

**Allegany County Public Schools**

**2017 – 2018 School Improvement**

**School: Center for Career and Technical Education**

**Principal: Candy Canan**

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**EDUCATIONAL FRAMEWORK**

**Mission, Vision, and Core Values**

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**Mission Statement**

Center's mission is to create a safe environment where all students can learn. Learning at CTE is an inclusive and collaborative environment for students, staff, family and community. This Collaborative creates the foundation to participate responsibly, to utilize technology, to succeed in the workplace or post-secondary education, and achieve optimal individual growth in a diverse and changing world.

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**Vision**

**Our vision is to provide a focused, caring and stimulating environment where ALL students will recognize and achieve their fullest potential while preparing to make their best contribution to society.**

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**Core Values-**

- 1. Create an atmosphere in which students can learn and develop to their maximum abilities.**
- 2. Keep lines of communication open among students, teachers, administration, home and community.**
- 3. Provide opportunities for effect preparation for skill training that will lead to employment, apprenticeship, or post-secondary education.**
- 4. Promote citizenship by participating in the duties and responsibilities that come with being a member of the school community.**

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

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Name (Print and Sign)	Affiliation/Title
Andy Canan 	Principal
Jemma Crowe 	SIT Chair
W. Bittner 	Instructional Leader
Carol Garner 	Instructional Leader
Lamela McDonald 	Instructional Leader
Brenda Blackburn 	AHOP Instructor
Jeanne H. Strohbecher 	Guidance Counselor
Jan Krukowsky 	Interactive Media Instructor
Andy Morgan 	Automotive Technology Instructor
Robert H. Prosser 	Engineering/Industrial Manufacturing Instructor
Marianne Spencer 	SEF
Chris Wilson 	Student Services

What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school community?

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**is year, we approved the vision statement by vote of the entire faculty and have posters in each classroom and in common areas  
r vision for our school. It is included in presentations given to various stakeholders, as well as in our handbook.**

**in did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur?**

**e staff developed the vision for our school three years ago. Each year, at the start of the school year, we revisit it and take into  
nsideration any additions or deletions suggested by our staff.**

**ave you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and  
s? If so, why?**

**this date, we have not changed our mission or vision statement.**

**Culture, Climate, and Inclusive Community**

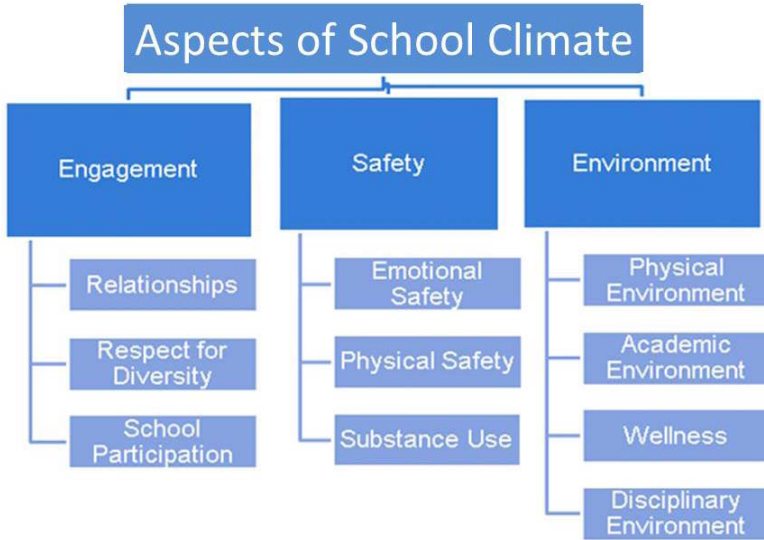
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**School climate and culture** have a profound impact on student achievement and behavior and reflects the school community. Positive sustainable school climate fosters learning and youth development.

**School climate** refers to the character and quality of school life that is centered on patterns of students, staff and parents experience school life. School climate refers to a school's social, physical, and academic environment. How does it make people feel? Safe? Welcoming? Connected?



**U.S. Department of Education's  
Safe and Supportive Schools Model**

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**School culture** is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. The concept is school culture, which refers to the “unwritten rules and expectations” among the school staff (Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to student 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 public schools, 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.

**Use the following questions in bulleted form**, address your school’s **climate, culture, and inclusive community**. (Refer to Professional Standards for Educators Standards 2, 3 and the graph Aspects of School Climate) Please consider answering the following questions in your response.

• Career Center provides an environment that fosters achievement in both the academic classroom as well as in the skills. Special Education students are provided in all aspects of the Career Center and are given appropriate assistance when needed. The school, as a whole, provides a safe environment and is free of any form of harassment. No referrals were yielded to any student for harassment of any kind.

• How are paraeducators (IAs) utilized in your school?

• How are they **utilized as IEP support for classroom teachers to be a part of the IEP process.**

• How are they **used to provide accommodations in skill areas in support of a student’s IEP.**

• How are they **used in the academic classrooms to reduce distractions and provide appropriate assistance to all students**

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## **Allegany County Public Schools 2017 – 2018 School Improvement**

How do IAs provide support for students with and without disabilities?

**IAs help all students with any academic or skill related deficiency by going into the classrooms and providing support.**

What are IA responsibilities at your school?

- **IAs serve in a support role to all stakeholders in the educational setting of the Center for Career & Technical Education.**
- **IAs assist in the implementation of the instructional programs through active collaboration with the classroom teachers.**
- **IAs cover classes for teachers when parent conferences or meetings are necessary and for meetings in the IEP process.**

Have you created a schedule that allows IA collaboration with teachers?

- **IAs meet regularly with the SEF to receive direction on student support.**
- **Each IA is assigned to specific academic and/or skill teachers and common planning time is provided at the end of the day.**

Are your general and special education teachers able to collaborate and plan together on behalf of the students for whom they have instructional and learning responsibilities? If so, how often and when? If not, what challenges are preventing the collaboration and planning?  
**Special Education Teachers are assigned to various classroom teachers based on their area of expertise. Collaboration is facilitated during the master schedule. Special Educators and ELA Teachers who work together in our inclusive classrooms have shared planning times during the master schedule. Additionally, all teachers and staff have the last 30 minutes of the school day to collaborate as needed. Special Education Teachers and Inclusion Teachers share their classroom responsibilities by using flex grouping. Grouping is based on individual student needs and not driven entirely by the IEP process.**

Provide an example (s) of how your school engages students of all abilities with each other.

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**Students of all ability levels including SLE are enrolled in the skill areas. Academic classrooms are heterogeneously grouped. At CCTE, we have no self-contained classrooms and believe in inclusive practices.**

**What professional learning and/or training needs, if applicable, do your faculty/staff have regarding making your school a more inclusive environment for students?**

**In the Career Center model, teachers have a long history of including ALL students in the learning process and have been successful in creating an inclusive environment. Academic class size needs to be a consideration in maintaining this inclusive environment. Despite increasingly larger class sizes, the teachers continue to meet all students' needs. Additional training to support flex grouping implementation and the co-teaching model is always welcomed by our staff who are willing to learn new things to better reach our students.**

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**I  
DEMOGRAPHICS**

**Staff Demographics**

**STAFF DATA 2017-2018 School Year**

**Table 1**

School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	0	25	25
Itinerant staff	0	4	4
Paraprofessionals	0	2	2
Support Staff	0	6	6
Other	0	11	11
Total Staff	0	50	50

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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>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>	81.8% 18.2%	86.2% 13.8%	93/1% 6.9%	98.6% 1.4%
For those not certified, list name, grade level course	Welding Cosmetology HVAC Carpentry IT Networking	Welding Cosmetology HVAC Carpentry	Welding Carpentry	Nursing
Number of years principal has been in the building	2	3	4	5
Teacher Average Daily Attendance	96.6%	96.1%	95.0%	

#### Student Demographics

Table 3:	SUBGROUP DATA
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SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
American Indian/Alaskan Native	≤10	1	≤10
Hawaiian/Pacific Islander	≤10	0	≤10
African American	≤10	5	≤10
White	280	264	244
Asian	≤10	1	≤10
Two or More Races	≤10	2	≤10
Special Education	59	57	48
LEP	≤10	0	≤10
Males	172	172	164
Females	115	101	92
Total Enrollment (Males + Females)	287	273	256

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<b>FARMS RATE</b>	<b>2015-2016</b>	<b>2016 – 2017</b>	<b>2017-2018</b>
<b>Percentage as of October 31</b>	<b>55.4%</b>	<b>57.54%</b>	<b>53.1%</b>

**Special Education Data 2017-2018 School Year (As of September 30, 2017)**

**Table 4**

<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	5	06 Emotional Disturbance	2	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	1
03 Deaf	0	08 Other Health Impaired	13	14 Autism	4
04 Speech/Language Impaired	2	09 Specific Learning Disability	21	15 Developmental Delay	0
05 Visual Impairment	0	10 Multiple Disabilities	0		

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**II**

**FRATIVE LEADERSHIP**

What is the role of the principal in the School Improvement Process at your school?

**Our principal is an integral part of the school improvement process at our school. She chairs the SIT meetings in collaboration with the staff. She is open to input from all members of the team and tries to implement suggestions in a timely manner.**

What is the purpose of your school leadership team in the School Improvement Process?

**Our purpose is to raise up children to their potential and to have all students graduate ready for college and/or careers.**

Does your school improvement team (SIT) represent your entire school community, including parents/guardians?

**Community involvement takes many roles at the Career Center including both PAC committees as well as Local Advisory Boards and Parent Advisory Committees. Our school has a deep connection to the larger school community and with business and industry. Because of this, we consistently implement practices at the suggestion of these groups that further our mission and goals toward school improvement.**

What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes?

**The school administration has an open door policy when it comes to anything school related. All staff members are able to select members to serve on one or more school-based committees, each of which have defined roles and responsibilities to enact positive change. The Master Schedule is built together with the teachers from each department. Staff is provided input into their course assignments and the manner in which the schedule itself is built.**

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**WALTON'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and baseline evidence (rubric)**

INCIPAL SLO 1

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

**Students at the Center for Career & Technical Education will be deemed as College & Career Ready (CCR) through the successful attainment of skills and/or knowledge demonstrated on one of the following assessments designated and/or approved by the Maryland State Department of Education: PARCC ELA 11, PARCC Algebra II, Accuplacer, SAT, ACT, AP Exam, or the aligned Technical Skill Assessment (TSA) Designated Program. For the purposes of this SLO the entire Senior Class of 2018, which represents a total of 123 students, will be the population monitored. No students will be omitted due to their disability unless said student is on a non-diploma/certificate track. Otherwise, 100% of the Senior Class who are pursuing a high school diploma at CTE will be targeted for this SLO.**

Describe the information and/or data that was collected or used to create the SLO.

**An assessment of the data relating to the CCR Designation for the Class of 2017 revealed that of the 135 Graduates, 63 were deemed College and Career Ready (CCR) by one of the following assessments: PARCC ELA 11 or ELA 10, Algebra II, ACT, SAT, Accuplacer, AP, or Technical Skill Assessment aligned to CTE Program. The % of students graduating in the class of 2017 being designated as CCR was 46.7%.**

**Deeper assessment of this data shows that 37 of the students achieving CCR did so ONLY by successful completion of the TSA. This represents 58.7 (59%) of the CCR Population. 3 by SAT only 0.047 or (0.05%). 13 by PARCC only 20.6 (21%). And, the remaining 10 students achieved CCR through other means.**

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50%) achieved the designation of CCR by one or more means, indicating that, had they not met it through one modality, they achieved it through another that would have qualified them as CCR. (Example: One student met CCR through the Accuplacer AND the TSA).

For the purpose of this SLO, achievement of CCR in ELA, Math, or both will be calculated the same. Students achieving the designation in any area will be counted as having successfully met the standard.

How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

This SLO directly correlates to the goals established during the goal planning process and the goals for school based improvement. The goal is for all students at CCTE in all of our programs to leave our school being deemed as College and Career Ready. This SLO is directly tied to the goal and was identified during the goal planning process as an area of focus.

Describe what evidence will be used to determine student growth for the SLO.

The learning content which will drive the preparation for this collection is the standards aligned to the assessments for the PARCC English Language Arts II and/or AP Exams (English Language & Composition, English Literature & Composition, or Calculous, Statistics). Additional content assessed on the Accuplacer Exam (Reading, Writing, Sentence Skills or College Level Math), ACT (Reading & English or Math) and ACT (Reading & Writing or Math) which is used to determine college course placement.

In addition to the multiple measures identified above, each MSDE Program of Study providing a TSA has aligned industry standards assessed for each program. The results of the industry standards based assessment will be utilized also to determine if students are CCR.

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Student progress will be measured using the following % Calculation:

**Insufficient Attainment:** 50% or below of all targeted students are designated as CCR

**Partial Attainment:** 51% to 56% of all students targeted achieve the designation of CCR

**Full Attainment:** 57% or more of all targeted students at CCTE will achieve the designation of CCR

While these numbers may seem low considering the goal is that ALL students achieve the designation, it is important to realize that in the school year, only 47% of students achieved the designation. In order for full Attainment to be reached, an improvement of 10% is a minimum of 70 students would need to achieve CCR in order for Full Attainment to be Met based on the population of 123 students

#### INCIPAL SLO 2

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

Students enrolled in CTE Programs at CCTE that have an aligned Technical Assessment will demonstrate proficiency by receiving a passing score on a TSA available to them for their selected program. Students enrolled in a program with more than one TSA available for their selected program will pass at least one assessment in order to be considered as having demonstrated proficiency in content. This is monitored through MSDE for the purposes of determining Program Quality Index, which is the data collection that is required for CCTE

Describe the information and/or data that was collected or used to create the SLO.

Technical Skill Assessment Data is a data point recognized through PQI at the state level. Programs at CCTE must report this data each year to MSDE, and the total number of students passing the assessment in comparison to the number of students taking the assessment is included in the Local Perkins Accountability Report (LPAR). A local target is set yearly for systems to strive to meet.

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ring school year 2016, of 112 students taking a TSA, 70 of them passed one or more assessments aligned to the selected program erefore 62.5% of students taking the TSA passed the assessment. The skill areas assessed during 2016, along with their data, wer

ademy of Health Professions: 14/14 students = 100%

to Collision: 4/8 students = 50%

to Technology: 9/10 students = 90%

usiness Administrative Services: 0/4 students = 0%

smetology: 4/13 students = 31%

gineering: 7/7 students = 100%

aphic Communications: 10/20 students = 50%

eractive Media: 1/4 students = 25%

Networking: 8/9 students = 89%

w Enforcement: 13/13 students = 100%

ring school year 2017, 77 students took the state aligned Technical Skill Assessment (TSA) for their designated Program of Study, ssed. This represents 70.13% of students acquiring a passing score.

ademy of Health Professions: 13/13 students = 100%

to Collision: 4/9 students = 44.44%

to Technology: 9/9 students = 100%

smetology: 2/13 students = 15.38%

gineering: 3/3 students = 100%

aphic Communications: 3/5 students = 60%

eractive Media: 4/5 students = 80%

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**Networking: 4/8 students = 50%**

**w Enforcement: 12/12 students= 100%**

How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

**The SLO directly correlates to the goals established for our school and the students of the Center for Career and Technical Education. It is for all students at CCTE in all of our programs to leave our school armed with an industry certification that leads to higher education and a career. This SLO is directly tied to that goal and is an indicator measured by MSDE for school effectiveness and tied directly to Performance and the Local Plan for Accountability established by MSDE.**

Describe what evidence will be used to determine student growth for the SLO.

**The following Technical Skill Assessments, aligned with Industry Standards, will be taught throughout the course of the 2-year program.**

**Academy of Health Professions: CNA, GNA, Pharmacy Technician, and/or Certified Clinical Medical Assistant Assessment Standards**  
**Auto Collision: NATEF/ASE Painting and Refinishing, NATEF/ASE Structural Analysis and Damage Repair, NATEF/ASE Non-Structural Analysis and Damage Repair, NATEF/ASE Electrical/Electronic Systems**  
**Auto Technology: NATEF/ASE Brakes, NATEF/ASE Electrical /Electronic Systems, NATEF/ASE Engine Performance, NATEF/ASE Suspension**  
**Cosmetology: Cosmetology Theory Examination and Practical Examination (must pass both in order to receive credit)**  
**Visual Arts: NOCTI Examination**  
**Engineering: PLTW Digital Electronics, PLTW Introduction to Engineering Design, PLTW Principles of Engineering, PLTW Computer Manufacturing**  
**Graphic Communications: PrintED Examinations covering Screen Printing and Introduction to Graphic Communications**  
**Interactive Media: Adobe Creative Suite including Adobe Certified Associate and Adobe Certified Expert**  
**Networking: CompTIA A+ Exam**  
**w Enforcement: CPR, First Aid, ICS 100, ICS 200, ICS 700, Hunter Safety Exams**

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These skill specific exams will be used to determine the % of students achieving a passing score on their TSA.

Student progress will be measured using the following % calculation:

**Sufficient Attainment:** 62% or below passed the TSA

**Partial Attainment:** 63% to 71% of all target students achieve a passing score on one or more of the TSAs aligned to their program

**Full Attainment:** 72% or more of all target students achieve a passing score on one or more of the TSAs aligned to their program

Cosmetology students must pass both the Theory and Practical Exams in order for them to be counted as achieving a passing score. The % of students pass the TSA aligned to their program will signify a school-wide improvement of 2% over FY17 Data. Further increase will exceed the 90% threshold required by the state target, which is provided as the basis for the Local Perkins Accountability.

### SECTION IV

#### EMIC PROGRESS

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

**In your analysis of ELA 11 for FARMS, SE, and subgroup data, please address the following for students in your school:**

**1. Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.**

What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?

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Use the ACPS Goal Planning Process

- What is the Issue?

**There exists a gap in the performance measures of students with IEPs and those without IEPs in ELA 11 Score**

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

**In both 2016 and 2017 data, NO students having an IEP scored a 4 or a 5 on the PARCC Assessment for ELA . In 2016, 56% of students with an IEP scored a (1), 37% a (2), and 7% a (3). In 2017, 50% of students with an IEP scored a (1), 39% a (2), and 11% a (3).**

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

**Yes. The goal of the Allegany County Public School System is to improve the achievement of all students, including those students with special needs.**

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

**Flex grouping is not used with consistency. A shift in teaching practice is necessary and this means that the manner in which teaching has occurred in the past must change. Classroom Assessments are utilized mainly for the purpose of generating a grade.**

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

**The % of students with special needs who take the ELA 11 Assessment will decrease in Levels 1 and 2, while an increase in performance of this population is seen in Levels 3 and above.**

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- What resources are needed to meet the identified goal?

**ELA Supervisor Professional Development directly with the teachers of ELA 11 to identify the standard deficiencies. Professional Learning shared by Special Education Supervisors regarding flex grouping and co-teaching. All teachers need to understand the elements of the GRRUDL Model and consistently implement this instructional practice in their classroom.**

- What resources are currently available to meet the identified goal?

**Personnel within ACPS who can model and demonstrate best practices in co-teaching and flex grouping. Consistent and frequent professional development sessions highlighting the GRRUDL Model.**

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

**Reading Specialists are not available to students at the high school level.**

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

**ELA 11 Content Teachers and Inclusion Teachers will work together with the Principal to identify the data with respect to scoring levels of all populations.**

**ELA 11 Content Teachers and Inclusion Teachers will work with the ELA Supervisor to identify standard deficiencies. ELA 11 Content Teachers and Inclusion Teachers will work with the Special Education Facilitator and Supervisors to identify best practices in implementing the co-teaching model and appropriate ways to implement flex grouping. Instructional practice in all classrooms will be implemented using the GRRUDL Model.**

**The implementation of focused and targeted instruction relating to the determined percentage of identified student deficiencies will become the focus of a daily review.**

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

**The implementation will be monitored through classroom observation, evaluation, walk-through data, lesson plan review, and meetings with the Principal and Supervisor.**

**Completed when 2018 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?

**2. Universal Design for Learning for ELA 11- How will UDL be used in the classroom to support attainment of your goals? 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.**

Principle/Mode	Representation – Process
<b>Principle of Representation:</b> <i>Providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>● Supply background knowledge</li> <li>● Highlight patterns, features, big ideas and relationships</li> <li>● Clarify vocabulary and symbols</li> <li>● Offer various ways to display, see and listen to information</li> </ul>
<b>Principle for Expressions:</b> <i>Providing the learner various ways of demonstrating knowledge and skills (what they know).</i>	<b>Expression/Action- Product</b>
	Students will <ul style="list-style-type: none"> <li>● Set appropriate goals</li> <li>● Communicate through multiple types of media</li> </ul>

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- Use various methods to respond
- Have access to tools and assistive technologies

**Options for Engagement:** *tap learners interests, engage them appropriately, motivate them to learn.*

**Multiple Options for Engagement**

- Provide students with the means to reflect and self-assess their work
- Present opportunities for students to collaborate
- Optimize individual choice and minimize distractions
- Flex-Grouping

**3.ELA 11**

**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 lowest performing subgroup students.

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

Complete data charts using 2015, 2016, 2017 PARCC results.

2015							2016							2017						
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	
	#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%		#

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								130	66	40.8	42.3	32.3	22	16.9	112	64	57	28	25	2	
n or Alaska								≤10					≤10	≤10		≤10					
								≤10	≤10	≤10	≤10	≤10			≤10		≤10	≤10	0≤10	≤	
								≤10	≤10	≤10	≤10	≤10	100	≤10	≤10	≤10	≤10	≤10	100	≤	
i American								≤10	≤10	≤10	≤10	≤10	100	≤10	≤10	≤10	100	≤10	≤10	≤	
o of any race								≤10	≤10	≤10	≤10	≤10	100	≤10	≤10	≤10	≤10	≤10	≤10	≤	
n or Other								≤10	≤10	≤10	≤10	≤10	100	≤10	≤10	≤10	≤10	≤10	≤10	≤	
								124	63	48.8	41	31.1	20	16.1	107	31	57	27	25.2	1	
ces								≤10	≤10	≤10	≤10	≤10	100	≤10	≤10	≤10	≤10	≤10	≤10	≤	
on								27	25	92.6	≤10	7.4	≤10	≤10	18	16	88.9	≤10	11.1	≤	
Meals								79	41	51.9	25	31.6	13	16.5	94	48	51	26	27.7	2	
								43	18	41.9	16	37.2	≤10	20.9	36	10	27.8	14	38.9	1	
								87	48	55.2	26	29.9	13	14.9	76	54	71.1	14	18.4	≤	

ence section will be omitted for the 2017-2018 year as the transition is made to the NGSS and MISA

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**Allegany County Public Schools  
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**3. Social Studies (HSA Government Results) – High Schools Only**

Table 11: Maryland School Assessment Performance Results –Government									
Subgroup	All Students								
	2015			2016			2017		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	150	69	46.0	129	74	57.4	5	2	40
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	145	65	44.8						
Two or more races									
Special Education	26	≤10	19.2						
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	91	42	46.2						

**V  
SUPPORTED SYSTEM OF SUPPORT**

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

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

Area of focus is:

**Continuation of collaboration to understand the elements of the GRR Model, including focused instruction and guided instruction, to increase student learning.**

a. How will the priority/ priorities be addressed?

**These priorities will be addressed through a designated plan established by the SIT Team and shared with the faculty for input. We have been working last year on the GRR Model by conducting our book study as a team to better understand the elements of the GRR. Professional Development is ongoing and shared with all staff throughout the year with a focus on GRR.**

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

**Continuation of professional development relating to the GRR Framework to be presented at the various school based and district level PD Opportunities throughout the year. Focus on full implementation of the GRR Model through the addition of increased collaboration and Independent Practice in 2018-2019.**

VII

NCE

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<b>Table 12: 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	92.7%	N
Grade 11	92.8%	N
Grade 12	92.5%	N

<b>Table 13: Attendance Rate</b>			
<b>Subgroups – School Level Data</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
All Students	93.8	92.5	92.7
White	93.7	92.5	92.8
Two or more races			
Special Education	93.1	94.1	92.4
Limited English Proficient (LEP)			
Free/Reduced Meals (FARMS)	93.2	91.3	91.3

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

**None of the subgroups met the goal of 94% attendance rate. The special education rate went down from 94.1% to 92.4% in 2016-2017.**

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

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## Allegany County Public Schools 2017 – 2018 School Improvement

TE will continue to promote exemplary attendance in ways such as senior & junior giveaway, as well as the traditional BOE attention interventions and requirements. Student attendance will also be rewarded through nine week assemblies, the Principal's award as membership into the National Technical Honor Society. Students with accumulated absences will continue to receive the BOE notification and those students are counseled by the Vice-Principal. The Principal and Vice-Principal meet frequently to discuss students who have received notices relating to their attendance. Together they conduct meetings with the students and inform students of parameters. We will require them to recover credits through summer school if improvement is not made. Parking permits are revoked if a student accumulates more than 10 tardies. The timeline for all of these is ongoing.

### VIII

#### TRUANCY

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

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

How many students were identified as habitual truants?

**How many students were identified as habitual truants.**

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

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## **Allegany County Public Schools**

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The Career Center will continue to provide assistance to all students with attendance problems but have found that by the time students reach grade eleven it has been a problem for quite some time. To reduce the number of habitual truants, our students receive notification from the BOE as well as from CCTE. Both the principal and vice-principal have meetings with these students to discuss the situation and provide corrective remedies, while also informing students of the consequences of continued absenteeism. As the school year progresses, phone calls are made to parents and parent conferences are held to inform them of the impact of their children's absenteeism. After the conference, contracts are drawn up to include the signatures of parents, students, and administrators to show that all parties are aware of the current situation and to provide a possibility for a successful end to the school year. As a last resort credits are revoked and a student is required to attend summer school. Students are provided consistency in the actions of school administrators, with all students who fail to meet the requirements. Students who do not show improvement after they have been provided with notice, being assigned appropriately at the close of the school year.

X

**ATTENDANCE AND DROPOUT RATE (4-Year Cohort) – High Schools Only**

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Students will graduate from high school.

Attendance and dropout rates as measures by AMO Progress:

**Four –Year Adjusted Cohort Graduation Rate**

	All Students								
	2014-2015			2015-2016			2016-2017		
	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)
Students	150	*	≥95.00	137	*	≥95.00	132	126	95.45
Female	142	*	≥95.00	131	*	≥95.00	127	121	95.27
Other races							6	4	66.67
Special Education	29	27	93.10	25	*	≥95.00	28	24	85.71
English Proficient (LEP)									
Free and Reduced Meals (FARMS)	77	*	≥95.00	67	*	≥95.00	74	68	91.88

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**Four –Year Adjusted Cohort Dropout Rate**

	All Students								
	2014-2015			2015-2016			2016-2017		
	Adjusted Cohort	Dropouts	Dropout Rate (%)	Adjusted Cohort	Dropouts	Dropout Rate (%)	Adjusted Cohort	Dropouts	Dropout Rate (%)
Students	150	*	≤3.00	137	*	≤3.00	132	4	
Female	142	*	≤3.00	131	*	≤3.00	127	4	
Free Lunch							0	0	
Special Education	29	*	≤3.00	1	25	4.00	28	2	
English Proficient (LEP)									
Free Meals (FARMS)	83	*	≤3.00	80	3	3.75	74	4	

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

**Students who attend the Career Center spend only fifty percent of their high school career at this school and are certified but do not graduate. There are actually no subgroup challenges evident.**

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

**Students who attend the Career Center spend only fifty percent of their high school career at this school and are certified but do not graduate. There are actually no subgroup challenges evident.**

K

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## **Allegany County Public Schools 2017 – 2018 School Improvement**

### **SAFETY – SUSPENSIONS**

suspension – In school and out of school suspensions

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

The number of in school and out of school suspensions for the 2015-2016 and 2016-2017 school year. Analyze the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and provide a total number, if applicable.

**The Career Center had 169 referrals in 2015-2016, 110 in-school suspensions and 45 out-of-school suspensions. The Career Center had 110 in-school suspensions and 29 out of school suspensions in 2016-2017 school year which is a decrease of 59, and represents a 35 % reduction from the previous year. We had 68 in-school suspensions and 29 out of school suspensions. We had no referrals for sexual harassment, bullying or harassment of any kind. The suspensions were primarily tied to insubordination related to violation of policies and not following rules. To lessen the number of referrals, the school revised the cell phone policy and the incidents for the 2016-2017 school year have reduced.**

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KI

**BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

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

- 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
- 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 PBIS framework at your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

**Management of discipline at CTE is viewed as an integral part of reaching the academic goals of our students. Our school operates with clear expectations, consistency in application of discipline standards, and rewards for positive behavior. Conducting parent and student conferences is commonplace as issues arise, and communication is frequent to keep our students on track for successful completion of high school. Each nine weeks we provide a student recognition ceremony which is an invitation only event for students who have demonstrated growth and/or improvement in the classroom. Positive postcards are sent home by classroom teachers and administrators when positive behavior is demonstrated as a way of recognizing student effort. Skill area teachers and academic staff work closely to communicate issues with students. Students have a close working relationship with their skill teachers, therefore, any issues they are having within the academic content are addressed as important issues to all. A large majority of students are assigned to their skill area instructor for the homeroom period, allowing them to receive mentoring, additional support, and extra time pursuing their passion.**

**There is a team at CTE to ensure all of our students are remediated in terms of academic and behavioral issues. Students are provided with explicit instruction at the start of the year by school administration as to the school-wide expectations, but they are also provided with ongoing instruction by individual teachers with whom they are assigned. Additionally, parents and students are provided a signature sheet indicating the expectations, which aids in addressing issues when they arise.**

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

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Identified as needing additional support beyond the Tier I system that is in place are identified and discussed bi-weekly at the Pup  
e Meeting. During this time, the team works together to develop plans for the students, which may include: the establishment o  
lan, parental contacts and/or parental meetings, referrals to various community agencies, additional support counseling by the s  
st and/or school guidance counselor, medical issues that may come into play when developing individual student plans for reme

istration also works closely with Project YES to identify behavior issues that may be impeding the intellectual growth or success o  
n that program. Project YES has a unique relationship with the students, in that the connection of the mentor and the student ha  
ished for years prior to entrance into the CCTE. Therefore, this individual is a key asset to assisting with students they serve, and  
connection to the families.

ool-Intervention program has been organized in a manner that the students assigned are provided an opportunity to receive serv  
udents to identify the behavior that placed them in the ISI room, and to discuss ways in which they could have handled the issue  
up. Mr. Wilson is a non-confrontational figure with a background in Social Work, therefore he is able to connect with the studen  
eper issues that may serve as a factor for the poor behavior demonstrated in the classroom. During the small group instruction, s  
ble to demonstrate an understanding of the behavior, discuss additional options that could be utilized in the future, and accept  
lity for their actions. This year he has worked to develop social skills lessons/activities to support the remediation of undesirabl

Additionally, a special educator is assigned daily to provide a period of additional support in the ISI room to ensure any student  
ditional academic support is provided this service.

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II.

**d Community Engagement; Non-Title I Schools**

**Parent/Community Involvement Needs**

**Provide a narrative** your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation sheets, type and number of parent activities, etc.).

**Parent Advisory Committee 2017 – 2018**

Name	Position
Sarah Rexrode	Parent
Serena Bingaman	Parent
Mary Bond	President LAC
James Robertson	President ACPS Bldg Trades Foundation
<b>*Can provide listing of all PAC Members, LAC Members, Mock Interview Members, ACPS Bldg Trades Foundation Members, and P-TECH Steering Committee Members upon request.</b>	<b>Various Membership Categories with over 100 Serving</b>

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**Part I Parent Involvement Plan**

In 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.**

**CCTE PARENT INVOLVEMENT PLAN**

**Expectations**

Recognizes the importance of forming a strong partnership with parent/family and community members in order to positively impact the school. To promote effective parent/family engagement, the staff welcomes and encourages parents and community members to join them in the Action Plan as follows:

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

Offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skill at home, the school will meet their targeted goals.

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**Action Plan**

<b>Requirements</b>	<b>Description of Activities/ Actions/Initiatives</b>	<b>Date(s)</b>	<b>Who should you contact for more information?</b>
<p><b>Decision Making</b></p> <p>Parent involvement in decision making is developed with input from parents.</p>	<ul style="list-style-type: none"> <li>• Allegany County Parent Advisory Committee</li> <li>• CCTE School Improvement Team</li> </ul>	<p align="center">Monthly</p>	<p align="center">Principal</p>

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<p><b>3 Parental Capacity</b></p> <p>Provide assistance to parents in understanding the State’s academic content standards and identifies academic achievement standards, and State and local academic assessments. Provide materials and parent trainings/workshops to help parents improve their child’s academic achievement. Ensure information is presented in a format and/or language parents can understand. Provide full opportunities for participation of parents and students from diverse backgrounds.</p>	<ul style="list-style-type: none"> <li>● Annual Back to School Night</li> <li>● Annual Open House</li> <li>● Annual Skills Showcase</li> <li>● Parent Conferences</li> <li>● ASPEN Online Grading</li> <li>● Local Advisory Council meets bimonthly.</li> <li>● Nine week assemblies</li> <li>● Veteran’s Day Program</li> <li>● IEP &amp; 504 Meetings</li> <li>● Skills USA/FBLA Events</li> <li>● CCTE Awards Night &amp; Reception</li> <li>● Certification Ceremony</li> </ul> <p>Business/community reps and a parent rep.</p> <ul style="list-style-type: none"> <li>● Program Advisory Committees made up of Community Business Partners and Parent Representatives</li> </ul> <p>Business/community reps and a parent rep.</p> <ul style="list-style-type: none"> <li>● Program Advisory Committees made up of Community Business Partners and a parent Representative Teams of parents from diverse backgrounds.</li> </ul>	<p>August</p> <p>February</p> <p>December</p> <p>October</p> <p>Ongoing</p> <p>Bimonthly</p> <p>Quarterly</p> <p>November</p> <p>Bimonthly</p> <p>On-going</p> <p>On-going</p>	<p>Principal</p> <p>Vice-Principal</p> <p>Guidance Counselor</p> <p>CCTE Faculty &amp; Staff</p> <p>CTSO Advisors</p> <p>Local Advisory Council</p> <p>Program Advisory Committees</p> <p>Business Partners</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Allegany County Public Schools  
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Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p><b>Effectiveness</b></p> <p>Effectiveness of the school's involvement activities will be measured.</p>	<p>Back to School night and Open House averages over 150 guests. Parent Conferences are not well attended.</p>	<p>August October February</p>	<p>Principal Vice-Principal Guidance Counselor</p>
<p><b>School Level Parent Involvement Initiatives Based on Epstein's Third Type of Parent Involvement: Volunteering</b></p>	<p>Field Trips Mock Interview Judges</p>	<p>On-going March</p>	<p>Principal/Attending Teacher Jemma Crowe/Phil Carter</p>

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

All students will be invited to the awards assemblies at the end of each nine weeks. Teachers will send home and parents will receive postcards that inform them of what their child is doing something noteworthy. Parents are also invited to partake in the Veteran's Day program at the school. The School Website Page will continue to update and share photos and accomplishments of students frequently for parents who find it difficult to attend school. This platform has become very popular and is managed by the Principal and select staff.



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**IV.**

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

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

**Professional Learning Title:**

**Date(s): August 23, August 24, November 16, December 18, January 24, February 14**

**Location and Time: (Nov 16 & 18) ELA Mtg @ CCTE,**

**(Aug 23 & 24, Jan 24 & Feb 14) CCTE Professional Development Days**

**Intended Audience: ELA & Inclusion Teachers, Special Education Supervisors and ELA Supervisors**

**CCTE faculty and staff**

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

School Based Professional Development Days at CCTE, the Gradual Release of Responsibility Framework is ALWAYS included in the agenda shared. As a result of the professional development, all teachers at CCTE are familiar with and committed to the direction of the work as a way of improving the instructional opportunities for all students. CCTE Teachers are implementing practices of Focused and Guided Instruction, and identifying Content Purpose and Language Purpose Statements within plans daily.

Meetings that have been established this school year have created the opportunity for ELA Content Instructors, School Administrators to work together in the assessment of data, and to develop ideas/plans for implementing practices within the classroom to support student learning.

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

Knowledge obtained by teachers with regard to Focused Instruction, Guided Instruction, Flex Grouping, Language Purpose, Content Purpose, and Assessment Data relating to the School Performance Measures, and the Evidence Statements has allowed our teachers to collaborate and identify areas to target weaknesses through a thoughtful approach to instruction using the GRR.

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

Observations, evaluations, walk-throughs

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V.

**POLICY STRUCTURE AND PRACTICE**

Does your school's mission and vision support the district's mission and vision?

**Staff is committed to learning and implementing the GRR framework. Because this is a new endeavor not just for CCTE, but for all staff, we have begun the work by implementing the second phase of GRR which is Guided Instruction. Teachers at CCTE have the Content Purpose posted on their boards. UDL principles are not seen as a separate set of instructional tools; rather they are viewed as a part of the full implementation of the GRR Model.**

What are some ways your school and district can jointly establish buy in with teachers for the GRR and UDL?

**We practice full inclusion which in turn, necessitates a belief in teaching for ALL students. In order to effectively teach and reach all students, it is important to support student learning through the allowance and encouragement of multiple means of student engagement, expression, and learning. At CCTE, our skill instructors and academic teachers encourage our students to work and learn together, regardless of their abilities. Our teachers encourage students to work collaboratively to solve problems, and they promote the belief that our goal is to establish student learning through the implementation of the Gradual Release of Responsibility.**

What additional professional learning, if any, is needed at your school to support GRR and UDL within the classroom?

**Additional leaders and/or administrators will be providing continued professional development of GRR during Professional Development at the school level and supervisor level. CCTE has an established ACTE Team, comprised of skill and academic staff, the SEF, the Principal, and the Guidance Counselor. Recently participation in a National Conference in Tennessee was well received and the team is focused on**

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# **Allegany County Public Schools**

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ovement efforts. This team will play an integral role in developing Professional Development for the February Professional Development as well as the end of school year PD.

1

### **ment Plan**

Will the plan be shared with the faculty and staff?

Copy of the plan will be shared with faculty upon completion. The plan will be shared at the first staff development day in January. An update regarding the development of the school improvement plan will be shared with the faculty at a future school based professional development. The final document will be reviewed with the faculty in January prior to its evaluation by the central office team. Each faculty member will receive an electronic copy of the monthly school improvement team meeting minutes, faculty meetings, or team/department meetings. The implementation and evaluation of the plan will be discussed at regularly scheduled faculty meetings.

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

At the end of each quarter, the SIT will gather and analyze all data using current PARCC scores, HSA scores and benchmarks. The data will be analyzed and used to monitor the progress of special education students and/or FARMS. After the data has been gathered, the principal will meet with the appropriate teams to discuss ways of closing the gap.

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

After analyzing the quarterly data as well as PARCC test results, the SIT will revise the plan as necessary to ensure that instruction, professional development, and support programs meet the needs of students, as well as teachers.

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

Each teacher receives an electronic copy of the SIP for review and/or contributions. Since the plan is based on reducing the gap, especially in the

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ial Education subgroup, the content areas will do their jobs to help and support the students in passing the tests, completing the bridge  
ects and/or reaching the composite. Additionally, a focus on increasing the number of students who take and pass the TSA will be made with  
kill Instructors. Increasing in this regard will allow students to achieve CCR for both ELA and Math. Through our staff development, all  
ers will be involved in implementing the objectives of the plan.

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

parent conference sessions, copies of the school improvement plan will be available for review by the parents. A copy of the SIT plan will be  
ed on the school website as well as the BOE website. Any interested person may request a copy of the plan, and faculty will be available to  
ss it at any time. Revisions and corrections will be shared with parents through parent newsletter.

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

update regarding the development of the school improvement plan will be shared with the faculty at a school-based professional development

The final document will be reviewed with the faculty in January after its evaluation by the central office team. After evaluation, changes will  
ared with each faculty member electronically and a new version will be sent to each faculty member. The implementation and evaluation of  
lan will be discussed at regularly scheduled faculty meetings. Parents will be provided with a copy of the SIT plan upon request and may  
w it on the school's website. The community will be made aware of the plan through the LAC.

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

n request from the SIT chair, Central Office staff will attend SIT meetings to provide assistance. The Central Office will also provide linkages  
MSDE and other educational agencies. They will also assist in planning professional development activities. A review team comprised of  
ral Office staff will review the plan using the SIT rubric. The review team will meet with the SIT team from the Career Center after that date to  
w the implementation of the plan. The Central Office has been very supportive in its understanding that the plan for CTE is unique and the  
s of targeting CCR is realistic for the school, its staff, and the 11th and 12th grade students it serves.

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<i>Date</i>	<i>Person(s) Responsible</i>	<i>Activity</i>
<i>September 2017-January 12, 2018</i>	<i>Jemma Crowe, Carol Garner, Candy Canan</i>	<i>Writing of the SIP Plan</i>
<i>2018</i>	<i>Jemma Crowe</i>	<i>Plan due to Trina McGregor</i>
<i>8</i>	<i>Jemma Crowe, Carol Garner, Candy Canan</i>	<i>Review of the SIP Plan</i>
<i>y</i>	<i>Principal, SIT CHAIR, SIT Team/Faculty</i>	<i>Sharing of Plan with Faculty and Staff Review of Benchmark/PARCC Data Revision of SIP</i>

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

- 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 Increase the use of GRR in Tier I instruction**

**PRACTICE:** School personnel will use the GRR framework for planning and instruction and include the UDL principles, guidelines and checkpoints.

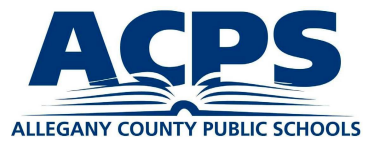
Action Step	Who	By When	Status Update / Next Steps
<b>LAYING THE FOUNDATION</b>			
<ul style="list-style-type: none"> <li>Aligning with District professional development, Administration and SIT team will complete a book study on <i>Better Learning, Through Structured Teaching</i>.</li> <li>Administration and SIT team will unpack the chapters of the book to gain a deeper understanding of the concepts and framework.</li> <li>SIT and administration will determine next steps after the book study, and will work to align with the District initiative.</li> <li>Common planning time will be established for ELA and Inclusive Teachers to enhance GRRUDL Practice in the classroom.</li> </ul>	Admin SIT Team District ELA Teachers Special Education Teachers	August-Dec. 2016 March 2016 FY18 Ongoing	<p><b>Completed Book Review</b></p> <p><b>Common planning times established in FY18 Master Schedule for ELA &amp; Inclusion Teaching Staff</b></p> <p><b>Review of common planning practice has taken place between SEF, Admin, ELA, and Special Education Inclusion Teachers</b></p> <p><b>Review of Master Schedule will commence following FY19 Course selection and a plan for inclusive practice will be developed accordingly</b></p>

**INSTALLING**



<ul style="list-style-type: none"> <li>• During Professional Development, county-wide and school based, Focused Instruction will be the topic of attention.</li> <li>• During Principal PD, Guided Instruction will be the focal point for the staff</li> <li>• The administration will monitor the use of GRRUDL through electronic walkthrough document</li> <li>• Conferencing with teachers following observations will focus on the implementation of the GRR Framework within the lesson including Content Purpose, Language Purpose</li> </ul>	<p>Admin SIT Admin</p>	<p>FY17 FY 18 Ongoing</p>	<p><b>All Professional Development during FY17 and FY18 has included an element of the GRRUDL Framework to include Focused Instruction, Guided Instruction, Content Purpose and Language Purpose Statement Development.</b></p>
<p><b>IMPLEMENTING</b></p>			
<ul style="list-style-type: none"> <li>• All classes will implement the GRR Framework Areas of Focused Instruction.</li> <li>• All classes will establish Content Purpose and Language Purpose Statements that align to the goals of the daily lesson.</li> <li>• All classes will implement the GRR Framework in the area of Guided Instruction.</li> <li>• ELA &amp; Inclusion Teaching Staff will collaboratively plan lessons that</li> </ul>	<p>Classroom Teachers Special Education Teachers Admin BOE Supervisors of ELA &amp; SPED</p>	<p>FY 17 &amp; FY18 FY 17 &amp; FY18 FY18 Ongoing FY18 Ongoing FY18 (Nov./Dec.) FY18 (Dec.)</p>	<p><b>All classes, regardless of discipline, implemented Focused Instruction in FY17 &amp; continued this practice into FY18.</b></p> <p><b>All classes, regardless of discipline, implemented the use of Content Purpose Statements and Language Purpose Statements in FY17 &amp; continued this practice into FY18.</b></p>

<p>utilizing flex grouping where appropriate.</p> <ul style="list-style-type: none"> <li>Principal will meet with ELA Teachers and Inclusion Teaching Staff to identify the gaps existing in the data for the PARCC ELA 11 and to discuss a plan of action to ensure all students are deemed as College and Career Ready.</li> <li>ELA Supervisor and Special Education Supervisors will meet with Principal, ELA Teachers, and Special Educators to discuss data relating to PARCC ELA 11 scores and ideas for targeting improvement through collaborative practice.</li> </ul>			<p><b>All classes, regardless of discipline, implemented Guided Instruction in FY18.</b></p> <p><b>Collaborative planning occurs twice a week between ELA and Special Education Inclusion Teachers where lessons are designed utilizing the GRR Framework and targeting instruction</b></p> <p><b>Meetings were held between administration, ELA and Special Education Inclusion Teachers to develop plans relating to the data for the PARCC ELA 11, and to discuss the flex grouping model.</b></p>
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
<ul style="list-style-type: none"> <li>Commitment to Practice</li> </ul>	<p>All Stakeholders</p>	<p>Ongoing</p>	<p><b>Overall staff commitment to improvement in instructional practice through the use of the GRR Framework will support the development of a College and Career Ready student.</b></p>
<p>Notes-</p>			



***MTSS Multi-Tiered System of Support Action Planning***













School: CCTE

Date: 4/24/2017/updated 1/9/18

**Allegany County Public Schools**

**2017 – 2018 School Improvement**

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

Name (Print and Sign)	Affiliation/Title
Candy Canan 	Principal
Jemma Crowe 	SIT Chair
Pam Bittner 	Instructional Leader
Carol Garner 	Instructional Leader
Pamela McDonald 	Instructional Leader
Brenda Blackburn 	AHOP Instructor
Jenean Fazenbaker 	Guidance Counselor
Tom Krukowsky 	Interactive Media Instructor
Harry Morgan 	Automotive Technology Instructor
Robert Prosser 	Engineering/Industrial Manufacturing Instructor
Marianne Spencer 	SEF
CG Wilson 	Student Services

November 2017