

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

School: Allegany High School

Principal: Heidi Laupert

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

At Allegany High School, education is a collaborative effort involving the student, the teacher, the home, the school, and the community, creating an academically challenging environment in which the student can learn and develop according to ability and interest.

Vision

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

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.

These core values are expected by all staff and students in the classroom, hallways and restrooms, and at extracurricular/athletic events. We are Campers in 3D: Dependable, Dignified, and Determined.

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B. Culture, Climate, 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 for one another but for the students, parents and community members as well. Awards and successes of teachers and students are announced and shared with the school. The school is very accepting of all students no matter their socioeconomic background, abilities or gender preference. Allegany has a reputation for academic success and that tradition continues. As Allegany begins the second year in a new school, IAs, teachers and special educators continue to have time to plan and develop lessons collaboratively during ½ day professional development sessions quarterly and after school. To say that the students and staff are excited to be in the newly designed AHS is still 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, visit and receive an education. We are Campers in 3D!

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C. Staff Engagement Action Plan

Staff Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Score	*Domain - Safety; Topic - Substance Abuse; Score: 4.73 *Domain - Instructional Support, Topic - Instructional feedback; Score: 4.14
Topic Description:	*The substance abuse topic describes the degree to which students believe students think that is okay to use alcohol, drugs, and/or tobacco while at school and can do so without getting caught. *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.
Identify areas of needed improvement: What is/are the issue (s) that needs addressed?	Substance Abuse was identified as a concern by faculty members as an issue. Instructional feedback is a need for faculty as well.
Strategies: What steps will be taken in order to obtain the desired outcome(s).	*Guidance will train faculty in suicide prevention. Staff will also complete the KOGNITO on-line module. * The SRO meets with students and staff in the mornings and during the lunch shifts. *Teachers assigned to check restrooms throughout the day. *Pre and post conferencing for SLO's and observations to be more consistent. * Increased walkthroughs with feedback provided by administration.
Initiative leader and team: Who is responsible and involved in the work?	*School Safety Team, *Guidance counselors *SRO and the City of Cumberland Police Department. *Pupil Service Team *School Improvement Committee *Administration

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> *Kognito Modules for suicide training. *School Safety Plan. *SRO meetings with students *Nurse and Smoking Cessation Classes Health classes continue discussions of substance abuse (Continued use of Guest Speakers) *Collaboration meetings with ELA 10 and Algebra 1 teachers (completion of teacher and Principal SLO's) *SIP Data Dive Activity involving all teachers *Administrative meetings to improve instructional feedback
Milestones: What are the major events and/or accomplishments for this?	<ul style="list-style-type: none"> *The suicide training for staff is complete (November 2019) as well as the Safety Plan. *Local law enforcement presentations (Sheriff's Dept., CPD, and Health Dept. officials) *Reinstate 3 lunch shifts *Teachers rotate through restrooms throughout the day *SLO pre, mid-interval, and post conferencing *Self-evaluation of Teachers *Acknowledge effective instruction as it occurs (positive post its) *GRRUDL Tips provided by Supervisor of Professional Learning
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"> *Completion of a survey to determine if our results increased as compared to the old survey similar to the survey given last year to faculty and students. *Data review and comparison of referrals/discipline data during Pd.5 vs. Power Hour *Data review of 2018-19 and 2019-20 referrals for tobacco, alcohol, and drugs *Teacher Survey comparison of last year to this year *Compare TPE walkthrough data for 2018-19 data and 2019-20 data
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> *Safety Team met at Beginning of Year. *Suicide Training- November 2019 SRO meetings weekly with students *Health class presentations throughout the year *End of the Year: Survey of Staff on Safety Issues and instructional feedback *implementation of 3 lunch shifts (October 2019) *Conferencing during SLO's, observations, and evaluations throughout the school year *Daily walkthroughs by administrative team

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D. Student Engagement Action Plan

<i>Student Engagement Action Plan (Middle and High School Only)</i>	
Primary Area of Need State the Domain, Topic, and Score	*Domain - Safety, Topic - Physical Safety; Score: 1.30 *Domain - Safety, Topic - Substance Abuse; 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. *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.
Identify areas of needed improvement: What is/are the issue (s) that needs addressed?	Physical and emotional well-being are issues facing students, as well as substance abuse issues.
Key Activities: What steps will be taken in order to obtain the desired outcome(s).	*Safety team will conduct a series of drills and postures for the school. *Camper Cove has been added to the main office/guidance areas to assist with emotional well-being. *Camper Cubby is a continual resource at Allegany. *Students Helping Other People is an active group. *Peer Connections and Mentoring have been added to Allegany. *Addition of behavioral specialist
Initiative leader and team: Who is responsible and involved in the work?	*Assistant Principal and safety team will organize drills. *Guidance Counselors are responsible for assisting students in the Camper Cove. *Advisors of SHOP and Camper Cubby, along with the student government advisor. *Peer Connections/Mentoring teacher on staff. *Behavior Specialist *Pupil Service Committee

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> *Donations of money, food, clothing, etc. from staff and community members. *Academic Endowment Committee provides mini-grants for proposals from staff members. *NAACP Club is an active organization, under the direction of the District Equity Supervisor. *Project YES activities (field trips, speakers) *Student Government Advisor *Goal setting and contracts completed with behavioral specialist *Nurse and cessation classes *Health classes
Milestones: What are the major events and/or accomplishments for this?	<ul style="list-style-type: none"> *Camper Cubby- Students in need go to student government advisor's room for distribution of food for the weekend. They may also request hygiene items and clothing. *Student government officers and administration lunch meeting *Great Shake Out Drill *Active Shooter Lockdown Drill *Quarterly PBIS incentives *Health Classes
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"> *Completion of survey to determine if our results increased as compared to the old survey given last year students. *Semester class meetings with administration and grade levels to discuss concerns. *More frequent faculty meetings to monitor student engagement and problems witnessed by teachers. *Administration and student government officer lunch meeting discussion of concerns. *Data review and comparison of 2018-19 and 2019-2020 referrals for tobacco, alcohol, and drugs *Data review and comparison of referrals during 3 lunch lifts vs. Power Hour
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> *Camper Cove - all year *Camper Cubby - all year *Semester grade level meetings with administration *Student government officers lunch meeting with administration - January 2020 *Drills periodically throughout the year announced and unannounced *End of year survey by students concerning safety issues (physical and emotional)

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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	44	45
Itinerant staff	3		3
Paraprofessionals		3	3
Support Staff		6	6
Other	9	11	20
Total Staff	13	67	80

Table 2				
Under each year, indicate the percent as indicated of individual in each category.	2016-2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data	2019-2020 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) 	99.6	99.6	99.2	99.0
	0.4	0.4	0.8	1.0
For those not certified, list name, grade level course	Jim Bucy, Physics	Jim Bucy, Physics	Jim Bucy, Physics Shannon Martz, French	Jim Bucy, Physics Shannon Martz, French
Number of years principal has been in the building				1 (as principal)
Teacher Average Daily Attendance	95.4	93.6	94.4	

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B. Student Demographics

Table 3			
SUBGROUP DATA			
SUBGROUP	2017-2018 TOTAL	2018-2019 TOTAL	2019-2020 TOTAL
American Indian/Alaskan Native	≤10	≤10	Less than 10
Hawaiian/Pacific Islander	n/a	n/a	n/a
African American	36	31	22
White	616	644	639
Asian	14	11	11
Two or More Races	36	33	40
Special Education	61	68	60
LEP	≤10	≤10	≤10
Males	367	347	329
Females	337	374	385
Total Enrollment (Males + Females)	704	721	714
Farms (Oct 31 data)	37.95	39.44	n/a

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

Table 4					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	5	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	1
03 Deaf		08 Other Health Impaired	29	14 Autism	3
04 Speech/Language Impaired	3	09 Specific Learning Disability	17	15 Developmental Delay	
05 Visual Impairment		10 Multiple Disabilities	2		

III. ATTENDANCE

Table 5	2018-2019	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All (Excluding PreK & K)	92.6	N
Grade 9	93.2	N
Grade 10	92.7	N

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Grade 11	92.4	N
Grade 12	91.9	N
Grade		

Table 6				
Attendance Rate				
Subgroups – School Level Data	2016-2017	2017-2018	2018-2019	Indicate if current rate is less than 94%
All Students	93.4	93.1	92.6	Y
Hispanic/Latino of any race	93.1	92.2	93.6	Y
American Indian or Alaska Native	93.1	95.9	95.7	N
Asian	96.1	94.7	94.3	N
Black or African American	89.0	90.0	88.2	Y
Native Hawaiian or Other Pacific Islander	*	*	*	Y
White	93.9	93.5	92.9	Y
Two or more races	89.6	89.3	88.5	Y
Male	93.5	92.9	92.7	Y
Female	93.4	93.4	92.5	Y
EL	96.7	90.7	90.8	Y
Special Education	92.6	93.3	91.4	Y
Free/Reduced Meals (FARMS)	90.7	90.2	89.8	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.

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Overall, attendance for AHS has declined slightly below AYP over the past three years. We like most high schools across the nation 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; Allegany currently has less than 10 walkers resulting in fewer students able to attend school if they miss the bus, due to no private transportation available. For the most part, all subgroups have decreased in regard to the annual attendance percentage rate as well as our entire school population. FARMS and white students are of a concern because they do encompass the majority of our school population.

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

The Pupil Service Team will meet weekly to discuss students with attendance issues /concerns. Any issues that need immediate resolution 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, parent and student. (Year round)

Through the AHS PBIS Program, attendance is emphasized. Teachers and staff members will give out Camper Cash for students who show improvement in attendance. Also, students under the 10% chronic absentee rate automatically receive monthly Camper Cash. All of the Camper Cash can be entered into quarterly drawing for prizes such as gift cards, earbuds, cosmetics, etc. At the end of the nine weeks students will 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.

A cereal and yogurt bar will be held for “invite only” students with perfect attendance in November. A waffle bar will be set up for students achieving perfect attendance in April. At the conclusion of the year, the Principal will announce students to report to the main office to receive certificates and donated gift cards for a variety of establishments (restaurants, bowling, stores, etc.)

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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	15	7
Percent Habitual Truant	2.15	0.98
Percent Chronically Absent	20.68	26.61

- A. Describe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.
- The school resource officer makes home visits when necessary; charges are filed when appropriate. (If elementary and middle school would start charging parents at an earlier age, it would be easier at the high school level.)
 - Feeder schools will be consulted to identify students who are high risk for habitual truancy. (Start of each school year)
 - The attendance officer, PPW, and AP's will make phone calls as needed to check on habitually truant students. (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 continuing.
 - Invite only breakfasts will occur for perfect attendance twice this school year.
 - After school attendance recovery will coincide with after school credit recovery.

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- Newly established “Peer Connections” peer mentoring program Tier II interventions are followed.
 - Use of Check and Connect Mentoring Program
 - YES Coordinator is the drop-out specialist and provides much needed assistance.
- 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.
- Feeder schools will be consulted to identify students who are high risk for chronic absenteeism. (Start of each school year)
 - The attendance officer, PPW, and AP’s 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.
 - Invite only breakfasts for perfect attendance will occur twice a year.
 - After school attendance credit recovery will coincide with after school credit recovery.
 - School-wide Tier I support to recognize good attendance through the use of “Camper Cash” is continuing.
 - Newly established “Peer Connections” peer mentoring program Tier II interventions are followed.
 - Use of Check and Connect Mentoring Program

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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		
	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)
All Students	141	128	90.78	179	171	95.53	163	147	90.18
Hispanic/Latino	1	1	100	2	2	100	7	7	100
American Indian or Alaska Native	2	2	100	0	n/a	n/a	0	0	N/A
Asian	3	3	100	6	6	100	3	3	100
Black or African American	7	5	71.43	16	14	87.5	12	9	75
Native Hawaiian or Other Pacific Islander	2	2	100	0	n/a	n/a	0	0	N/A
White	122	113	92.62	144	138	95.83	136	124	91.18
Two or more races	6	4	66.67	11	11	100	5	4	80
Special Education	8	7	87.5	8	7	87.5	11	10	90.91
Limited English Proficient (LEP)				0	n/a	n/a	0	0	N/A
Free/Reduced Meals (FARMS)	46	38	82.61	66	58	87.88	70	57	81.43

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Economically Disadvantaged (data as of 2019)							44	35	79.55
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Table 8: Four –Year Adjusted Cohort Dropout Rate									
Subgroup	All Students								
	2016-2017			2017-2018			2018-2019		
	Adjusted Cohort	# of Dropouts	Dropout Rate (%)	Adjusted Cohort	# of Dropouts	Dropout Rate (%)	Adjusted Cohort	# of Dropouts	Dropout Rate (%)
All Students	141	13	9.22	179	7	3.91	163	13	7.98
Hispanic/Latino	1	0	0	2	0	0	7	0	0.0
American Indian or Alaska Native	2	0	0	0	n/a	n/a	0	0	n/a
Asian	3	0	0	6	0	0	3	0	0.0
Black or African American	7	2	28.57	16	2	12.5	12	2	16.67
Native Hawaiian or Other Pacific Islander				0	n/a	n/a	0	0	n/a
White	122	9	7.38	144	5	3.47	136	10	7.35
Two or more races	6	2	33.33	11	0	0	5	0	0.0
Special Education	8	1	12.5	8	1	12.5	11	0	0.0
Limited English Proficient (LEP)				0	n/a	n/a	0	0	n/a
Free/Reduced Meals (FARMS)	46	8	17.39	66	7	10.61	70	10	14.29

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Economically Disadvantaged (data as of 2019)							44	7	15.91
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01. Did the graduation rate increase or decrease?

The graduation rate decreased for All Students (from 95.53% to 90.18%), Black or African American (from 87.5% to 75%), White (from 95.83% to 91.18%), Two or more races (from 100% to 80%) and FARMS (from 87.88% to 81.43%). The graduation rate remained constant for Asian (100%) and Hispanic/Latino. The Special Education subgroup increased (from 87.5% to 90.91%).

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

- State the 2 lowest graduation subgroup rates: Black or African American (75%), FARMS (81.43%)
- State the 2 highest drop out subgroup rates: Black or African American (8.33%), FARMS (5.71%)

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

- Continue to develop positive relationships with parents. (Year round)
- Work within the school community to allow students the opportunity to succeed; UDL and GRR Framework emphasized by ALL
- 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.
- Reinstitute activity periods (every 2 weeks during the school day); students involved in school life will also help increase graduation rates and decrease drop out rates.

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VI. SCHOOL SAFETY/ SUSPENSIONS

Table 9: SUSPENSIONS

Subgroup	All Students			
	2016-2017	2017-2018	2018-2019	Percent of increase (+)/decrease (-) from 2017-2018
Total Referrals	1027	883	666	-24.6%
All Suspensions	173	158	111	-29.7%
In School	30	28	2	-92.9%
Out of School	143	130	109	-16.2%
Sexual Harassment Offenses	7	3	4	+33%
Harassment/Bullying Offenses	43	15	5	-66.7%

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.

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The total number of suspensions decreased by 47 from 2017-18 and 62 from 2016-17. This 3 year decline in the number of suspensions is attributed to the full implementation of PBIS, the follow-up behavior agreement added to our discipline referral, and the use of restorative practices and incentives. Administrators and staff will be participating in additional restorative practice trainings throughout this school year. Professional Development included a classroom management matrix for all teachers with specific behaviors and consequences provided. Weekly PST meetings are held to discuss data, possible solutions, and interventions.

3. Domains of Influence and Root Cause Analysis

DOMAINS OF INFLUENCE	LIKELY ROOT CAUSE INDICATORS
Quality Instruction & Assessment	Staff believe student behavior is influenced by factors outside of the classroom.
Discipline Policies & Procedures	Behavior interventions may be implemented inconsistently within schools and are not used effectively.
Bias, Beliefs & Barriers	Staff may need additional 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. AND School staff and students may believe that your street address and zip code determine how you should behave and how successful you will be in school.

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Health & Wellness	Schools have not considered how to effectively support students and staff managing chronic illnesses; physical and mental.
Safety & Security	Staff and/or students demonstrate little tolerance for individuals different than themselves. Cliques and student groupings can be clearly defined by similar appearance and beliefs. More effort is needed by school staff to recognize or celebrate differences among community members.

IDENTIFIED DOMAIN OF INFLUENCE 1:	Bias, Beliefs, & Barriers
Focus Area Goal	Provide professional learning opportunities to improve the staff's ability to recognize "blind spots" in relation to race, gender, religion, poverty, sexual orientation, and disability by decreasing implicit bias and stereotype threat risk ratios.
Evidence or Data:	<ul style="list-style-type: none"> • Staff have had little training/need additional training to recognize "blind spots" related to race, gender, religion, poverty, sexual orientation, and disabilities. The school and system culture is one of silence. • In reviewing sign in sheets of the Superintendent's Advance, optional staff development opportunities, and various supervisor's professional developments, some staff and faculty do not attend or cannot attend to receive information, training, and/or education. • ACPS comparisons of school climate surveys were compiled in both 2018 and 2019 to reveal student opinions differ across race and disability in the categories of how teachers show genuine concern for or understanding of all students equally.
Barriers:	Opportunities for professional development are rare county-wide and are unavailable to all staff when offered. They are isolated to certain content areas, administrative

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	specialties, or committee members with no protocol in place to disseminate information gleaned from the trainings and workshops across staff.
Needed Resources:	<ul style="list-style-type: none"> ● Professional learning opportunities to improve the staff's ability to recognize "blind spots" in relation to race, gender, religion, poverty, sexual orientation, and disability will need to be provided to all staff or to key members of the staff who will accurately and effectively disseminate the information to those not present or able to attend. ● Teachers will need to be able to attend trainings and workshops during the contracted school day. Substitutes must be secured for their absence from the classroom. ● A way to communicate learned material will be developed in order to spread the information across departments and school personnel.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● School-wide Training - "The Invisible Influences That Can Interfere with Teaching, Learning, and Student Outcomes" (Implicit Bias and Stereotype Threat) by Russell A. McClain, University of MD School of Law ● School-wide Book Study - <i>Emotional Poverty in all Demographics: How to Reduce Anger, Anxiety, and Violence in the Classroom</i> by Ruby K. Payne, Ph.D. ● School-wide Training - Kognito Suicide Prevention Training by Guidance Counselors
How will it be funded?	Equity Supervisor for ACPS has provided funding; Professional Development Supervisor provided books "on loan" for book study.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> ● August 2019: School-wide Training - "The Invisible Influences That Can Interfere with Teaching, Learning, and Student Outcomes" (Implicit Bias and Stereotype Threat) by Russell A. McClain, University of MD School of Law ● October-November 2019: School-wide Book Study - <i>Emotional Poverty in all Demographics: How to Reduce Anger, Anxiety, and Violence in the Classroom</i>

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	<p>by Ruby K. Payne, Ph.D.</p> <ul style="list-style-type: none"> • November 2019: School-wide Training - Kognito Suicide Prevention Training by Guidance Counselors • November 2019: Communication Dissemination Schedule and Practices - Allegany Leadership Cohort
Monitoring Procedure:	<ul style="list-style-type: none"> • School Climate Surveys • Aspen Suspension Data • Aspen Conduct Data (Administrative and Guidance) • Allegany Leadership Cohort Reports

IDENTIFIED DOMAIN OF INFLUENCE 2:	Discipline Policies & Procedures
Focus Area Goal:	Increase communication about behavior interventions and knowledge of the MTSS areas so that each staff member responds in the same manner to behavioral infractions thus increasing the fidelity of MTSS use and PBIS structure(s).
Evidence or Data:	<ul style="list-style-type: none"> • Behavior interventions may be implemented inconsistently within schools and are not used effectively. • Discipline referrals and guidance records indicate progressive discipline plans are inconsistent across classroom teachers, and office referrals are varied depending on department members. • The 2019 administrator survey reveals that over half of the administrators feel behavior interventions are implemented inconsistently across the county.
Barriers:	There is a lack of communication across disciplines and from administration to staff concerning student conduct and infractions. Staff is unaware of MTSS

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	levels and unfamiliar with the tiered responses and PBIS expectations. Staff has no common planning or time within the contractual day to discuss student behaviors, MTSS responses, PBIS protocol, and/or restorative practices.
Needed Resources:	Staff will need to openly communicate implemented behavior interventions to departments and with administration. This will require substitutes for teacher absences from classrooms as well as time and training to develop, implement, and utilize a communicative tool accessible by all staff involved with identified students.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● School-wide Information Dissemination - MTSS, PBIS referral forms for Tier I, Check and Connect for Tier II, Peer Connections for Tier I and Tier II, and Behavior Specialist for Tier III ● School-wide Training - "The Invisible Influences That Can Interfere with Teaching, Learning, and Student Outcomes" (Implicit Bias and Stereotype Threat) by Russell A. McClain, University of MD School of Law ● Book Study - <i>Emotional Poverty in all Demographics: How to Reduce Anger, Anxiety, and Violence in the Classroom</i> by Ruby K. Payne, Ph.D. ● Staff will need to communicate the implemented behavior interventions to departments and administration through creating a classroom matrix based on PBIS standards. ● A communicative tool accessible by all staff involved with each identified student will be developed and implemented.
How will it be funded?	Equity Supervisor for ACPS has provided funding; Professional Development Supervisor provided books "on loan" for book study.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> ● August 2019: School-wide Training - "The Invisible Influences That Can Interfere with Teaching, Learning, and Student Outcomes" (Implicit Bias and Stereotype Threat) by Russell A. McClain, University of MD

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	<p>School of Law</p> <ul style="list-style-type: none"> ● August 2019: School-wide Information Dissemination - MTSS, PBIS referral forms for Tier I, Check and Connect for Tier II, Peer Connections for Tier I and Tier II, and Behavior Specialist for Tier III ● October-November 2019: School Book Study - <i>Emotional Poverty in all Demographics: How to Reduce Anger, Anxiety, and Violence in the Classroom</i> by Ruby K. Payne, Ph.D. ● November 2019 and On-going: Pupil Services Team - Identify Tier I, Tier II, and Tier III students -through systematic matrix ● December 2019: Allegany Leadership Cohort - Coordinate the implementation of communication document(s) that assist in the dissemination of tiered student infractions, interventions, and disciplinary actions.
Monitoring Procedure:	<ul style="list-style-type: none"> ● School Climate Surveys ● Aspen Conduct Data ● Administration Referrals and Action ● Guidance Referrals and Action ● Allegany Leadership Cohort Reports

IDENTIFIED DOMAIN OF INFLUENCE 3:	Bias, Beliefs, & Barriers
Focus Area Goal:	Decrease the belief that teachers do not invest equally in all students by increasing restorative practices within classrooms and throughout the building based on the shift of implicit bias within staff.
Evidence or Data:	<ul style="list-style-type: none"> ● School staff and students may believe that your street address and zip code determine how you should behave and how

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	<p>successful you will be in school.</p> <ul style="list-style-type: none"> ● ACPS comparisons of school climate surveys were compiled in both 2018 and 2019 to reveal student opinions differ across race and disability in the categories of how teachers show genuine concern for or understanding of all students equally.
Barriers:	<p>Opportunities for professional development are rare county-wide and are unavailable to all staff when offered. They are isolated to certain content areas, administrative specialties, or committee members with little protocol in place to disseminate information gleaned from the trainings and workshops across staff.</p>
Needed Resources:	<ul style="list-style-type: none"> ● Professional learning opportunities will need to be provided to all staff or to key members of the staff who will accurately and effectively disseminate the information to those not present or able to attend. ● Teachers will need to be able to attend trainings and workshops during the contracted school day. Substitutes must be secured for their absence from the classroom. ● A way to communicate learned material will be developed in order to spread the information across departments and school personnel.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● School-wide Training - "The Invisible Influences That Can Interfere with Teaching, Learning, and Student Outcomes" (Implicit Bias and Stereotype Threat) by Russell A. McClain, University of MD School of Law ● School Book Study - <i>Emotional Poverty in all Demographics: How to Reduce Anger, Anxiety, and Violence in the Classroom</i>

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	<p>by Ruby K. Payne, Ph.D.</p> <ul style="list-style-type: none"> ● Counselors and Peer Connections Mentor Program Teacher - Western MD School Counselor Conference's Restorative Practices Seminar ● PBIS Team and Teacher Leaders - ACPS Workshop on Restorative Practices
How will it be funded?	Equity Supervisor for ACPS has provided funding; Professional Development Supervisor provided books "on loan" for book study.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> ● August 2019: School-wide Training - "The Invisible Influences That Can Interfere with Teaching, Learning, and Student Outcomes" (Implicit Bias and Stereotype Threat) by Russell A. McClain, University of MD School of Law ● October-November 2019: School Book Study - <i>Emotional Poverty in all Demographics: How to Reduce Anger, Anxiety, and Violence in the Classroom</i> by Ruby K. Payne, Ph.D. ● November 2019: Western MD School Counselor Conference - Restorative Practices ● November 2019: Communication Dissemination Schedule and Practices - Allegany Leadership Cohort ● December 2019: ACPS - Restorative Practices
Monitoring Procedure:	<ul style="list-style-type: none"> ● School Climate Surveys ● Aspen Suspension Data ● Aspen Conduct Data (Administrative and Guidance) ● Allegany Leadership Cohort Reports

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4. Discuss the extension of the plan outlined in #3 across the next two years to reduce the disproportionate ratio among subgroups for non-violent behaviors and increase the use of restorative practices.

How will the school continue to disrupt implicit bias?

- August 2019: School-wide Training - "The Invisible Influences That Can Interfere with Teaching, Learning, and Student Outcomes" (Implicit Bias and Stereotype Threat) by Russell A. McClain, University of MD School of Law
- October-November 2019: School Book Study - *Emotional Poverty in all Demographics: How to Reduce Anger, Anxiety, and Violence in the Classroom* by Ruby K. Payne, Ph.D.
- November 2019: Western MD School Counselor Conference - Restorative Practices
- November 2019: Communication Dissemination Schedule and Practices - Allegany Leadership Cohort
- December 2019: ACPS - International Institute for Restorative Practices (IIRP) - Select Faculty
- 20-21: Administration and Faculty Members to Present and Assist Implementation of Gleaned IIRP Material at Opening Meetings and Principal Staff Developments
- 21-22: Climate Surveys Administered; Data Dive used to Determine Continued Trainings and Culture Shift

What are the next steps for MTSS/PBIS?

- 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 called, "See Your Strength" that seeks to promote dignified behavior and reduce bullying.
- The PBIS team is focused on hosting monthly events that recognize outstanding attendance, behavior and course performance. The "Be a Camper in 3D" motto will be used as an on-going reminder for all tier I, II, and III students.
- The PBIS team will continue the use of Check & Connect with those students identified as needing Tier II and Tier III supports.

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- The PBIS team has established a new Tier II support through the creation of a peer mentoring program, Peer Connections.
 - This is being piloted in the current school year with approximately 20 upperclassmen trained as peer mentors, paired with approximately 20 underclassmen that were identified as tier II students coming to us from Braddock Middle School.
- The behavior specialist will utilize behavior charts and small group interventions for Tier III students.
- Allegany Leadership Team members will disseminate MTSS information and interventions to department heads and content teams.

How will the school continue to roll out restorative practices?

- *Emotional Poverty in all Demographics: How to Reduce Anger, Anxiety, and Violence in the Classroom* by Ruby K. Payne, Ph.D. book study members will share with content teams and grade level teams.
- Guidance counselors will distribute information from the MSCA Western MD School Counselor Conference.
- Administration and faculty members will present and assist with implementation of IIRP material.
- The behavior specialist will provide inservices for faculty, as well as, mediate/coordinate restorative circles.

VII. EARLY LEARNING: N/A

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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.

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

TABLE 12 ELA 10	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	173	54	31.2	28	16.1	92	53.2	195	63	32.3	48	24.6	84	43.1	192	52	27.1	41	21.4	99	51.6	+8.5
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		
Asian	≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		
Black or African American	≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		
Hispanic/Latino of any race	≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		
Native Hawaiian or Other Pacific Islander	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
White	148	43	29.1	25	16.9	80	54.1	164	49	29.9	42	25.6	73	44.5	169	42	24.8	35	20.7	92	54.5	+10.0
Two or more races	≤10	≤10		≤10		≤10		13	≤10		≤10		≤10		≤10	≤10		≤10		≤10		
Special Education	13	≤10		≤10		≤10		20	15	75.0	≤10		≤10		29	25	86.2	≤10		≤10		
Limited English Proficient (LEP)	≤10	≤10		≤10		≤10		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
Free/Reduced Meals (FARMS)	74	35	47.3	15	20.3	24	32.4	85	39	45.9	19	22.4	27	31.8	78	32	41.0	21	26.9	25	32.1	+.3
Female	86	21	24.4	13	15.1	52	60.5	100	18	18.0	27	27.0	55	55.0	96	17	17.7	16	16.7	63	65.6	+10.6

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Male	88	33	37.5	15	17.0	40	45.5	95	45	47.4	21	22.1	29	30.5	96	35	36.5	25	26.0	36	37.5	+7.0
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2. Use current data to determine if goals from last year's SIP were met.

- Last year's short-term focus was "to reduce the gap for FARMS, Special Education, and lowest performing subgroup students."
- The proficiency rate for our Special Education population decreased 6.6% from 10.0% in 2018 to 3.4% in 2019. The number of students scoring at Level 3 decreased 4.7% from 15.0% in 2018 to 10.3% in 2019.
- Our FARMS population had a slight increase in the proficiency rate of .3% from 31.8% in 2018 to 32.1% in 2019.
- Both of these subgroups still maintain rather large gaps below the proficiency rate of the entire population demonstrating a continued emphasis on these subgroups.

3. FOCUS AREAS

FOCUS AREA 1:	Male/Female Subgroup
Focus Area Goal	Reduce the proficiency rate gap between 5% - 10% for the male and female populations scoring Levels 4 or 5. (Currently, the gap is 28.1%)
Root Cause(s):	The male population struggles with extending and justifying their interpretations of critical passages and developing complex sentence structures in their written responses.
Focus Content Standard(s):	CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Barriers:	All English students need more experience with computers and technology in order to emulate the writing and revision skills assessed on the exam. A high school literacy intervention program is needed beyond basic acquisition level of

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	reading. Ninth grade classes that are English/Reading mixed is needed.
Needed Resources:	Public performance release models of all levels of responses to share with students
Strategies and/or evidence-based interventions:	Practice MCAP Exams with sample rubrics and model writing samples SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, and Tone) ARE (Assertion, Reasoning, Evidence) "State it. Defend it. Extend it." DBQs (Document Based Questions) County-based Benchmarks Provide topics that interest the male population to encourage extending/justifying their writing Invite male speakers to English classes Read more male authors' excerpts
How will it be funded?	There will be no cost, except for the area of technology, which has to be funded outside of the school level.
Steps towards full implementation with timeline:	Strategies will be implemented in all English classes.
Monitoring Procedure:	County benchmark scores; student responses to in-class assignments; summative and formative assessments (both formal and informal); MCAP rubrics for writing

FOCUS AREA 2:	Special Education
Focus Area Goal	Decrease the percentage of students (86.2% in 2019) who scored Level 1 or 2 by 5% - 10% to achieve the graduation requirement of Level 3 or higher.
Root Cause(s):	Even with accommodations, the Special Education subgroup struggles with comprehending more complex texts and thinking independently for the area of analysis.
Focus Content Standard(s):	CCSS.ELA-LITERACY.RL.9-10.1

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	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Barriers:	More staffing is needed to adequately support struggling students. Ninth grade classes that are English/Reading mixed is needed. A high school literacy intervention program is needed beyond basic acquisition level of reading.
Needed Resources:	Trained support staff who are certified content specialists for the area of English
Strategies and/or evidence-based interventions:	School-based activity periods will be used for academic intervention between special education students and staff. Comp Skills classes will institute on-going assistance in MCAP practice. During lunch shifts and during 5th period, special education staff will be working one-on-one with special education students with tutoring for academic classes or MCAP requirements.
How will it be funded?	No funding will be needed.
Steps towards full implementation with timeline:	Implementation will begin immediately. The administration will communicate with the Special Education Facilitator, and ninth- and tenth-grade English teachers will provide materials for practicing skills for MCAP.
Monitoring Procedure:	Special Education Facilitator will monitor implementation by special education staff through on-going monthly staff meetings.

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"> • Employ multiple methods of expressing course content, utilizing different modes (visual, graphic, verbal, auditory, etc.) so students have varied ways to access the course content. • Provide multiple ways of clearly identifying and explaining essential course concepts (lecture with guided notes, etc.).

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	<ul style="list-style-type: none"> • Ensure accessibility in all course content and materials (accessible websites, captioned videos, textbooks, etc.). • Provide examples and/or illustrations of all major course assignments or activities.
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"> • Offer clear and specific feedback on assignments and as appropriate, encourage re-submission of assignments. • Allow students to demonstrate their knowledge of subject matter through a variety of means (oral presentation, written report, etc.). • Encourage the use of assistive, adaptive, or other technologies to ensure that students can accurately express what they know. • Provide clear guidelines and/or evaluation rubrics for all major course assignments or activities.
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> • Offer varied instructional methods to involve students in the learning process (lecture, small group work, online assignments, class discussion, etc.). • Encourage natural support systems (peer academic networks, partner work, small groups, etc.) in and outside of class. • Provide alternatives for students on how they can participate or complete designated course assignments or activities.

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.

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

TABLE 14 ALGEBRA	2017							2018							2019							2018 to 2019 change in prof. rate
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
All Students	118	75	63.6	33	28.0	≤10	8.5	124	50	40.3	50	40.3	24	19.4	130	55	42.3	58	44.6	17	13.1	-6.3
American Indian or Alaska Native	≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Asian	≤10	≤10		≤10		≤10		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	
Black or African American	≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		
Hispanic/Latino of any race	≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		
Native Hawaiian or Other Pacific Islander	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	
White	100	61	61.0	30	30.0	≤10	9.0	106	38	35.8	46	43.4	22	20.8	114	45	39.4	52	45.6	17	14.9	-5.9
Two or more races	≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		
Special Education	12	11	91.7	≤10	8.3	n/a	n/a	15	11	73.3	4	26.7	n/a	n/a	27	24	88.9	≤10		≤10		
Limited English Proficient (LEP)	≤10	≤10		≤10		≤10		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
Free/Reduced Meals (FARMS)	61	36	50.8	18	29.5	≤10		68	33	48.5	26	38.2	≤10		61	29	47.5	22	36.1	≤10		
Female	61	37	60.6	20	32.8	≤10		51	15	29.4	20	39.2	16	31.4	64	28	43.7	29	45.3	≤10		

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Male	57	38	66.7	13	22.8	≤10		73	35	47.9	30	41.1	≤10		66	27	40.9	29	43.9	≤10		
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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.

Last year's short-term focuses were to reduce the gap of passing percentage (18.5%) between males and females and to reduce the gap of passing percentage (33.0%) between the special education subgroup and all students.

The passing percentages for males and females reversed positions since the passing percent for males did increase by 4.2% (from 11.0% to 15.2%) but mainly due to the passing percentage for females dropping 20.5% (from 31.4% to 10.9%).

The passing scores for all students dropped 6.3% (from 19.4% to 13.1%) demonstrating a need for continued efforts to increase the scores for all students.

Our Special Education passing percentage remained at 0% and the percentage of students at Level 3 dropped 15.6% (from 26.7% to 11.1%) demonstrating a need for continued efforts to increase the scores for special education students.

The Black or African American and Two or More Races subgroups also had low passing percentages, but these were not made areas of focus due to the low numbers of students in these subgroups.

3.

FOCUS AREA 1:	Passing percentage for all students - the percentage of all students receiving a passing score decreased 6.3% from 19.4% in 2018 to 13.1% in 2019. Also, the percentage of all students receiving a score of 1 or 2 increased 2.0% from 40.3% to 42.3% affecting the graduation requirements and the possible need for Bridge projects for these students.
Focus Area Goal	Increase the percentage of all students receiving a 4 or 5 10% from 13.1% in 2019 to at least 23.1% for 2020.
Root Cause(s):	These students lack the vocabulary and basic reading comprehension skills to know how to apply their math knowledge to particular problem situations.

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	Rationale using the 5 Why's: Why did these students not achieve passing scores? Because they do not perform well on standardized tests. Why do they not perform well on standardized tests? Because they do not persist in problem solving. Why do they not persist in problem solving? Because they do not know what operations or procedures to perform. Why do they not know what operations or procedures to perform? Because they lack the vocabulary and basic reading comprehension skills to know how to apply their math knowledge to particular problem situations.
Focus Content Standard(s):	The School Evidence Statement Analysis was examined and the ten items with the largest gap from the state average were identified. They involve linear and quadratic equations and inequalities, function notation and transformations, and solving multi-step problems.
Barriers:	There are not enough practice problems like the ones on the assessment. (This is especially the case since the MCAP is relatively new.) Some of these students are frequently absent or not in class and do not receive the instruction and practice necessary for successful attainment on the assessment.
Needed Resources:	More practice problems similar to the assessment matched with instructional content. List of vocabulary which will be used on the assessment to be shared and practiced with the students.
Strategies and/or evidence-based interventions:	The teacher will model and provide problems throughout the year during class so students have more experience solving assessment-like problems. The teacher will use the list of identified items and standards for which students experienced difficulty and stress and review these standards throughout the year to help the students to be better prepared to answer such items on the assessment. A math teacher has been assigned for one period in the academic village to be able to assist students placed there with math assignments. Math assistance will be available after school periodically throughout the school year to provide identified students with additional instruction and practice to prepare for the assessment.
How will it be funded?	The after-school math assistance will be funded through grant funds.
Steps towards full implementation with timeline:	In class problem solving will take place throughout the year. The after-school program will be during the second semester.
Monitoring Procedure:	Students progress and proficiency will be monitored by in-class activities and quizzes, computer applications, benchmarks, and practice assessment activities as they are available.

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FOCUS AREA 2:	Special Education passing percentage - the passing percentage of Special Education students remained at 0% from 2018 to 2019. The percentage of students receiving a 3 or above decreased 15.6% from 26.7% in 2018 to 11.1% in 2019 affecting the graduation requirement and the possible need for Bridge projects for these students.
Focus Area Goal	Increase the percentage of students receiving a 3 or above on the assessment (to meet the graduation requirement) from 11.1% to 20%.
Root Cause(s):	These students lack the vocabulary, basic math skills and basic reading comprehension skills to know how to apply their math knowledge to particular problem situations. Rationale using the 5 Whys: Why did these students not achieve passing scores? Because they do not perform well on standardized tests. Why do they not perform well on standardized tests? Because they do not persist in problem solving. Why do they not persist in problem solving? Because they do not know what operations or procedures to perform. Why do they not know what operations or procedures to perform? Because they lack the vocabulary, basic math skills and basic reading comprehension skills to know how to apply their math knowledge to particular problem situations.
Focus Content Standard(s):	The School Evidence Statement Analysis was examined and the ten items with the largest gap from the state average were identified. They involve linear and quadratic equations and inequalities, function notation and transformations, and solving multi-step problems.
Barriers:	Some of these students lack basic math knowledge and skills. There are not enough practice problems like the ones on the assessment. (This is especially the case since the MCAP is relatively new.) Some of these students are frequently absent or not in class and do not receive the instruction and practice necessary for successful attainment on the assessment. All Algebra 1 classes do not have support staff with the math background and abilities to provide adequate implementation of IEPs.
Needed Resources:	More practice problems similar to the assessment matched with instructional content. List of vocabulary which will be used on the assessment to be shared and practiced with the students.
Strategies and/or evidence-based interventions:	The teacher will model and provide problems throughout the year during class so students have more experience solving assessment-like problems. The teacher will use the list of identified items and standards for which students experienced difficulty and stress and review these standards throughout the year to help the students to be better prepared to answer such items on the assessment. A math teacher has been assigned for one period in the academic village to be able to assist students placed there with math assignments.

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	Math assistance will be available after school periodically throughout the school year to provide identified students with additional instruction and practice to prepare for the assessment.
How will it be funded?	The after-school math assistance will be funded through grant funds.
Steps towards full implementation with timeline:	In class problem solving will take place throughout the year. The after-school program will be during the second semester.
Monitoring Procedure:	Students progress and proficiency will be monitored by in-class activities and quizzes, computer applications, benchmarks, and practice assessment activities as they are available.

Table 15	UDL for Math
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>	Pre-teaching, Warm-ups Calculator highlighting, Interactive Notetaking Gradual Release Model Use of the TI-84 Emulator in class and the Desmos on-line calculator
<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. Problem Solving Checklist Algebra Tiles Sticky Notes Equation Template School 21 practice exercises Edcite quizzes (to approximate somewhat the assessment 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>	Modeling Behaviors Guiding Questions Peer Tutoring School 21 computer activities
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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: providing the learner various ways of acquiring information and knowledge.</i>	
<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.
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>	
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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	196	68.88	195	68.72	217	76.0

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2. Universal Design for Learning for Government.

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

The 2018-2019 data for MSA Government showed an increase in test scores at Allegany High School. Since the test data is not disaggregated we will continue to use the same strategies with all students with greater emphasis on Close Readings, SOAPStone, DBQs and Public Release MSA Test Questions. It is believed that these strategies will continue to increase scores with the new MSA test limits and the MCAP ELA standards for 10.3.1, 10.6.5, and 10.7.1.

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>	Warm-ups GRR-vocabulary Learning Stations Escape Room Activities SOAPStone
<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. DBQ (document based questions) "State it. Defend it. Extend it." County Benchmarks Scenarios, Skits Power Points Canvas
<i>Means for Engagement: tap</i>	Multiple Options for Engagement

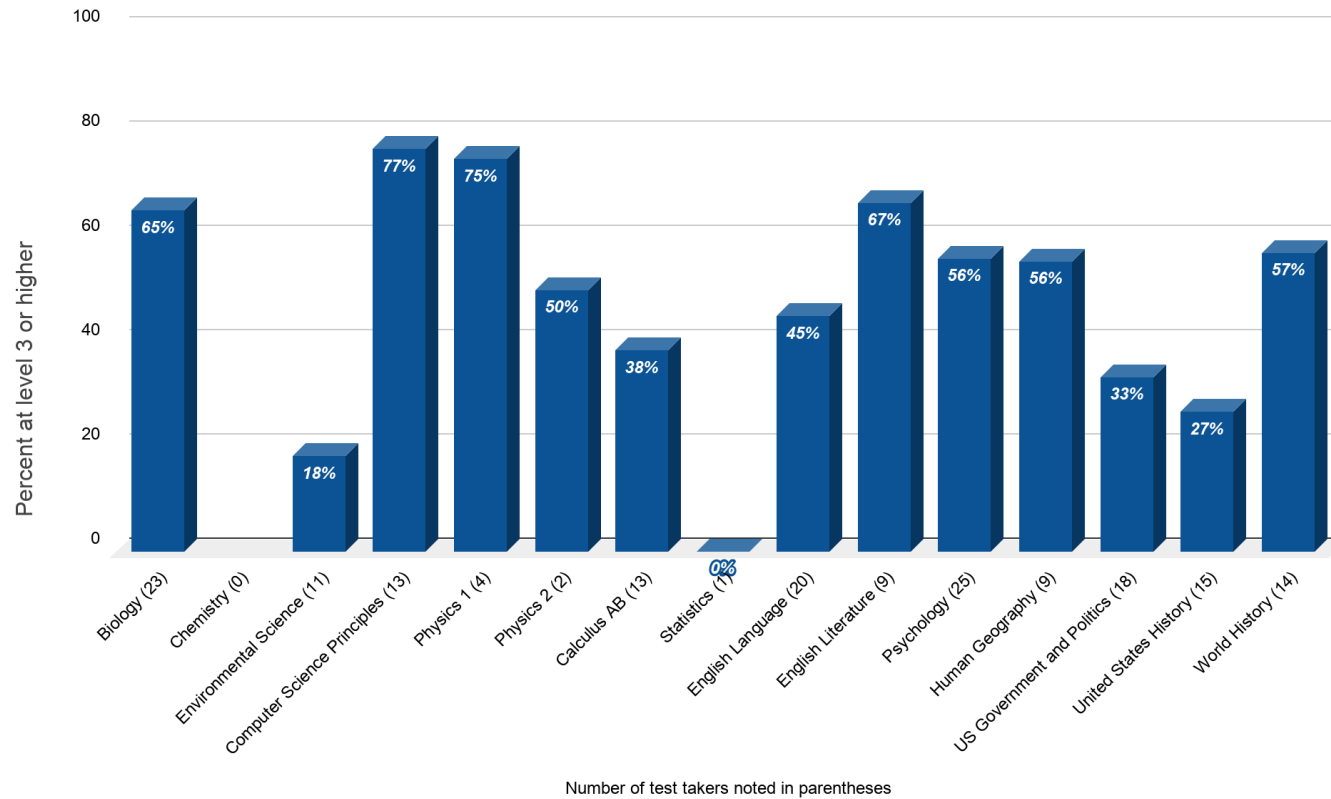
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<i>into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Kahoot Student Selected Projects-Video Movie Maker,Monuments in 3D Field Trips Service Learning Display Student Work and Celebrations
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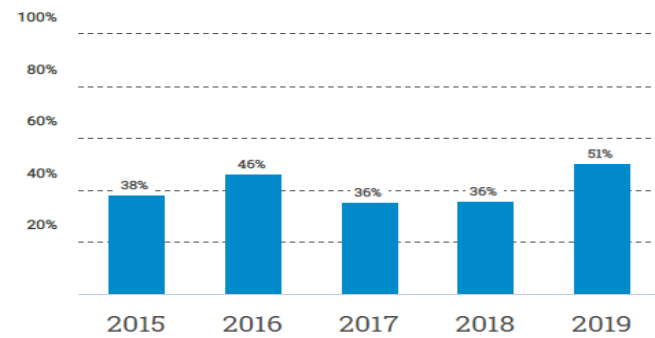
E. Advanced Placement and Early College

Allegany High 2019 AP Assessments



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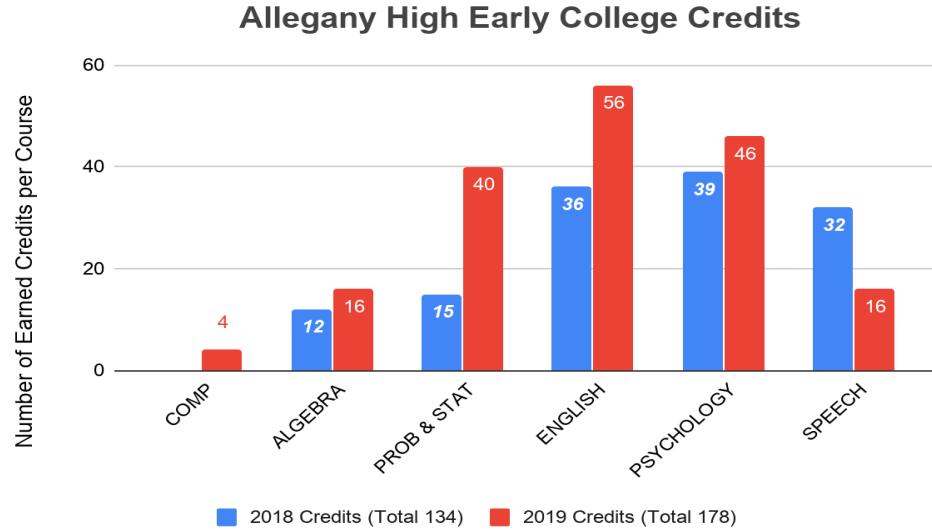
% OF TOTAL AP STUDENTS WITH SCORES 3+



SCHOOL SUMMARY

	2015	2016	2017	2018	2019
Total AP Students	175	155	177	195	93
Number of Exams	372	313	357	438	177
AP Students with Scores 3+	67	72	63	70	47
% of Total AP Students with Scores 3+	38.3	46.5	35.6	35.9	50.5

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1. What is your school doing to promote increased enrollment in AP and EC courses?
 - The number of AP courses offered to students remains the same while the number of EC courses has increased to better meet the desires and needs of the students.
 - Counselors meet with large groups, small groups and individual students to explain course offerings and to explain the benefits of completing AP and EC courses.
 - Teachers promote both AP and EC courses when providing students with recommendations for course selections.
 - Students are provided with multiple opportunities to pass placement tests in order to qualify for EC courses.

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

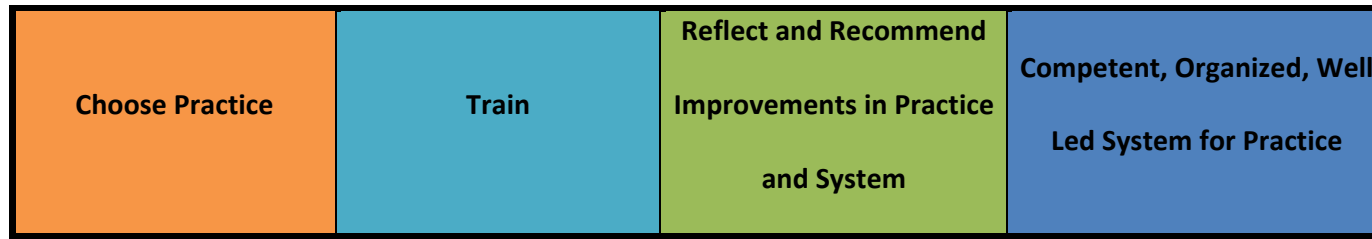
- Some AP and EC classes have large numbers of students. The class size needs to be reduced to provide the students with more individual help.
- AP and EC English classes involve frequent writing assignments which need to be evaluated by the instructors. These instructors need time provided for them to be able to perform this task. Fewer students per class or an extra planning period would give them the opportunity to provide more appropriate feedback to the students.

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

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

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

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Review current attendance, behavior and academic progress monitoring bi-weekly. 	PST, SIT PBIS teams	ongoing	<ul style="list-style-type: none"> Review of 2018-19 PBIS data
INSTALLING			

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<ul style="list-style-type: none"> • Training of check and connect for staff. • Review and train staff on mentoring activities. • Schedule to allow tutoring and individual student support/mentoring. 	AHS Admin, staff and district support	Fall 2018 Fall 2019	Provide AHS staff with training in the area of mentoring and check and connect
IMPLEMENTING			
<ul style="list-style-type: none"> • Extend check and connect with school wide staff. Review school wide and individual student interest inventory of student rewards. 	PBIS coach and team.	ongoing to be fully implemented Fall 2019	Implementation Phases Inventory
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> • Ongoing Professional Development to staff to maintain practice and review data 	Leadership Team	Monthly meetings 2019-2020	3-5 PM Collaboration Room Monthly

1. Priority - School personnel will use strategic interventions for students needing Tier II behavior support in addition to Tier 1 behavior supports.
2. The MTSS and the PBIS systems will support Tier II and Tier III students in various manners including:

The PBIS team will continue the use of Check & Connect with those students identified as needing Tier II and Tier III supports.

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A behavior specialist has been added to gather and analyze data on Tier II (google folders) to reduce the movement to Tier III.

The PBIS team is focused on hosting monthly events that recognize outstanding attendance, behavior and course performance. The “Be a Camper in 3D” motto will be used as an on-going reminder for all Tier I, II, and III students. A licensed professional counselor or social worker is needed everyday at Allegany.

3. District Support Needed - Funding for Youth Mental Health Courses. Days for mental health collaboration among schools.
4. See disproportionality plan- “Focus Area Goals and Strategies”

X. 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, systems 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.

1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS 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

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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 called, “See Your Strength”. This campaign will seek to promote dignified behavior and reduce bullying. The PBIS team is focused on hosting monthly events that recognize outstanding attendance, behavior and course performance. The “Be a Camper in 3D” motto will be used as an on-going reminder for all tier I, II, and III students.

2. 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 supports. The PBIS team has established a new Tier II support through the creation of a peer mentoring program. The new peer mentoring program, Peer Connections, is being piloted in the current school year with approximately 20 upperclassmen trained as peer mentors, paired with approximately 20 underclassmen that were identified as tier II students coming to us from Braddock Middle School. A summer orientation was held for these students and all students enrolled in the program are taking an accredited course in leadership. The courses were approved by the curriculum committee and will be fully implemented for the school year 2020-2021. An additional 20 students will be identified and recommended for this program during the course selection window in January- March 2020. Mrs. Sarah Dunlap serves as the staff mentor for all Peer Connections students.

**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.).

The Allegany Academic Endowment Committee is a parent run committee dedicated to enhancing the learning environment of the classroom through teachers’ requests. They fund special requests from teachers that are outside their regular funding to better engage the students in lessons. These requests range from the cost of the substitutes, buses, field trips, shortfalls in a students inability to meet their costs and specific supplies for activities. We also organize and fund, in large part, a college bus trip every spring. Each charter bus

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travels to a smaller Private College and a large State University to give sophomores and juniors a taste of different schools to aid in their future decision making. Each year, one bus travels East and one bus West, and students have a choice which campuses they would like to tour. Also, AP College Exams required to be taken for a student to receive College Credits are paid for students who need assistance. Camper Cubby who assists with weekend individual or family meals, clothing and toiletries, is also partially supported by AHS Academic Endowment. The monies that are generated through fund-raising by the committee, and outside donations are solely used for the purpose of supporting our teachers' and students' successes. Various parent groups aid in covering concession stands for various activities and events; all monies funnel directly back to the school. The annual Color Run and Camper Carnival are also supported by parent volunteers and donations. The Hall of Honor and Hall of Fame are currently being revamped with state of the art designs by a graphic design company, with the CEO who is an Allegany graduate; all time and design process will be donated by the CEO.

Parent Advisory Committee 2019-2020

Name	Position
Eleanor Madden	PAC; President of Endowment Committee
Amy Hutcherson	Secretary of Endowment Committee
Karen Persons	Treasurer of Endowment Committee
Tami Troutwein	Parent
Carmen Jackson	Community Member; NAACP Representative
Patti D'Argangelis	Parent of Alco Graduate
Kim Schoenadel	Allegany Graduate

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Heidi Laupert, Amy Llewellyn, Melissa Guthrie	Principal, Guidance Counselor, Finance Secretary
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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.**

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 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.

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Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I. Shared Decision Making ➤ The parent involvement plan is developed with input from parents.	Committee members will meet to discuss and plan activities, and initiatives Parent Advisory Council (school level) Endowment Committee meeting with each department about needs	monthly	Endowment President Endowment Committee Principal
II. Building Parental Capacity ➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments. ➤ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement ➤ Ensure information is presented in a format and/or language parents can understand.	<ul style="list-style-type: none"> ● Parent conferences ● School newsletter ● Principal's weekly Activity Calendar ● Classroom syllabi ● School, System and MSDE websites ● ASPEN Online Grades ● College Road Trip ● Tri-State College Night at ACM ● Guides for parent conference day ● Bake sale for community service project ● Brochures, college information packets, local university and college applications were made available to parents ● Freshman orientation ● Coffee With Counselors ● Financial Aid Workshop ● Freshman Activities Orientation ● School newsletter ● Powerpoint presentation of the Blue Power Book 	Ongoing Opening of School Opening of School Ongoing Ongoing Spring 2020 October 2019 Ongoing August 2019 Fall/Spring January 2020 August Monthly Monthly September 2019	Teachers Principal Teachers ST.. Govt. Advisor Counselors STUD. GOVT Principal Endowment President

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<p>➤ Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<ul style="list-style-type: none"> ● Parent Advisory Committee ● Academic Endowment Foundation ● PBIS Camper Carnival ● Color Run 	<p>May 2020 November 2019</p>	<p>PBIS Team</p>
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p>III- Review the Effectiveness</p> <p>The 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 2019-20 school year. Evaluation of each activity as they occur</p>	<p>Monthly Meetings</p>	<p>Principal Endowment President Endowment Committee</p>
<p>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering</p>	<ul style="list-style-type: none"> ● All athletic teams (parent coaches) ● Band ● Mock Trial ● Drama Club ● Student Dance Chaperones (Homecoming, Snowball, Prom) ● Meet the Squad Night ● Student Government canned food drives ● Chaperones for FBLA conferences ● Concession Stands ● Blood Drive ● Allegany "Open House" for Braddock parents 	<p>ongoing</p> <p>Fall</p> <p>Holidays</p> <p>Fall and Spring</p> <p>Late Summer</p>	<p>Athletic Director Band Director Mock Trial Advisor Drama Advisor</p> <p>Class Advisors Principal/Athletic Director</p> <p>FBLA Advisor</p> <p>Teacher</p> <p>Administration and Guidance Counselors</p>

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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.

- Color Run- 11/17/19- Benefits AHS Peer Connections Program- Informs parents of what this program is and how it benefits the students of AHS
- Coffee with the Counselors and Administration (Spring 2019) for rising junior parents.
- AHS Guidance Facebook Page- updated regularly to inform parents and students of necessary information
- Every spring guidance counselors meet with incoming 8th grade students for scheduling. There is also an informational parent night at ALCO to help guide them through the scheduling process.

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?

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
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"Implicit Bias Training," by Russell McClain	August 26, 2019 8:00-12:00 AM Allegany Theatre	All teachers and staff	*Reduction of discipline referrals. *Reduction of student absences. *Increase in academic performance and MCAP scores	<ul style="list-style-type: none"> Recognize Personal Biases Identify Blindspots 	Review and analyze grades, attendance and discipline at weekly PST meetings.
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
"Poverty Simulator," by Allegany County United Way - Juli McCoy	August 22, 2019 10:00-12:00 PM Allegany Cafeteria	All teachers and staff	<ul style="list-style-type: none"> Increased awareness to meet students' diverse backgrounds. Increased empathy. 	<ul style="list-style-type: none"> Greater understanding of poverty both rural and urban. 	<ul style="list-style-type: none"> Review and analyze FARMS discipline, attendance and academic performance.
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

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Book Study: <i>Emotional Poverty</i> , by Ruby Payne	8 weeks from October to November 2019 3:00- 5:00 PM Allegany Classroom	Cross Section of faculty and staff	<ul style="list-style-type: none"> Self- Awareness Teacher Student 	<ul style="list-style-type: none"> Strategies that can help certain subgroups be successful. 	<ul style="list-style-type: none"> Look at various subgroups and their academic, disciplinary, and attendance information. Possibly an increase in teacher attendance.
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XIII. Management Plan

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

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. (Dec. 2019) There will also be a faculty meeting to share the plan with a summary of the major points as well.

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

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 Activity Calendar. (Dec. 2019)

Kelly Cassell 11/15/19 2:29 AM

Comment [1]: I am finished I think Mr. Bucy- let me know if you think we need something else.

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

The Content Teams will collect and analyze milestone data and modify the plan's academic activities as necessary.

4. How will student progress data be collected, reported, 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.

5. How will administration monitor the plan?

The SIT will work hand-in-hand with the administration to ensure that all activities are implemented and to revise the plan if and when it is necessary. Administration will meet quarterly with the ELA and Algebra I teachers to monitor formative assessments before the spring MCAP tests.

6. 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.

The Equity Supervisor has been instrumental in the development of the Disproportionality Plan and TSI Plan; she met numerous times with various subcommittees of the SIT.

The Math Supervisor met with the representatives from the math department and the SIP Committee to analyze data from the Algebra I (PARCC) 2019.

The Supervisor of Assessments and Accountability assisted tremendously in compiling data and providing Google Drive Folders for use.

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Name (Print and Sign)	Affiliation/Title
Heidi Laupert <i>Heidi B. Laupert</i>	Principal
James Bucy <i>James W. Bucy</i>	SIT Chair
Kelly Cassell <i>Kelly Cassell</i>	Assistant Principal
Charles Moran <i>Charles Moran</i>	Assistant Principal
Amy Llewellyn <i>Amy Llewellyn</i>	Guidance Counselor
Tim Murphy <i>Tim Murphy</i>	Guidance Counselor
Dr. Sarah Welsh <i>Sarah Welsh</i>	Equity and Student Outcomes Coordinator
Dr. Lori Brown <i>Lori Brown</i>	English Teacher
Sarah Dunlap <i>Sarah Dunlap</i>	Peer Connections Teacher
Jenny Sagal <i>Jenny Sagal</i>	Science Teacher
Anna Stewart <i>Anna Stewart</i>	Math Teacher
Tammy Twigg <i>Tammy Twigg</i>	Social Studies Teacher
Kevin Wallace <i>Kevin Wallace</i>	Science Teacher

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

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