

**Allegany County Public Schools  
2018 – 2019 School Improvement Plan**

**I: Allegany High School**

**Principal: Michael S. Calhoun**

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# INTEGRATED EDUCATIONAL FRAMEWORK

## Mission, Vision, and Core Values

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### Mission Statement

Allegany High School, education is a collaborative effort involving the student, the teacher, the home, the school, and the community.

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### Vision

Preparing all students for tomorrow's challenges - life, college, and career.

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### Core Values

As Allegany Campers, we value dependability, dignity, and determination above all else. To us, dependability means being on time, prepared, and ready to learn. To Allegany, being dignified means behaving in a manner worthy of respect. To Campers, being determined means being adaptable and willing to continue to do what is necessary to overcome challenges. We are Allegany Campers in 3D: Dependable, Dignified, and Determined.

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## A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

1. What is the role of the principal in the School Improvement Process at your school? *Cultivating people, d processes to improve instruction, create a positive learning environment where all students are expected achieve and leadership is fostered in others.*
2. What is the purpose of your school leadership team in the School Improvement Process? *Serves on the S Committee, facilitates department meetings and PLCs, helps with data retrieval and interpretation.*
3. Does your school improvement team (SIT) represent your entire school community, including parents/gu  
Yes
4. What additional opportunities exist for everyone in your school community to meaningfully participate i decision making process? *Staff and student surveys, staff development and open communication among stakeholders provide multiple opportunities in the AHS Community to participate in the school's decision i process.*
5. What is the process for developing a shared understanding and commitment to the vision, mission, and c values within the school and community? *The work is done through various PLCs.*
6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders c the beginning of the year and at our first SIP Meeting, Pre-SIP Submission, Post-SIP Submission.
7. Have you adjusted the school's mission and vision to changing expectations and opportunities for the sch changing needs and situations of students? If so, why?  
*We have adjusted our Mission Statement and Core Values. With the completion of the new AHS, more opportunities exist for students and staff to collaborate and this is reflected in our Mission Statement.*

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

**School climate and culture** have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development.

**School climate** refers to the character and quality of school life that is centered on patterns of students, staff and pa experiences of school life. School climate refers to a school's social, physical, and academic environment. It refers t not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

**School culture** is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizati structure. A related concept is school culture, which refers to the "unwritten rules and expectations" among the sch (Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as student learning, fulfillment, and well-being. The following examples are commonly associated with positive school cultures:

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

- A. Safe
- B. Appropriate for academic achievement; and
- C. Free from any form of harassment.

**Write in narrative or bulleted form, address your school's climate, culture, and inclusive community.**

Allegany High School prides itself on a welcoming school climate, culture and inclusive community. That positive climate starts with the administration, office staff, guidance, teachers and all staff members. The adults in the building have great relationships not only with each other but for the students, parents and community members as well. Awards and successes of teachers and students are recognized and shared with the school. The school is very accepting of all students not matter their socioeconomic background or gender preference. Allegany has a reputation for academic success and that tradition continues. With the new school, IAs, special educators now have time to plan and develop lessons collaboratively. To say that the students and staff are excited about the newly designed AHS is an understatement. This new environment helps promote academics, collaboration and helps reduce discipline problems because students care about their new liberties in this school. Overall, Allegany is a wonderful place to work and receive an education. We are Campers in 3D!

**C. Student and/or Staff Engagement Action Plan**

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***Student and/or Staff Engagement Action Plan***

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<p>Key areas of needed improvement: What is/are the issue (s) that needs addressed?</p>	<p>School Safety was identified as a concern by students and faculty members as an issue. This refers to not only physical safety but emotional safety as well.</p>
<p>Activities: What steps will be taken to obtain the desired outcome(s).</p>	<p>Safety team will conduct a series of drills and postures for the new school. These drills will be carried out. Guidance will train faculty in suicide prevention .</p>
<p>Responsible leader and team: Who is responsible and involved in the work?</p>	<p>School Safety Team (K.Cassell), ALL STAFF, and a volunteer student safety committee, SF Hederick and the City of Cumberland Police Department.</p>

<p>Resources: What investments (people, money, time, etc) will be needed to carry out the initiative(s) and strategies/activities) to achieve the desired outcome(s)?</p>	<p>Training program for suicide training. Completion of the School Safety Plan. Production of signs and posters for postures and egress directions. Participation in various safety drills throughout the school year.</p>
<p>Timeline: What are the major events and accomplishments for this?</p>	<p>The suicide training for staff is complete(October 17th) as well as the Safety Plan. The Great Shake Out Drill Active Shooter Lockdown Drill 2/25/19</p>
<p>Performance Metrics: What will you use to gauge progress on your steps and to determine if the intended goal has been met?</p>	<p>Completion of a survey to determine if our results increased as compared to the old survey as well as to the survey given last year to faculty and students.</p>
<p>Timeline: Include dates for implementation of action steps.</p>	<p>Safety Team met at Beginning of Year. Suicide Training- Oct. 17th Monthly meetings to hear student concerns on safety. Drills periodically throughout the year unannounced. End of the Year: Survey of Students and Staff on Safety Issues</p>

**SCHOOL DEMOGRAPHICS**

**A. Staff Demographics**

<b>Table 1</b>			
School-based Personnel	Part Time	Full Time	Total
Administrators		3	3
Teachers	1	43	44
Itinerant staff	1		1
Paraprofessionals		3	3
Support Staff		6	6
Other	6	14	20
Total Staff	8	69	77

<b>Table 2</b>					
Under each year, indicate the percent as indicated of individual in each category.	<b>2014 – 2015 Official Data</b>	<b>2015 – 2016 Official Data</b>	<b>2016 – 2017 Official Data</b>	<b>2017 – 2018 Official Data</b>	<b>2018 – 2019 Official Data</b>
<b>Percentage</b> of faculty who are: <ul style="list-style-type: none"> <li>● Certified to teach in assigned area(s)</li> <li>● Not certified to teach in assigned area(s)</li> </ul>	98.1 1.9	98.1 1.9	99.6 0.4	99.6 0.4	
For those not certified, list name, grade level course	Jim Bucy, physics Sally Buser, Spanish	Jim Bucy, physics Sally Buser, Spanish	Jim Bucy, physics	Jim Bucy, physics	Jim Bucy, physics
Number of years principal has been in the building	12	13	14	15	
Teacher Average Daily Attendance	95.4	95.2	95.4	93.6	

## B. Student Demographics

<b>Table 3</b>				
<b>SUBGROUP DATA</b>				
<b>SUBGROUP</b>	<b>2015-2016 TOTAL</b>	<b>2016 – 2017 TOTAL</b>	<b>2017-2018 TOTAL</b>	<b>2018-2019 TOTAL</b>
American Indian/Alaskan Native	≤10	≤10	≤10	≤10
Hawaiian/Pacific Islander	n/a	n/a	n/a	n/a
African American	41	40	36	31
White	571	585	616	644
Asian	12	13	14	11
Two or More Races	32	40	36	33
Special Education	48	46	61	68
LEP	≤10	n/a	≤10	≤10
Males	344	348	367	347
Females	316	333	337	374
Total Enrollment (Males + Females)	660	681	704	721
Farms (Oct 31 data)	42.28	40.70	37.95	39.44



**C. Special Education Data 2018-2019 School Year (As of September 30, 2018)**

<b>Table 4</b>					
<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	4	06 Emotional Disturbance	2	12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	1
03 Deaf		08 Other Health Impaired	21	14 Autism	7
04 Speech/Language Impaired	3	09 Specific Learning Disability	24	15 Developmental Delay	
05 Visual Impairment		10 Multiple Disabilities	1		

**ATTENDANCE**

<b>Table 5</b>	<b>2017-2018</b>	
<b>School Progress Attendance Rate</b>	<b>All Students AMO = 94.0%</b>	
<b>Grade Level – School Level Data</b>	<b>Attendance Rate</b>	<b>MET Y/N</b>
All Students	93.1	N
Grade 9	94.3	Y
Grade 10	92.0	N
Grade 11	93.2	N
Grade 12	93.0	N

Complete the table and then calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2017. Represent as + or - based on increase or decrease of data.

<b>Table 6</b>					
<b>Attendance Rate</b>					
<b>Subgroups – School Level Data</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Percent of Change</b>
All Students	94.3	93.7	93.4	93.1	-0.32
Hispanic/Latino of any race	97.5	96.6	93.1	92.2	-0.97
American Indian or Alaska Native	93.6	93.5	93.1	95.9	3.01
Asian	96.9	96.3	96.1	94.7	-1.46
Black or African American	90.4	88.3	89.0	90.0	1.12
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	94.6	94.1	93.9	93.5	-0.43
Two or more races	93.4	91.9	89.6	89.3	-0.33
Special Education	92.0	90.1	92.6	93.3	0.76
Limited English Proficient (LEP)	96.0	*	96.7	90.7	-6.2
Free/Reduced Meals (FARMS)	92.2	91.4	90.7	90.2	-0.55

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.

Overall, attendance for AHS has declined slightly below AYP over the past three years. We like most high schools across the district struggle with teenage apathy, an increase in mental health issues, drug use, and decreased parental involvement. As a school we are concerned about attendance declining due to our new location. The junior class (Class of 2020) has many at-risk students. Special Education and Black/African American students have increased. FARMS and white students are of massive concern because they make up the majority of the student population.

Describe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.

The Pupil Service Team will meet weekly to discuss students with attendance issues /concerns. Any issues that need immediate solution will be addressed in-between PST meetings.

Individual attendance issues will result in letters being sent home from the school, attendance meetings between AP, PPW, and student. (Year round)

Through the AHS PBIS Program, attendance is emphasized. Teachers and staff members will give out Camper Cash for student improvement in attendance. Also, students with good attendance receive monthly Camper Cash. All of the Camper Cash is entered into weekly drawing for prizes such as gift cards, earbuds, cosmetics, etc. At the end of the nine weeks students gather together for an assembly where individual prizes are drawn, and class attendance is announced for tardiness and absenteeism. The group with the highest rates receives their rewards first.

## **HABITUAL TRUANCY**

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

on the Examination of the Habitual Truancy Data, respond to the following:

How many students were identified as habitual truants? 15 (2.15%)

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

The attendance officer will make phone calls as needed to check on chronic absenteeism. (Year round)

Attendance meetings and contracts will hold students and parents accountable for their individual attendance.

School-wide Tier I support to recognize good attendance through the use of "Camper Cash" is developed.

Newly established "Peer Connections" peer mentoring program Tier II interventions are followed.

Use of Check and Connect Mentoring Program

**GRADUATION AND DROPOUT RATE – High Schools Only**

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

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**Year Adjusted Cohort Graduation Rate**

Group	All Students											
	2014-2015			2015-2016			2016-2017			2017-2018		
	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)
All Students	151	142	94.04	151	136	90.07	141	128	90.78	179	171	95.53
Asian/Latino	*	*	*				1	1	100	2	2	100
Native American or Alaska Native	*	*	*				2	2	100	0	n/a	n/a
Hispanic	*	*	*				3	3	100	6	6	100
African American	*	*	*	14	11	78.57	7	5	71.43	16	14	87.5
Hawaiian or Pacific Islander	*	*	*				2	2	100	0	n/a	n/a
White	138	*	≥95.00	128	117	91.41	122	113	92.62	144	138	95.83
Other races	*	*	*				6	4	66.67	11	11	100
Special Education	*	*	*	15	11	73.33	8	7	87.5	8	7	87.5
English Learner (LEP)	*	*	*							0	n/a	n/a
Reduced Meals ( )	62	54	87.10	63	50	79.37	46	38	82.61	66	58	87.88



## Year Adjusted Cohort Dropout Rate

Group	All Students											
	2014-2015			2015-2016			2016-2017			2017-2018		
	Adjusted Cohort	# of Dropouts	Dropout Rate (%)	Adjusted Cohort	# of Dropouts	Dropout Rate (%)	Adjusted Cohort	# of Dropouts	Dropout Rate (%)	Adjusted Cohort	# of Dropouts	Dropout Rate (%)
Students	151	8	5.3	151	15	9.93	141	13	9.22	179	7	3.91
Hispanic/Latino	*	*	*				1	0	0	2	0	0
Native American or Alaska Native	*	*	*				2	0	0	0	n/a	n/a
	*	*	*				3	0	0	6	0	0
African American	*	*	*	14	3	21.43	7	2	28.57	16	2	12.5
Hawaiian or Pacific Islander	*	*	*							0	n/a	n/a
	138	6	4.35	128	11	8.59	122	9	7.38	144	5	3.47
Other races	*	*	*				6	2	33.33	11	0	0
Special Education	*	*	*	15	4	26.67	8	1	12.5	8	1	12.5
English Learners (LEP)	*	*	*							0	n/a	n/a
Reduced Meals ( )	62	8	12.90	63	13	20.63	46	8	17.39	66	7	10.61

Describe where challenges are evident. In your response, identify challenges in terms of subgroups, especially Special Education, ELL and the subgroup with the lowest graduation rate and the highest dropout rate .

*Although there is currently no data for 2017-2018, graduation/dropout rate data from 2016-2017 indicates that African American (71.43%/28.57%), Two or more races (66.67%/33.33%), Special Education (87.5%/12.5%), and ELL (82.61%/17.39%) will be challenged.*

Describe the changes or adjustments that will be made and include a timeline.

Continue to develop positive relationships with parents who want to see their children graduate. (Year round)

Work within the school community to allow students the opportunity to succeed.

Use of Peer mentoring, Check and Connect, the Academic Village, PBIS Incentives, Summer School, After-School Credit Recovery, NHS Tutoring and Bridge Programs will help students experience academic success.

Getting students involved will also help increase graduation rates.



## SCHOOL SAFETY/ SUSPENSIONS

Suspension – In school and out of school suspensions

School Safety – Suspension for Sexual Harassment, Harassment, and Bullying

Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses bullying/ harassment. Calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2016-2017. Represent as + or - based on increase or decrease of data.

<b>Table 9</b>				
<b>SUSPENSIONS</b>				
<b>Subgroup</b>	<b>All Students</b>			
	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Percent Change from 2017 to 2018</b>
Total Referrals	572	941	754	-19.9%
All Suspensions	114	201	150	-25.4%
In School	8	27	23	-14.8%
Out of School	106	151	127	-15.9%
Sexual Harassment Offenses	2	0	2	
Harassment/Bullying Offenses	7	4	5	25%

Comment on the number of suspensions for your school related to these incidents and provide a plan to reduce that number if applicable.

*Our number of suspensions has declined over the past year with the implementation of PBIS and restorative practices. We plan for this number to continue to decline over time with further usage of these initiatives.*

## **ACADEMIC PROGRESS**

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany are required to do the same.

### **A. ENGLISH LANGUAGE ARTS**

#### **1. Reading/ELA Data Overview**

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

**Short Term Goal:** To reduce the gap for FARMS, Special Education and other low performing subgroups.

**Reading – Proficiency Data (Elementary, Middle and High Schools)**

**Complete data charts using 2015, 2016, 2017, 2018 Data Results.**

	2015								2016								2017								2018			
	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		Total #	Level 1 or 2		Level 3	Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%			#	%
<b>Hispanic</b>	133	64	48.1	31	23.3	38	28.6	208	78	37.5	49	19.2	81	38.9	173	54	31.2	28	16.1	92	53.2	195	63	32.3	48			
<b>Indian or Alaska Native</b>	≤10	≤10	100	n/a	n/a	n/a	n/a	≤10	≤10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	n/a	n/a	n/a		
<b>Black or African American</b>	≤10	≤10	100	n/a	n/a	n/a	n/a	≤10	≤10	40.0	n/a	n/a	≤10	60.0	≤10	n/a	n/a	n/a	n/a	≤10	100	≤10	n/a	n/a	n/a	n/a		
<b>Hispanic or African American</b>	≤10	≤10	100	n/a	n/a	n/a	n/a	17	12	70.6	≤10	23.5	≤10	5.9	≤10	≤10	44.4	≤10	22.2	≤10	33.3	≤10	≤10	62.5	≤10			
<b>Latino or Hispanic</b>	≤10	n/a	n/a	≤10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	33.3	≤10	16.7	≤10	50.0	≤10	≤10	33.3	≤10			
<b>Native Hawaiian or Other Pacific Islander</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
<b>Two or more races</b>	125	67	53.6	30	24.0	38	30.4	177	61	34.5	41	23.2	75	42.4	148	43	29.1	25	16.9	80	54.1	164	49	29.9	42			
<b>Other races</b>	≤10	≤10	100	n/a	n/a	n/a	n/a	≤10	≤10	25.0	≤10	50.0	≤10	25.0	≤10	≤10	62.5	n/a	n/a	≤10	37.5	13	≤10	53.8	≤10			
<b>Education</b>	≤10	≤10	100	n/a	n/a	n/a	n/a	12	11	91.7	≤10	8.3	n/a	n/a	13	≤10	76.9	≤10	23.1	n/a	n/a	20	15	75.0	≤10			
<b>English (LEP)</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	n/a	n/a	≤10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
<b>Unemployed (RMS)</b>	48	35	72.9	≤10	10.4	≤10	16.7	93	51	54.8	19	20.4	23	24.7	74	35	47.3	15	20.3	24	32.4	85	39	45.9	19			
	53	21	39.6	18	34.0	14	26.4	98	25	25.5	23	23.5	50	51.0	86	21	24.4	13	15.1	52	60.5	100	18	18.0	27			

	81	43	53.1	13	16.0	24	29.6	110	28	25.5	26	23.6	31	28.2	88	33	37.5	15	17.0	40	45.5	95	45	47.4	21
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**2. Analyze the data results for ELA 3-5; 6-8; 10 to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.**

- a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP. Were the identified goal(s) met? If so the goal be sustained?

Describe the gains made in focus areas.

During 2017-2018, the following subgroups made incremental progress toward meeting and exceeding State performance standards for PARCC: Special Education and Free/Reduced Meals (FARMS). After three consecutive years of no student performing at Levels 4 or 5, the Special Education subgroup showed progress with 10.0% of its population achieving the performance status. The FARMS subgroup increased in population from 74 to 85, while simultaneously also increasing its performance (from 20.3% to 22.4%). At the same time, this same subgroup maintained a close percentage of students at Levels 4 or 5 status (i.e., from 32.4% to 31.8%). On closer examination of this specific level, one sees that an additional 3 students (i.e., from 24 in 2017 to 27 in 2018) achieved the highest performance status.

One subgroup, Black or African American, decreased in performance progress. While having a student sample close in size (i.e., 9 in 2017 and 8 in 2018), Levels 1 or 2 saw an increase of students performing at this level—specifically, 18.1% more in 2017 to 2018. This indicated a lack of progress for this subgroup.

Goals will be sustained by continuing to emphasize the connections between reading, writing, and thinking—not only within the English classroom but also across disciplines. Currently, English 9, 10, 11, and 12 teachers are integrating “Mini-Qs in Lit” from *The DBQ Project* to allow students to practice evidence-based arguments using authentic assessments. The goal of cross-discipline integration is to promote literacy by having students interpret, create, and present information while using primary and secondary sources.

Based on this year’s data, describe the UDL strategies in the 2017-2018 plan that proved most effective?

The mode that proved most effective for English students was *Means of Expression*, which included the following strategies:

1. Offering clear and specific feedback on assignments and as appropriate, encouragement to re-submit assignments
2. Allowing students to demonstrate their knowledge of subject matter through a variety of means (oral presentation, written report, etc.);

3. Encouraging the use of assistive, adaptive, or other technologies to ensure that students can accurately express they know; and
4. Providing clear guidelines and/or evaluation rubrics for all major course assignments or activities.

b. Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps. Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports. Implement data from the DMRS in the Goal Planning Process.

Use the ACPS Goal Planning Process

Please include the following:

❖ What is the issue?

The issue involves the areas of Written Expression and Writing Knowledge. For both of these areas, many sub-group students are weak in their abilities to acquire fluent and efficient writing skills. They struggle to generate ideas, construct meaningful sentences, sequence and organize their ideas into paragraphs, and use grammar appropriately.

Because reading and writing is a connected process, students across the population continue to show minimal gain concerning the skills of 1) thinking critically about what they read, 2) analyzing the quality of arguments and evidence presented, and recognizing how a text's structure and language convey ideas. Subsequently, these students also are deficient in their ability to compose in a variety of modes by 1) developing content, 2) employing specific forms, and 3) selecting language appropriate to a particular audience and purpose (CLG 2 - Composing in a Variety of Modes). They also continue to struggle with constructing, examining, and extending meaning of their own analysis and, subsequently, their own writing (CLG 1 - Indicator 1.1.2).

❖ What data support the need for a resolution to the identified issue?

For Grade 10 Assessment, 2017-2018, students scored below both the district and the State for all writing tasks but had the greatest discrepancy for the areas of Written Expression and Writing Knowledge.

❖ Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

The goal aligns with preparing “100% of students to be college and career ready by graduation”—thus, all students achi  
PARCC score of 4 or 5 at the end of their junior year.

❖ What is currently preventing the identified goal from being attained?

Since 2015, a pattern of increased poverty has presented itself at Allegany (with the number of FARMS students almost over a three-year period). According to the Maryland State Department of Education, 55.39% of students in Allegany County Public Schools qualified for Free and Reduced Meals during year 2017-2018 school year, while 43.21% across the state of Maryland. Research indicates, “growing up in a family with low SES is associated with substantially worse health and impaired psychological well-being, and impaired cognitive and emotional development throughout the lifespan” (Hackman, Farah, & Meaney, 2010). The idea that these students struggle due to their circumstances goes beyond the thought that their lives are just *harder*: their mental and physical health are actually affected. This chronic stress can impair attentional control and working memory. Low SES is also related to lesser vocabulary, phonological awareness, and syntax (Hackman et al., 2010).

Hackman, D., Farah, M., & Meaney, M. (2010). Socioeconomic status and the brain: Mechanistic insights from human and animal research. *Nature reviews*. 11.9:651-659

❖ What outcome(s) will determine the identified goal has been met?

Beside the obvious outcome of an increased percentage of subgroup students attaining 4 or 5 scores on ELA PARCC, for the next year, the results of the assessments at the classroom level will assist in determining the progression students have made toward the goal. The assessments include both County benchmarks and/or teacher-designed measurements.

❖ What resources are not currently available to meet the identified goal?

Because PARCC tests are administered online, students need to develop increased stamina for reading and writing via technological means. To begin this process, County benchmarks for ninth grade need to be administered online instead of on pencil so students learn early how to navigate and compose texts by such means.

❖ What steps will be taken to fully implement the plan in the effort to reach the identified goal?

Using strategies like those presented by *The DBQ Project's* “Mini-Qs in Literature,” English teachers will guide students in how to comprehend and make sense of primary and secondary texts. Designed for students at their respective levels, these texts will assist students in gaining knowledge and will serve as a basis to help them develop maturity in their writing. Social Studies teachers will supplement this learning through their own DBQs and Mini-Qs. Because comprehension depends primarily on background knowledge that readers already know, the promotion of such background knowledge and vocabulary acquisition will assist all students in connecting and applying their knowledge to multi-paragraph, evidence-based essays. Such document-based questions



authentic assessments and allow all students, regardless of ability level or socio-economic background, to practice critical reading/writing skills.

- ❖ How will implementation be monitored to reach the identified goal?

Using rubrics and informal measurements, English teachers will monitor 1) students' development of ideas, organization, language, and knowledge of language and conventions in their writing and 2) their multi-step process for planning and writing including selecting and organizing evidence, developing a claim, bucketing, outlining, drafting, and revising.

**c. To Be Completed when 2019 PARCC data is available**

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

**3. Universal Design for Learning for ELA.**

**How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies in your 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.**

<b>Table 13</b>	
<b>DL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<b>Means of Representation:</b> <i>Providing the learner with various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>• Employ multiple methods of expressing course content, utilizing different modes (visual, graphic, auditory, etc.) so students have varied ways to access the course content.</li> <li>• Provide multiple ways of clearly identifying and explaining essential course concepts (lecture with notes, etc.).</li> <li>• Ensure accessibility in all course content and materials (accessible websites, captioned videos, text, etc.).</li> <li>• Provide examples and/or illustrations of all major course assignments or activities.</li> <li>• Clarify vocabulary and symbols.</li> </ul>
<b>Means for Expressions:</b> <i>Providing the learner with alternatives for demonstrating their knowledge and skills (what they know).</i>	<p><b>Expression/Action- This is how the student will demonstrate their knowledge.</b></p> <ul style="list-style-type: none"> <li>• Offer clear and specific feedback on assignments and as appropriate, encourage resubmission of assignments.</li> <li>• Allow students to demonstrate their knowledge of subject matter through a variety of means (oral report, written report, etc.).</li> <li>• Encourage the use of assistive, adaptive, or other technologies to ensure that students can accurately demonstrate what they know.</li> <li>• Provide clear guidelines and/or evaluation rubrics for all major course assignments or activities.</li> <li>• Build fluencies with graduated levels of support for practice and performance.</li> </ul>
<b>Means for Engagement:</b> <i>Providing options into learners interests, challenge them appropriately, and motivate them to learn.</i>	<p><b>Multiple Options for Engagement</b></p> <ul style="list-style-type: none"> <li>• Offer varied instructional methods to involve students in the learning process (lecture, small group work, online assignments, class discussion, etc.).</li> <li>• Encourage natural support systems (peer academic networks, partner work, small groups, etc.) in the classroom.</li> <li>• Provide alternatives for students on how they can participate or complete designated course assignments or activities.</li> <li>• Vary demands and resources to optimize challenge.</li> <li>• Provide students with tools to manage their time and achieve their goals.</li> </ul>

## **B. MATHEMATICS**

### **1. Math Data Overview**

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

**Short Term Goal:** To reduce the gap for FARMS, Special Education and other low performing subgroups.

**Math – Proficiency Data (Elementary, Middle and High Schools)**

**Complete data charts using 2015, 2016, 2017, 2018 Data Results.**

	2015							2016							2017							2018			
	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		Total #	Level 1 or 2		Level 3 #
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
<b>Hispanic</b>	94	69	73.4	23	24.5	≤10	2.1	88	59	67.0	23	26.1	≤10	6.8	118	75	63.6	33	28.0	≤10	8.5	124	50	40.3	50
<b>Indian or Alaska Native</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	n/a	n/a	≤10	100	n/a	n/a	≤10	≤10	100	n/a
<b>Black</b>	≤10	≤10	100	n/a	n/a	n/a	n/a	≤10	≤10	66.7	n/a	n/a	≤10	33.3	≤10	n/a	n/a	≤10	100	n/a	n/a	n/a	n/a	n/a	n/a
<b>American Indian or Alaska Native</b>	≤10	≤10	100	n/a	n/a	n/a	n/a	≤10	≤10	60.0	≤10	40.0	n/a	n/a	≤10	≤10	85.7	≤10	14.3	n/a	n/a	≤10	≤10	42.9	≤10
<b>Latino of Other Race</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	100	n/a	n/a	n/a	n/a	≤10	≤10	100	n/a	n/a	n/a	n/a	≤10	≤10	100	n/a
<b>Native Hawaiian or Other Pacific Islander</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Other Races</b>	82	58	70.7	22	26.0	≤10	2.4	76	50	65.8	21	27.6	≤10	6.6	100	61	61.0	30	30.0	≤10	9.0	106	38	35.8	46
<b>Other Races</b>	≤10	≤10	66.7	≤10	33.3	n/a	n/a	≤10	≤10	100	n/a	n/a	n/a	n/a	≤10	≤10	80.0	n/a	n/a	≤10	20.0	≤10	≤10	77.8	≤10
<b>Education</b>	12	11	91.7	≤10	8.3	n/a	n/a	11	≤10	90.9	≤10	9.1	n/a	n/a	12	11	91.7	≤10	8.3	n/a	n/a	15	11	73.3	4
<b>English (LEP)</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Unemployed (RMS)</b>	59	40	67.8	18	30.5	≤10	1.7	53	40	75.5	12	22.6	≤10	1.9	61	36	50.8	18	29.5	≤10	11.5	68	33	48.5	26
<b>Unemployed (RMS)</b>	47	36	76.6	≤10	21.3	≤10	2.1	44	27	61.4	15	34.1	≤10	4.5	61	37	60.6	20	32.8	≤10	6.6	51	15	29.4	20
<b>Unemployed (RMS)</b>	47	33	70.2	13	27.7	≤10	2.1	44	32	72.7	≤10	18.2	≤10	9.1	57	38	66.7	13	22.8	≤10	10.5	73	35	47.9	30

**2. Analyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.**

Analyze Data Results and Strategy Implementation from 2017-2018 SIP.

Were the identified goal(s) met? **The goals of increasing the passing scores for the Black or African American subgroup Special Education subgroup were met.** If so, how will the goal be sustained? **In an effort to maintain these gains strategies that were employed last year will be continued and refined.**

Describe the gains made in focus areas. **The Black or African American subgroup passing scores increased significantly in 2017 to 14.3% in 2018. The Special Education subgroup scores also increased significantly from 8.3% in 2017 to 2018.**

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective? **The UDL strategies that were most effective include reviewing through daily warm-up exercises and modeling behaviors such as peer problem solving and completing PARCC-like problems.**

Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps. Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports. Implement data from the DMRS in the Goal Planning Process.

Use the ACPS Goal Planning Process

Please include the following:

- ❖ What is the issue? **While students in the male subgroup did make a significant gain in the percentage of scores above from 33.3% in 2017 to 52.1% in 2018, the male subgroup scored significantly less than the female subgroup which increased from 39.4% in 2017 to 70.6% in 2018. Why did males score lower than females? They do not problem solving. Why do they not persist in problem solving? They have experienced a lack of past success in math. Why have they experienced a lack of past success in math? They have put forth a lack of effort. Why have they put forth a lack of effort? They have demonstrated a lack of interest in the subject. Why have they demonstrated**

interest in the subject? They have poor reading comprehension skills which is the perceived root cause of males scoring lower than females. Also, the special education subgroup increased significantly in the percentage of students scoring 3 and above from 8.3% in 2017 to 26.7% in 2018, but was still far below the passing percentages of other subgroups. The five whys for the special education subgroup would be the same as those for the male subgroup giving the perceived root cause of poor reading comprehension skills.

- ❖ What data support the need for a resolution to the identified issue? **The passing percentage for males is 18.5% below that of females, and the passing percentage for the special education subgroup is 33.0% below all students. These differences demonstrate a need to decrease the gaps between these groups.**
- ❖ Does the identified goal align with an initiative of the ACPS? If so, how/why does it align? **The goal aligns with the Vision Statement of the Allegany County Public Schools which is “To raise up all children to their potential with strong relationships, high expectations, and rigorous and relevant learning so that all students graduate ready for college and careers.”**
- ❖ What is currently preventing the identified goal from being attained? **As stated previously, students of these subgroups continue to show evidence of lacking skills in reading and comprehending problems in order to analyze, synthesize, compare or interpret data and information. They also display a lack of ability to know when and how to transfer and organize data from the problems to calculator operations and then to identify or develop a solution with appropriate justification.**
- ❖ What outcome(s) will determine the identified goal has been met? **The Algebra I PARCC assessment scores from this year and future years will determine whether the goal has been met. In addition, benchmark scores and other in-classroom assessments can be used to determine if the goals are being met.**
- ❖ What resources are not currently available to meet the identified goal? **There is a need for enough and more readily available computers to accommodate the entire class to be able to practice PARCC-like activities together.**
- ❖ What steps will be taken to fully implement the plan in the effort to reach the identified goal? **The Algebra 1 teacher and the help of the reading teacher and co-teacher will provide assistance with vocabulary, reading comprehension and problem solving strategies throughout the course to aid students in reaching a passing score. Also, encouragement will be given to persist in problem solving and to do as much as possible in a problem to get a credit as possible.**
- ❖ How will implementation be monitored to reach the identified goal? **The Algebra 1 PARCC scores as well as benchmark scores and other classroom assessments will be used to determine the successfulness of any changes that have been made.**



To Be Completed when 2019 PARCC data is available

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?



### 3. Universal Design for Learning for MATH.

How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies 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 15	
DL Principle/Mode	Representation –How the teacher presents the information.
<b>Means of Representation:</b> <i>Providing the learner with various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>• Pre Teaching, Warm-ups</li> <li>• Highlighting, Interactive Notetaking</li> <li>• Gradual Release Model</li> <li>• Think Aloud</li> </ul>
<b>Means for Expressions:</b> <i>Providing the learner with alternatives for demonstrating their knowledge and skills (what they know).</i>	<p><b>Expression/Action- How the students demonstrates their knowledge.</b></p> <ul style="list-style-type: none"> <li>• Problem Solving Checklist</li> <li>• Algebra Tiles</li> <li>• Sticky Notes</li> <li>• Equation Template</li> </ul>
<b>Means for Engagement:</b> <i>Providing into learners interests, challenge them appropriately, and motivate them to learn.</i>	<p><b>Multiple Options for Engagement</b></p> <ul style="list-style-type: none"> <li>• Modeling Behaviors</li> <li>• 6-Second Pause</li> <li>• Task Variation</li> <li>• Guiding Questions</li> <li>• Peer Tutoring</li> </ul>

**C. SCIENCE**

The Science section will be omitted for the 2018-2019 year as the transition is made to the NGSS and MISA.

**D. SOCIAL STUDIES/GOVERNMENT**

**1. Government Data Overview**

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

**Short Term Goal:** To reduce the gap for FARMS, Special Education and other low performing subgroups.

**Complete data charts using 2015, 2016, 2017, 2018 Data Results.**

**Table 16: Maryland School Assessment Performance Results –Government**

Subgroup	All Students										
	2015			2016			2017			2018	
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	% Prof.
Students	139	87	62.1	129	106	82.1	196	135	68.88	195	133
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Black or African American	14	2	13.3	n/a	n/a	n/a	n/a	n/a	n/a		
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
White	117	82	70.1	n/a	n/a	n/a	n/a	n/a	n/a		
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Special Education	10	3	30.0	n/a	n/a	n/a	n/a	n/a	n/a		
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Free/Reduced Meals (FARMS)	57	28	49.1	n/a	n/a	n/a	n/a	n/a	n/a		

**2. Analyze the data results for Government to determine underperforming areas.  
Include FARMS, SE and other selected focus subgroups in your analysis.**

Analyze Data Results and Strategy Implementation from 2017-2018 SIP.

Were the identified goals met? If so, how will the goal be sustained?

Describe the gains made in focus areas.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?

We do not have the breakdown of the Government Data to determine subgroup performance.

Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.

Determine focus standards through collaboration with staff members.

Implement data in the Goal Planning Process.

Use the ACPS Goal Planning Process

Please include the following:

- ❖ What is the issue? Students are not demonstrating improvement on the HSA Government Exam.
- ❖ What data support the need for a resolution to the identified issue? Our scores are at approximately 69%.
- ❖ Does the identified goal align with an initiative of the ACPS? If so, how/why does it align? Yes.
- ❖ What is currently preventing the identified goal from being attained? Reading/writing comprehension and vocabulary.
- ❖ What outcome(s) will determine the identified goal has been met? Improvement of benchmarks and formative assessments.
- ❖ What resources are not currently available to meet the identified goal? More student available technology to practice Activities.
- ❖ What steps will be taken to fully implement the plan in the effort to reach the identified goal? Emphasis on vocabulary reading comprehension skills with use of Mini-DBQs, SOAPstone, and cross-curricular connections.

- ❖ How will implementation be monitored to reach the identified goal? HSA Government Scores, benchmarks, and c assessments will be used to monitor progress.

It is believed that there remains an achievement gap between the underperforming areas of FARMs and special education populations. The achievement gap can be decreased by general education teachers and students collaborating with special education teachers during the lunch power hour, students receiving tutoring from the National Honor Society members, and the anchor government lessons prepared by the government teachers of Allegany County. In addition, teachers will continue to use the Guided Release of Responsibility teaching approach and utilize content, language, and social purposes for lessons. Progress will be monitored by reviewing student progress in Aspen and the data from the mini-DBQ essays.

**To Be Completed when 2019 HSA data is available**

- Based on the implementation outcome (s), has the identified goal been reached? No, scores have remained the same about 69% for the past two years on the HSA Government Exam. The goal is to have all students pass the HSA Government Exam.
- If the identified goal has been reached, how will capacity be sustained?  
Our goal has not been reached but teachers felt that collaborative grouping worked very well.

### 3. Universal Design for Learning for Government.

How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies 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 17	Universal Design for Learning
DL Principle/Mode	<b>Representation –How the teacher presents the information.</b>
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	Warm- ups GRR-vocabulary Learning Stations Escape Room Activities Soapstone
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>  Scenarios/Skits Power Points Vokis Edmodo Canvas
<i>Means for Engagement: tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>  Video Movie Maker Kahoot National History Day Projects Monuments in 3D Field Trips Service Learning

## **Administrative Leadership**

**PRINCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and be evidence (See SLO rubric)**

### **A. Principal SLO 1**

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
2. Describe the information and/or data that was collected or used to create the SLO.
3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
4. Describe what evidence will be used to determine student growth for the SLO.

### **B. Principal SLO 2**

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
2. Describe the information and/or data that was collected or used to create the SLO.
3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
4. Describe what evidence will be used to determine student growth for the SLO.

## **MULTI-TIERED SYSTEM OF SUPPORT**

**Include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan. Make sure your goal planning process to show the integration and linkage between your goal planning process and priorities.**

**Based upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?**

*School personnel use strategic/group interventions for students needing Tier II behavior support in addition to Tier I behavior supports.*

**a. How will the priority/ priorities be addressed?**

*A group of combined teams will determine a process Tier I and Tier II behavior incentives to fully implement check, connect mentoring practices to decrease Tier III supports.*

**b. What district support is needed to address your priority/priorities?**

*District support is needed to provide AHS staff with training in the area of mentoring and check and connect.*

## POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based approach method adopted by the State Board to:

- a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
- b. Improve the link between research-validated practices and the environments in which teaching and learning occur.

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

*The Allegany High School PBIS team has developed a "Camper in 3D" Behavior Expectation matrix. The 3D's are "dependable", "dignified", and "determined". The matrix qualifies and delineates the expected student behaviors for the classroom, cafeteria/hallways/restrooms and athletic/extra-curricular activities. In addition, the team has developed a "Student Support/Feedback" form to be completed by school staff and submitted to the PBIS team. The PBIS team will also implement a new program, "Choose Kindness". The kindness campaign will seek to promote dignified behavior and reduce bullying.*

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

*The PBIS team will continue the use of Check & Connect with those students identified as needing Tier II and Tier III support. The PBIS team will establish a new Tier II support through the creation of a peer mentoring program. The new peer mentoring program, Peer Connections, will be piloted in the current school year with 12-15 upperclassmen trained as peer mentors, with 12-15 underclassmen.*



## Family and Community Engagement: Non-Title I Schools

### Parent/Community Involvement Needs

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

ogany Academic Endowment Committee is a parent run committee dedicated to enhancing the learning environment of the classroom through tec  
s. We fund special requests from teachers that are outside their regular funding to better engage the students in lessons. These requests range fr  
the substitutes, buses, shortfalls in a students inability to meet their costs and specific supplies for activities. We also organize and fund, in large p  
bus trip every spring. Each charter bus travels to a smaller Private College and a large State University to give sophomores and juniors a taste of c  
to aid in their future decision making. Each year we take one bus East and one bus West and students have a choice which campuses they would  
College Exams required to be taken for a student to receive College Credits and in some cases are cost prohibited. This is another area that we su  
Cubbie, that provides in-need Students with weekend individual or family meals, clothing and toiletries, is also partially supported by AHS Acader  
ment. The monies that are generated, through fund-raising by the committee, and outside donations are solely used for the purpose of supportin  
s' and students' successes.

### Parent Advisory Committee 2018 - 2019

Name	Position
Nadene Stroup	President
Anne Bryan	Vice-president
Amy Hutcherson	Secretary
Karen Persons	Treasurer
Amy Llewellyn	Guidance
Eleanor Madden	
Kimberly Miltenberger	
Tami Trautwein	
Patti D'Arcangelis	
Scott Lohr	
Whitney Cornwell	
Mike Calhoun	Principal

Hayley White	Student Government President
Melissa Guthrie	Financial secretary

## Part I Parent Involvement Plan

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

### ALLEGANY HIGH SCHOOL PARENT INVOLVEMENT PLAN

#### Expectations

ALLEGANY HIGH SCHOOL recognizes the importance of forming a strong partnership with parent/family and community members in order to benefit 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 support academics at home, the school will meet their targeted goals.

**Action Plan**

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should yo for more inform
<p><b>Shared Decision Making</b></p> <p>The parent involvement plan is developed with input from parents.</p>	<p>Committee members will meet to discuss and plan activities, actions, and initiatives. Parent Advisory Council (school level) Endowment Committee meeting with each department about needs</p>	<p>monthly</p>	<p>Nadene Stroup</p>
<p><b>Building Parental Capacity</b></p> <p>Provide assistance to parents in understanding the State’s academic content standards and students academic achievement standards, and State and local academic assessments.</p> <p>Provide materials and parent trainings/ workshops to help parents improve their child’s academic achievement</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Parent conferences</li> <li>● School newsletter</li> <li>● Principal’s weekly email blast</li> <li>● Classroom syllabi</li> <li>● School, System and MSDE websites</li> <li>● ASPEN Online Grades</li> <li>● College Road Show</li> <li>● Tri-State College Night at ACM</li> <li>● Guides for parent conference day</li> <li>● Bake sale for community service project</li> <li>● Brochures, college information packets, local university and college applications were made available to parents</li> <li>● freshman orientation</li> <li>● Weekly principal email blast</li> <li>● School newsletter</li> <li>● Powerpoint presentation of the Blue Power Book</li> <li>● Parent Advisory Committee</li> <li>● Academic Endowment Foundation</li> <li>● Freshman Activities Orientation</li> </ul>	<p>ongoing</p> <p>Spring 2019 10/18</p> <p>quarterly</p> <p>8/18</p> <p>weekly 8/18</p> <p>monthly 8/18</p>	<p>Mr. Calhoun</p> <p>classroom teachers</p> <p>Tammy Twigg/St Government/Peer Helpers</p> <p>Mr. Calhoun</p> <p>Student Government Tammy Twigg</p> <p>Nadene Stroup</p> <p>Tammy Twigg</p>

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you for more inform
<p><b>Review the Effectiveness</b></p> <p>Effectiveness of the school's parental involvement activities will be reviewed.</p>	<p>Committee members will meet to assess the effectiveness of the parental involvement activities and initiate a plan for the 2018-2019 school year.</p> <p>Evaluation of each activity as they occur</p>		
<p><b>Other School Level Parent Involvement Initiatives Based on Epstein's Third Type of Involvement: Volunteering</b></p>	<ul style="list-style-type: none"> <li>• All athletic teams</li> <li>• Band</li> <li>• Mock Trial</li> <li>• Drama Club</li> <li>• Student Dance Chaperones</li> <li>• Meet the Squad Night</li> <li>• Circle of Friends</li> <li>• Student Government canned food drives</li> <li>• Chaperones for FBLA conferences</li> <li>• Allegany "Open House"</li> </ul>	<p>ongoing</p> <p>9/18</p> <p>8/18</p> <p>11/18</p> <p>8/18</p>	<p>Scott Bauer/Jon I Ted Eirich Larry Jackson Brian White Desiree Witt</p> <p>Mr. Calhoun</p> <p>Tammy Twigg Tammy Edwards</p>

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

*Parent participation and awareness takes place via the principal's weekly email blast as well with the monthly endowment committee meetings. Parents are welcome and invited to these meetings.*

## **Professional Community for Teachers and Staff- Standard 7**

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

**Professional Learning Title:** PBIS Universal Support

**Date (s):** August 23, 2018

**Location and Time:** 10:00 Cafeteria

**Intended Audience:** Faculty

What changes are expected to occur in the classroom as a result of this professional learning?

All staff members are knowledgeable about positive behavior and rewards/incentives for the Allegany High.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

Staff will recognize the importance of rewarding good behavior and the effects that such behavior can have on the overall classroom c

How will you measure the implementation of the the knowledge and skills in the classroom?

Counting the amount of Camper Cash submitted by students and faculty members.

**Professional Learning Title:** Reading IEPs

**Date (s):** 10/17/2018 (postponed)

**Location and Time:** Cafeteria/ 8:30 am

**Intended Audience:** Staff

What changes are expected to occur in the classroom as a result of this professional learning?  
Teachers would feel more comfortable reading and understanding IEPs.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?  
Apply IEP and adapt lessons, tests, etc.

How will you measure the implementation of the the knowledge and skills in the classroom?  
IEP student's knowledge will increase and eventually be evident in formative and summative assessments.

## Management Plan

How will the plan be shared with the faculty and staff?

*The plan will be shared with faculty and staff via Google Docs. A copy of the plan will be available in the faculty lounge as well as online. As changes and/or updates are made to the plan the faculty will be notified via email.*

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

*Milestone data will be collected by the Content Team chairs and brought before the SIT soon after the collection of the data. The SIT will then evaluate the data in regards to the targets given in the plan.*

How will the SIP be revised based on student progress and the method(s) used to measure student progress?

*Upon evaluation of the milestone data, the content teams will determine whether activities must be added/deleted/modified for the initial target subgroup(s) or any other subgroup not initially targeted.*

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

*The Content Teams will collect and analyze milestone data and modify the plan's academic activities if necessary. The SIT will work hand-in-hand with the principal to ensure that all activities are implemented and to revise the plan if and when it is necessary.*

How will the initial plan be shared with parents and community members?

*A link to the plan will be on the school's Web page. A copy will also be provided to the Academic Endowment Committee at its first meeting after the completion of the initial plan. The completed plan will also be mentioned in the weekly email blast.*

How will revisions to the SIP be presented to the staff, parents, and community?

*Revisions to the plan will be presented to the faculty at regular faculty meetings and via school-wide memorandums. Parents and community will be kept abreast to revisions in the plan via the weekly email blast as well as announcements at the respective groups' monthly meetings.*

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

*The Central Office will have numerous roles regarding the plan: statistical assistance in developing the plan, staff development on the Data Management System for monitoring and analyzing student progress, dissemination of benchmarks for assessing students, and a plan review to assist in the implementation of the plan.*

list the approximate dates and/or calendar for sharing, monitoring, and revising the plan.

*November 28 – submission of plan*

*December - SIP Review*

*1<sup>st</sup> week of February - evaluation/revision of plan*

*1<sup>st</sup> week of March - collection of milestone data*

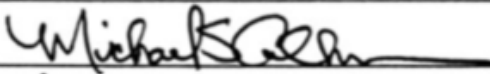
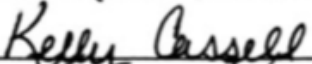
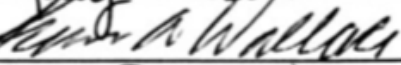
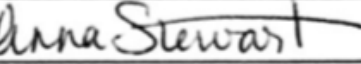
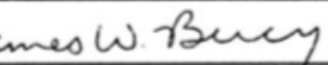
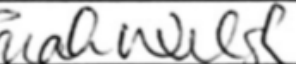
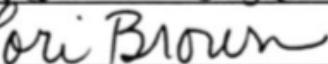
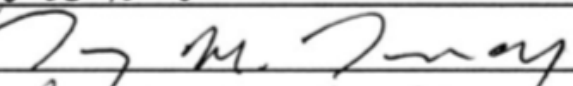
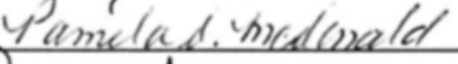
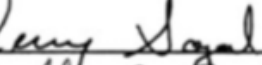




*1<sup>st</sup> week of April - evaluation/revision of plan*

*1<sup>st</sup> week of June – collection of benchmark data*

*1<sup>st</sup> week of August - evaluation/revision of plan*



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

Name (Print and Sign)	Affiliation/Title
Michael Calhoun 	Principal
Cassell 	Asst Principal
Wallace 	Chair/Science/Parent
Stewart 	Math/Parent
Bucy 	Math
Welsh 	English
Brown 	English
Twigg 	Social Studies/Student Government/Parent
McDonald 	Social Studies
Sagal 	Science
Park 	Science
Llewellyn 	Guidance/Parent
Slider 	Guidance
Stroup 	Academic Endowment Committee