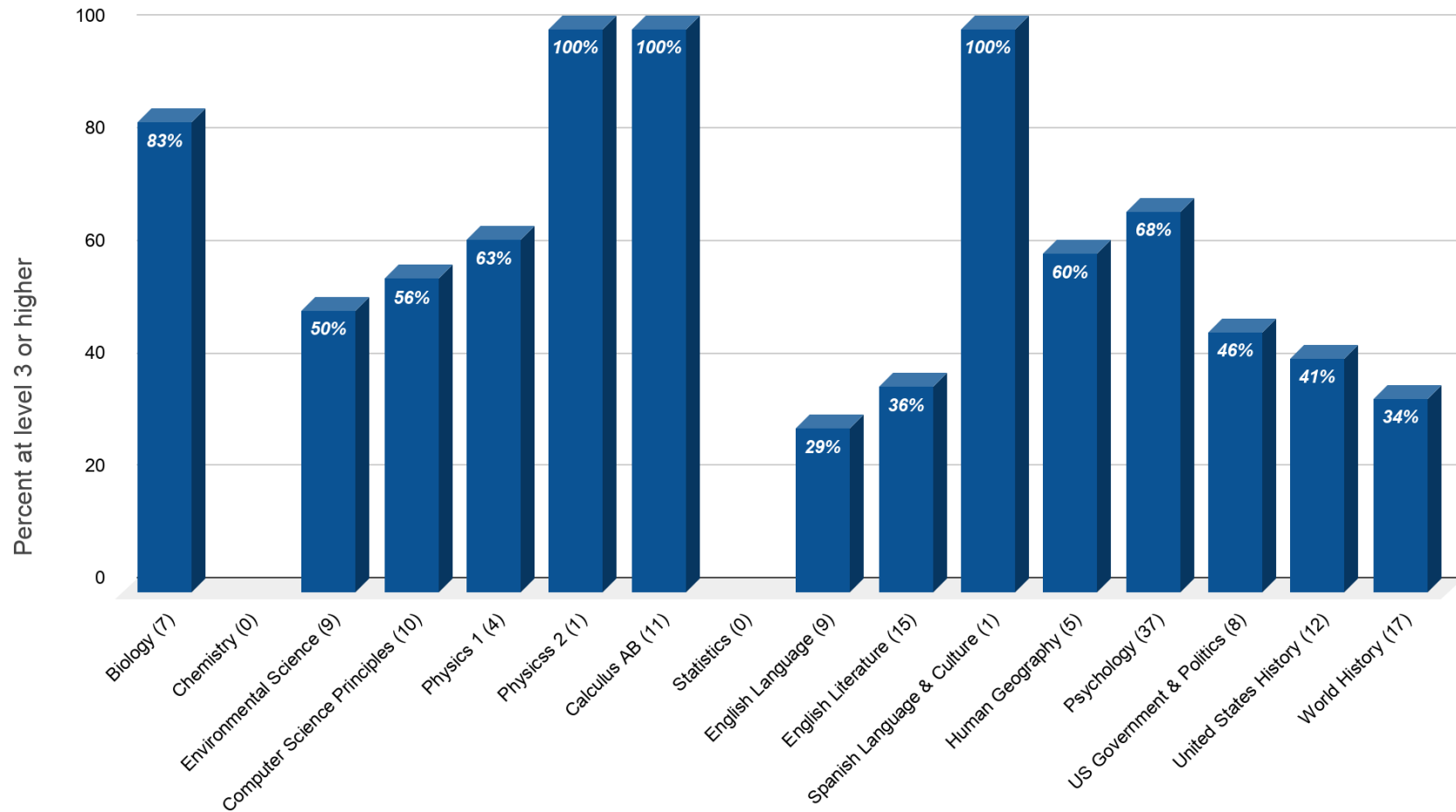
*into learners' interests,
challenge them appropriately,
and motivate them to learn.*

- 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.


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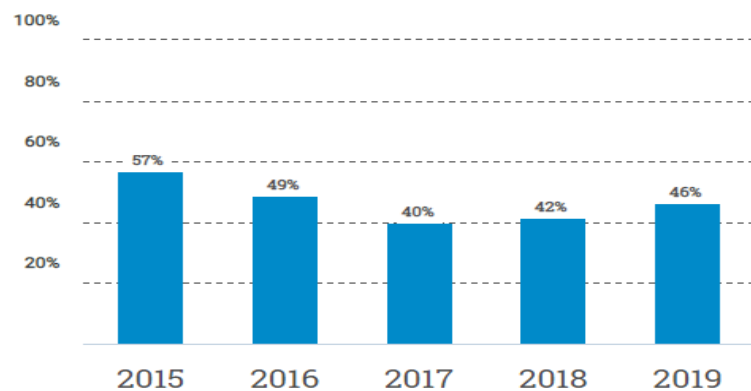
E. Advanced Placement Data and Early College

Mountain Ridge High 2019 AP Assessments



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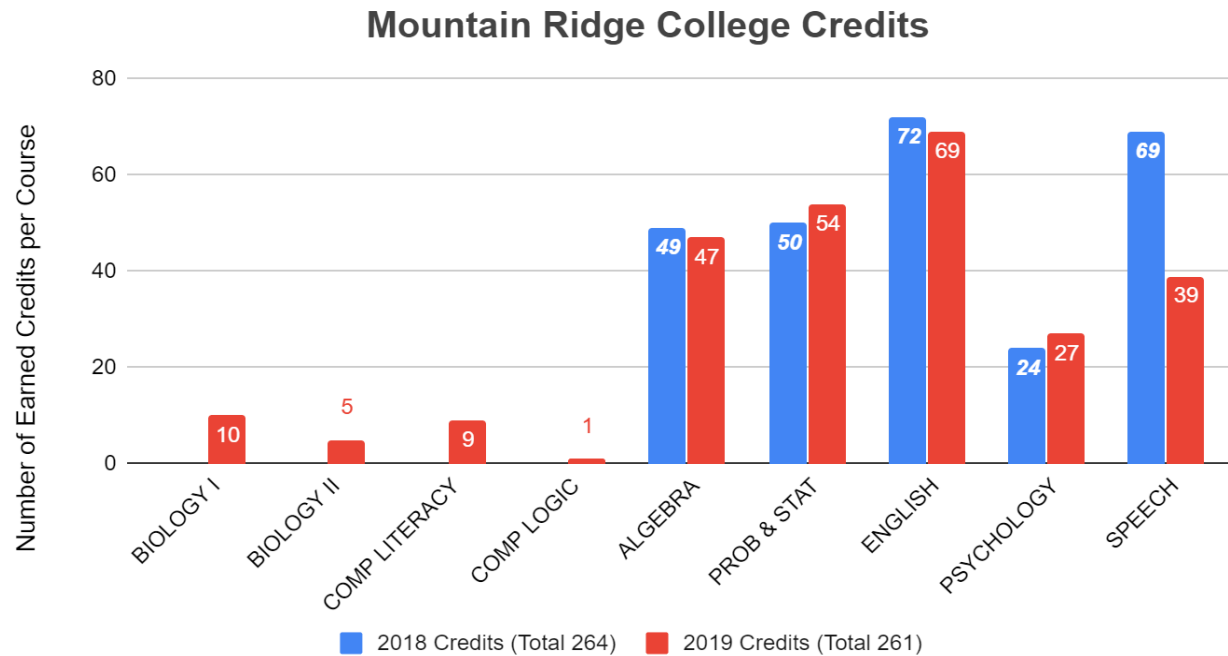
 % OF TOTAL AP STUDENTS WITH SCORES 3+



 SCHOOL SUMMARY

	2015	2016	2017	2018	2019
Total AP Students	179	170	205	180	153
Number of Exams	351	293	330	280	248
AP Students with Scores 3+	102	83	82	75	71
% of Total AP Students with Scores 3+	57.0	48.8	40.0	41.7	46.4

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1. What is your school doing to promote increased enrollment in AP and EC courses?
 - School Counselors do classroom presentations and meet individually with every student to encourage them to take these courses.
 - The Early College Coach (ECC) meets with all 11th grade students to discuss the advantages of EC courses.
 - Parents are informed of available course opportunities through the school's website.
 - AP teachers actively recruit students during their classes.

2. What supports need to be provided to improve student achievement in AP and EC?
 - Continued use of the Albert online assessment platform.
 - Increased funding for additional after school sessions.
 - Continued use of the ECC. Currently the ECC comes to Mountain Ridge once a week to provide tutoring and other necessary supports. Counselors and students have the ECC's contact information.
 - Teachers need updated AP Training. Several AP tests have changed as well as scope and sequence.

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IX. MULTI-TIERED SYSTEM OF SUPPORT

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

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

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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: #1 Collaborative Teams and Data Based Decision Making			
PRACTICE: Grade level and specialized educators work in teams to monitor student progress and to plan academic specially designed instruction and intervention strategies across levels of need.			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Proactively schedule common planning periods in order to allow special education staff to consistently meet with general education teachers 	Leadership Team	Fall 2018	Meet with teachers and ask for feedback regarding the schedule (in terms of common planning periods).
<ul style="list-style-type: none"> Survey staff to gain a level of understanding of collaborative planning and co-teaching 	Admin. Guidance	Fall 2018	
<ul style="list-style-type: none"> Organize book studies that cover topics about which staff could use 	Admin Staff Leadership Team	May 1, 2020	Reflect on the barriers to and the successes of collaborative planning and co- teaching.

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more information (i.e. the practice of data- informed decision making for planning)	Admin Leadership Team		One local professional development credit can be earned by participation in book study <i>Empower: What Happens When Students Own Their Learning</i> by John Spencer and A.J. Juliani.
INSTALLING			
<ul style="list-style-type: none"> Establish PD topics Identify subject or grade level to be used as a pilot for collaborative planning model Teams will meet regularly to establish the routines to facilitate best practices (groups, norms, protocols, building relationships and co planning format). Provide a purposeful grouping presentation to address how to use 	Admin. Staff Staff Leadership team SE specialists Admin Special Ed	Ongoing January 2019 Ongoing	Plan where and when team meetings take place when they are missed Check for district supports of specialists Barriers in the planning process

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<p>data to assist in instruction based decision making</p> <ul style="list-style-type: none"> Special and general education teachers will gain a joint responsibility for planning, instruction delivery and data collection 	staff		
<p>I</p> <p>IMPLEMENTING</p>			
<ul style="list-style-type: none"> Schedule classroom visits and share examples of successful collaborative planning to co teaching models Use district collaborative planning and co teaching worksheets to record data. Share out data with full staff on the outcomes (success and barriers). Utilize a collaborative planning checklist for self assessment Gather and examine data to support 	<p>General and special education teachers Admin District SE specialist</p> <p>General and special education staff</p>	Ongoing	<p>Discuss observation process for others to learn</p> <p>Share collaborative observation tools</p> <p>Identify and address possible barriers for the process</p>

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the practice, progress monitoring, improvements in student achievement			
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> ● Refine and improve the collaborative planning co-teaching structures ● Measure outcomes in the area of collaborative planning ● Create and plan to scale up the collaborative work ● Identify next possible fit (teachers/classrooms) ● Explore data collection possibilities in the co teaching areas to identify and improve student achievement. ● Plan for upcoming school year in scheduling for student placements. 	Admin Staff District support	Ongoing	<p>Continue conversation and learning with staff to overcome barriers and celebrate successes.</p> <p>Break down data in Algebra I MCAP and English 10 MCAP results to plan instruction.</p> <p>Look ahead for upcoming school year and identify needs, scheduling and student placement for natural proportions in classroom.</p> <p>Examine middle school MCAP scores and other data of incoming freshman for</p>

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			appropriate placement in high school classes.
Notes-2018-19 school year add additional collaborative planning and co-teaching models throughout the school setting. Continue to monitor student progress			

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

Mountain Ridge will continue Tier I interventions that have been in place for the past three years. Students will be recognized for exhibiting 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 ice cream treat from the cafeteria.
- The students' names are displayed on the PBIS bulletin board in the cafeteria.

Mountain Ridge will institute a new incentive program for improving attendance in the 2019-20 school year. Students who meet 94% attendance in each quarter will be issued a ticket which may be used for either free admission to a regular season MRHS sporting event or entry in a drawing for one of five gaming systems. The drawings for the gaming systems will occur at the PBIS "Gold Rush" games in the spring.

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

Students needing Tier II support are assigned to a staff member for Check and Connect mentoring program.

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XI. Non-Title I Schools

Family and Community Engagement

Parent/Community Involvement Needs

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

Parent Advisory Committee 2019-2020

Name	Position
Jennifer Ritchie	Representative
Leesa Blank	Representative
Jennifer Porter	Representative

Parent Involvement Plan

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

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MOUNTAIN RIDGE HIGH SCHOOL PARENT INVOLVEMENT PLAN

Expectations

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 identified in the Action Plan as follows:

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

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

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
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I. Shared Decision Making ➤ The parent involvement plan is developed with input from parents.	Parent Advisory Council	Monthly	Jennifer Ritchie
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II. Building Parental Capacity <ul style="list-style-type: none"> ➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments. ➤ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Provide full opportunities for participation of parents of students from diverse backgrounds. 	Classroom Syllabi	August 2018	Classroom teachers
	ASPEN	Daily	Classroom teachers
	Parent Conference Days	Oct. 7, 2019 March 9, 2020	Classroom teachers, administrators and school counselors
	Senior Newsletter (Information about scholarships, college deadlines, FAFSA, etc.)	Monthly	Leesa Blank; Bethany Ternent - school counselors
	Starting the College Process	October 1, 2019	Leesa Blank; Bethany Ternent - school counselors
	Tri-State College Night	October 8 , 2019	Leesa Blank; Bethany Ternent - school counselors
	FAFSA Workshop	November 1, 2019 (3-6 pm)	Leesa Blank; Bethany Ternent - school counselors
	Academic Endowment Group	Monthly (Fall Craft Fair November 9, 2019)	Leesa Blank, Crystal Judd, Beth Ternent, Todd Logsdont
	Blackboard Connect and Peachjar Flyers	Board of Education determined	

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	<i>Mountain Ridge News Nugget</i> (MRHS online school newspaper)	Quarterly	Mia Cross, Nil Grove Nicole Ruby; Todd Logsdon
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Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed.	School Improvement Team Meetings Principal's Councils Department Meetings	See Management Plan See Management Plan See Management Plan	Leslie Martin, Chairperson Mr. Danny Carter, Principal Instructional Leaders and Department Representatives
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Hospitality, Ongoing Publicity, Production, Fundraising, Correspondence, Finance, Student Merchandise		Performing Arts (PAPA) - Jenna Windle, President; Jenny and Wade Porter, George and Erin Watson, Michelle Lent, Stefanie Boggs, J and Heather McConnell, Mark and Laura Wilt, Tammy Frye, Heidi Garner, Jordan Kline, Dana Bridgman, Joel Hoover -- Parent Volunteers Band - Tina Mowery (BPA- Band Parent Association President; Karen Anderson (BPA- VP; Lauren Miller (BPA-Accountant; Michelle Lent (BPA-Secretary; Shannon Miller Parent; Barb Jacobs- Parent Girls basketball -Leesa Blank Boys basketball - Kristen Weimer Boys Soccer - Jen Ritchie Girls Soccer- Krista Wilson Football -Jen Porter

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	Meet the Squad	August 28, 2019	Cross Country - Leesa Blank Girls Tennis - Leesa Blank Boys Tennis - Jen Ritchie Track - Julie Baker Softball - Rachel Cesnick Baseball - Kristen Weimer Bowling - Allison Mazer Indoor track - Julie Baker Coaches and Administrators; Bar Diamonds, Cheerleaders, and Student Council
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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.

- School counselors meet with parents regarding seniors' graduation status throughout the year.
- Continue Positive Referrals being sent home weekly
- 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?

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1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
<i>Empower: What Happens When Students Own Their Learning</i> by John Spencer and A.J. Juliani.	Oct. 1, 2019 - May 1, 2020	Teachers	Shift mindset from compliance and engagement to student empowerment	Discussions, ideas, and strategies to change classroom practices	Book study
2. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Restorative Practices	Nov. 1, 2019 Feb. 3, 2020	Teachers	Reduce disproportionality and office referrals	Practices and strategies to improve teacher-student relationships	ODR's
3. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Leadership Team	Quarterly meetings 2019-2020	Teachers	More collaborative planning with Special Ed. teachers	Implementing SDI and using strategies to close the gap for Special Education students	MCAP scores

XIII. Management Plan

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

Allegany County Public Schools 2019-2020 School Improvement Plan

The draft document will be reviewed by the members of the School Improvement Team as they collaborate towards its completion. Faculty and staff revisit the vision and mission statements during our School-based School Improvement Day on August 26, 2019. 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

(www.mountainridgehigh.com). The implementation and evaluation of the School Improvement Plan will be discussed at regularly scheduled Principal Council meetings, department meetings, and SIT meetings.

Principal's Council Meetings 2019-2020 (7:20 a.m.)

Sept. 30th, Oct. 28th, Nov. 25th, Dec. 9th, Jan. 22nd, Feb. 24th, Mar. 23rd, Apr. 27th, May 18th

Department Meetings 2019-2020 (2:55- 3:20 p.m)

Oct. 3rd, Oct. 30th, Nov. 26th, Dec. 11th, Jan. 23rd, Feb. 26th, Mar. 25th, Apr. 29th, May 20th

School Improvement Team Meetings 2019-2020 (2:55- TBD)

Aug. 26th, Oct. 2nd , Feb. 12th

Principal Professional Development Days 2019-2020

Nov. 1 and Feb. 3rd

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

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

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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 via the Engrade testing system. 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 administration monitor the plan?

The administration will monitor the plan throughout the year. The plan will be reviewed monthly at the Principal Council meetings, and it will also be reviewed and incorporated into the Principal Staff Development days on November 1, 2019, and February 3, 2020. Additionally, the plan will be discussed at the MRHS SIT meeting scheduled for February 12th and further meetings as indicated by the discussion.

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

Central Office Staff will provide data and guidance during the development of the plan. Central Office Staff will also review the School Improvement Plan and then meet with the School Improvement Team to discuss revisions and approve the plan for implementation and posting to the website. Central Office Staff will be asked to assist with making revisions and updates based on available data. The School Improvement Plan will be assessed by Central Office Staff as part of the principal's evaluation.

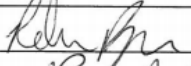
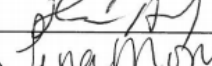
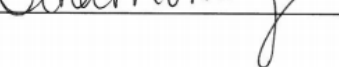
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Use this page to identify the members of the School Improvement Plan's team. Please include their affiliation/title

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Name (Print and Sign)	Affiliation/Title
Danny Carter <i>Danny Carter</i>	Principal
Katherine Loughrie <i>Katherine Loughrie</i>	Assistant Principal
James Evans <i>JHE</i>	Assistant Principal
Leslie Martin <i>Leslie Martin</i>	Chairperson; English Teacher
Leesa Blank <i>Leesa Blank</i>	School Counselor
Beth Ternent <i>Beth Ternent</i>	School Counselor
Salina Lepley <i>Salina Lepley</i>	Special Education Facilitator
Holly Itzo <i>Holly Itzo</i>	Special Education Teacher; Developmental Reading Teacher
Molly Taylor <i>Molly Taylor</i>	Developmental Reading Teacher
John Wade <i>John Wade</i>	Science Teacher; Instructional Leader
Jennifer Bonsell <i>J. L. Bonsell</i>	English Teacher
Heather Malec <i>Heather Malec</i>	World Languages (Spanish); Instructional Leader
Rob Duncan <i>Rob Duncan</i>	Math Teacher; Instructional Leader
Sherry Kramer <i>Sherry Kramer</i>	Math Teacher
Melissa Hankinson <i>Melissa Hankinson</i>	Consumer Sciences Teacher
Stephanie Marchbank <i>Stephanie Marchbank</i>	English Teacher; Instructional Leader
Ryan Patterson <i>RPatt</i>	Social Studies Teacher
Matt Ravenscroft <i>Matt Ravenscroft</i>	Social Studies Teacher

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Rebecca Byzon		Science Teacher
Dave Hobel		Teacher; Athletic Director
Tina Mowery		Parent Representative