

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

School: **Fort Hill High School**

Principal: **Joseph W. Carter**

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INTEGRATED EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

Fort Hill High School's mission to provide a safe, nurturing environment that develops responsibility, personal integrity, self-respect for others. Our mission is also to provide each student with an academically challenging program that enhances creativity and to achieve individual excellence and success in a rapidly changing world.

Vision

Fort Hill High School is a community of diverse learners in which every person is valued for his/her contribution. Fort Hill students will demonstrate social responsibility, the highest standards of behavior, and personal responsibility for their own education as lifelong learners. The Fort Hill staff's focus is to build meaningful, supportive relationships among students, staff, and community and foster academic excellence. Our graduates will possess the necessary skills and knowledge to empower their success in their college and careers and to contribute to a diverse and globally interconnected society.

Core Values

- **Learning, Creating Vital Relationships, and Respect Amongst each Other**
 - **FHHS believes that we must engage every student every day during their four year tenure at FHHS. We believe that learning is achieved by creating curiosity and performing hard work. FHHS will encourage and support critical thinking, problem solving, active questioning, and risk taking to continuously improve rigorous academic and vital learning experiences.**
 - **FHHS believes that uniting together is vital to our success as a school. We must create strong partnerships that**
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are created with open and honest communication. In addition, creating relationships within our diverse community requires us to understand the perspectives of others.

- **WE BELIEVE** that each individual's contributions adds a specific value to our learning community;. The FHHS administration, staff, and students view fair treatment, honesty, openness, and integrity as essential core components to success in life and the diversity of our school is an asset that makes us stronger.

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A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

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

The principal provides a foundation and main direction for our SIP. He allocates specific sections to a teacher in each discipline, to disaggregate and analyze data, and completes the required SLO's on time and in a professional manner. In addition, he allots the 2 co-chairs to collaborate and complete the SIP in a timely manner. Since the inception of Google Drive/icloud, the principal designed professional developments to allow collaboration of subject areas and cross curriculum idea exchanges.

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

The school leadership team, which consists of members from each discipline, allows the SIP to be assembled by each discipline : evaluated by the school leadership team and allows each discipline to have a voice in the SIP process. FHHS has continued this the past 12 years and it seems to be a decent way of representing our school and allowing administrators, teachers, and person have an active voice in the FHHS SIP.

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

The Co-Chairs, as well as all SIT members, all agree that the entire school and the community are both well represented on the

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

Throughout the school year our principal asks for suggestions and ideas for professional development or for any ideas to make c run smoother. Throughout the last 3 years, the school has underwent many changes in personnel and positioning and the princ used the educators and his fellow administrators to help in decision making process.

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

At the beginning of the school year, the staff was allotted, a significant amount of time to discuss, collaborate, and formulate the sections of the SIP for FHHS. For the first time, in quite a while, the entire FHHS staff worked continuously and collaboratively on the SIP. Ideas for the plan were shared via emails, Google Hangouts, Google Drive, and through group

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conversation. The process was collaborative, meaningful, and worthwhile.

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

The last review of the SIP occurred during the first professional development in Allegheny County. The FHHS staff worked diligently reviewing last years plan with the administration and then broke off into subgroups by subject area to work on individual sections. The administration, special education department, and the guidance department developed their respective areas as well.

Have you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and situations of students? If so, why?

The school's mission and vision has not been changed this year because it is still relevant to the needs and situations of the students.

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A. Culture, Climate, and Inclusive Community

At Fort Hill High School, our faculty and staff strive to create an inclusive climate and culture. We believe that when all of our students are included and successful, we all succeed together. We provide this through our special education program, our student support programs, equitable access to a wide-range of classes, and our extracurricular programs. These address the social, academic, and emotional needs of all students we serve.

The first area where we establish an inclusive community is through our special education teachers and support staff. Paraprofessionals are used as support staff for special education students. They are used in every aspect of the school day as an extension of the teacher. They are positioned in the SLE environment and are used to make accommodations that are stated in the IEPs of each student. One IA is an intervention teacher. She directly supervises students that are in the Intervention room and coordinates homework and classroom activities. In addition, she does the daily attendance and other clerical duties associated with attendance and tardies.

When an IA is in a class with regular education students, the IA can give additional academic support to them, while paying attention to the special education students. This includes, but is not limited to: reinforcing instruction, help on classwork, homework, and classroom discipline. IAs are also part of the coaching team of our Unified Sports Teams. They interact directly with regular and special education students, helping them as they practice and perform in matches. They bring both needed assistance and familiarity with the special needs of students with disabilities, and adult leadership and mentoring to all participants.

Responsibilities of IAs include: morning/afternoon bus duty, bathroom and personal hygiene assistance, communication between teachers, providing of and assisting with classroom instruction, follow-through for therapy services, and general student supervision. IAs implement behavior plans, make accommodations, modify the curriculum, provide vocational inclusion and room preparation for activities. The IAs work very closely with the SLE teachers to plan various activities and lessons. IAs are given opportunities to modify accommodations for the needs of the students with which they are working.

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Collaborative planning between general and special education teachers has been a challenge at the high school level due to the timing. Inclusion teachers are responsible for several different levels of a subject, and some have multiple subjects in which they collaborate. Inclusion teachers work with 3-5 different general education teachers a day, and coordination of planning periods is impossible.

Recognizing that collaborative planning is important, our MCIE team has organized a schedule where teachers can plan together. This is occurring twice a month where teachers meet for an hour to collaboratively plan. Teachers will be given 1 PD credit upon completion of collaborative planning. Unfortunately, very few teachers have taken advantage of this opportunity so far this year. It is our hope that this practice that more teachers will choose to use it as a way to improve instruction. These programs include: Football buddies, SLE student in band, Unified Sports (with over 30 regular education students participating), Inclusion in regular education, and regular education student as student aide in SLE classroom.

After talking to several members of the special education staff, many who have worked in other buildings, we were encouraged. All of the special education department felt that the faculty and staff at Fort Hill work very well to provide an inclusive environment at Fort Hill. There were not suggestions for professional learning, but felt that we continue use our MCIE team to lead the school for an inclusive environment.

Equal and equitable access to higher education is paramount for our students to be successful. To ensure our students' participation in Advanced Placement classes for college credit is promoted and provided for all students willing to strive for academic achievement, over 100 students participate in one or more of the 14 AP classes available.

The Dual-Enrollment, Early College Program held in conjunction with Allegany College of Maryland has allowed a record 79 students to earn actual college credit while finishing their high school courses. This program allows students to be successful at college courses while in a supportive environment of high school with teachers who show the students that college is an obtainable reality for anyone willing to take the opportunity. Access to college is possible, regardless of socio-economic status and familial lack of education.

In addition, the Maryland NextGen Scholars program is available to current ninth and tenth grade students who are deemed eligible based on financial need. The program funds a coordinator that is responsible for mentoring and educating students and their families on resources available for college and career planning. This is another layer of support to ensure awareness and participation in all areas available for continued success upon graduation.

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Another area which Fort Hill strives to add inclusivity is when addressing the wide range of socio-economic statuses present in our community. Programs have been established to make sure students who are struggling with food availability at home have access to additional food at our school. The Food Fort was established and is stocked for students who are hungry. Local community members, organizations provide the resources for the Food Fort, and all students are welcome to take what they need because Fort Hill faculty and staff believe that no student in our care should ever be hungry.

Clothing is another area of need for our students. In conjunction with the Food Fort, local charities will provide winter outfits for students who do not have a winter coat. Gently used clothing and shoes are brought in for students in need and are funneled through the program. These are available for students all year long. To ensure that no student feels left out during homecoming and prom, dresses are available for students at no cost to them. Tickets are donated by the Student Council; therefore, no student who wants to participate in these events is left out due to lack of funds.

The Fort Hill Christmas Endeavor is a place where school and community resources come together to ensure that students in need are taken care of during the holidays. Students receive practical and enjoyable gifts donated by the community, faculty, and staff because we believe that every student should receive something during the holidays.

Project Yes is another area where Fort Hill strives to provide equity to high-risk students by giving these students an extra layer of support. Students participating in this program receive mentoring, help with classes, tutoring, and another person to help them be successful in school.

Finally, free tutoring is provided by the students in the National Honor Society on a daily basis during PRIDE time. Any struggling student is given a helping-hand in any subject in which they are provided one-on-one instruction. Empathy is stressed in our high school, and this is a place where students benefit from learning how to be empathetic while tutoring.

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B. Student and/or Staff Engagement Action Plan

Student Engagement Action Plan

<p>Key areas of needed improvement: What is/are the issue (s) that needs addressed?</p>	<p>Based on the response from the student engagement survey, a majority of students do not feel safe in our school. Only 38.6% of students agreed or strongly agreed with the statement: "I feel safe at school." 28.5% of students disagreed, and 32% did not agree or disagree.</p>
<p>Activities: What steps will be taken or to obtain the desired outcome(s).</p>	<p>To make students feel more safe at school the following steps will be taken:</p> <ul style="list-style-type: none"> ● More safety drills ● More student body meetings with a focus on school safety ● Mental health awareness in Pride Time ● Dedicated school resource officer to Fort Hill ● Student ID ● Door alarm for doors not allowed to exit

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<p>Key leader and team: Who is responsible and involved in the work?</p>	<p>The following people will be involved in the work to improve student safety:</p> <ul style="list-style-type: none"> ● ACPS Board of Education ● Administrators at Fort Hill ● Guidance Counselors ● Teachers (especially Pride Time teachers) ● Students
<p>Resources: What investments (people, money, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?</p>	<p>The following investment is needed to carry out the initiative of a safer school:</p> <ul style="list-style-type: none"> ● Money to pay for full-time school resource officer at Fort Hill ● Mental health activity preparation-money for motivational speakers ● Resources of guidance office ● Time allotted to ensure all students know safety procedures ● “Secure-a-door” made for each classroom
<p>Key milestones: What are the major events or accomplishments for this?</p>	<p>Students will feel safe when they are in the school building.</p>
<p>Performance Metrics: What will you use to gauge progress on your steps and to determine if the desired goal has been met?</p>	<p>To measure progress, we will use the results of the 2018-2019 student engagement survey to determine if more students feel safe at school.</p>

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<p>ne: Include dates for mentation of action steps.</p>	<p>Action steps and implementation dates:</p> <ul style="list-style-type: none"> ● More safety drills (Beginning of school year 2018) ● More student body meetings with a focus on school safety (One each quarter.) ● Mental health awareness in Pride Time (Once a month) ● Dedicated school resource officer to Fort Hill (Per ACPS funding) ● Student ID (Per ACPS approval/funding) ● Door alarm for doors not allowed to exit (Per ACPS approval/funding)
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Staff Engagement Action Plan

<p>y areas of needed improvement: is/are the issue (s) that needs ssed?</p>	<p>Based on the Staff Engagement Survey results, one area of improvement is in response to t results of the statement: "In my building, my hard work is acknowledged."</p>
<p>ctivities: What steps will be taken er to obtain the desired ne(s).</p>	<ul style="list-style-type: none"> ● Administration will make a goal of providing a form for a positive office referral per teacher per quarter. ● As a school, professional development should have a catered lunch for staff. ● Incentives/drawings given to staff based on attendance or years of service.

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<p>Key leader and team: Who is responsible and involved in the work?</p>	<ul style="list-style-type: none"> ● Administration ● Social Committee ● Instructional Leaders ● Students nominating teachers
<p>Resources: What investments (people, money, time, etc) will be needed to support the initiative(s) (strategies/activities) to achieve the desired outcome(s)?</p>	<ul style="list-style-type: none"> ● Money for catering (could come from social dues) ● Positive work certificates ● Time for administration to provide positive feedback
<p>Key milestones: What are the major events or accomplishments for this?</p>	<p>The goal is for 90% of staff to feel appreciated and valued.</p>
<p>Performance Metrics: What will you use to gauge progress on your steps and to determine if the intended goal has been met?</p>	<p>To measure progress, we will use the results of the 2018-2019 staff engagement survey to determine if teachers feel appreciated and valued.</p>

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ne: Include dates for
mentation of action steps.

- Quarterly number of positive individual recognitions given
- August: catered lunch on professional development day
- December: Christmas luncheon
- March: St. Patrick’s Day Potato Lunch
- June: Staff Engagement Survey complete

SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	3	3
Teachers	0	51	51
Itinerant staff	0	0	0
Paraprofessionals	0	7	7
Support Staff	0	7	7
Other	0	13	13
Total Staff	0	81	81

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Table 2					
Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data	2018 – 2019 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) 	100%	100%	100%	100%	100%
For those not certified, list name, grade level course	NA	NA	NA	NA	NA
Number of years principal has been in the building	2	3	4	5	6
Teacher Average Daily Attendance	95.8%	94.9%	94.3%	95.1%	

B. Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL	2018-2019 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	≤10	≤10

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African American	45	44	46	37
White	675	686	672	666
Asian	≤10	8	≤10	≤10
Two or More Races	26	79	42	54
Special Education	97	104	102	98
LEP	≤10	≤10	≤10	≤10
Males	408	414	418	363
Females	356	367	362	340
Total Enrollment (Males + Females)	764	781	780	703
Farms (Oct 31 data)	51.9%	57.2%	48.7%	51.21%

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

Table 4					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL

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01 Intellectual Disability	21	06 Emotional Disturbance	1	12 Deaf-Blindness	n/a
02 Hard of Hearing	n/a	07 Orthopedic Impairment	n/a	13 Traumatic Brain Injury	n/a
03 Deaf	n/a	08 Other Health Impaired	33	14 Autism	11
04 Speech/Language Impaired	n/a	09 Specific Learning Disability	32	15 Developmental Delay	n/a
05 Visual Impairment	nn/a	10 Multiple Disabilities	7		

ATTENDANCE

Table 5	2017-2018	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	91.6%	N
Grade 9	91.9%	N
Grade 10	91.4%	N
Grade 11	91.1%	N

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Grade 12	91.8%	N
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Complete the table and then calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2017. Represent as + or - based on increase or decrease of data.

Table 6					
Attendance Rate					
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017	2017-2018	Percent of Change
All Students	93	92.8	91.9	91.6%	-.3%
Hispanic/Latino of any race	91.4	89.5	87.1	87.6%	-.6%
American Indian or Alaska Native	92.2	92.4	94.8	96.1%	+1.4%
Asian	96.3	96.8	96.5	97.4%	+.9%
Black or African American	88.9	89.3	86.5	86.3%	-.2%
Native Hawaiian or Other Pacific Islander	≤10	≤10	≤10	≤10	n/a
White	93.3	93.1	92.3	92.1%	-.2%
Two or more races	90.6	91.6	90.6	88.8%	-1.9%
Special Education	92.5	91.5	91.2	89.4%	-1.9%
Limited English Proficient (LEP)	97.2	≤10	93.6	≤10	n/a
Free/Reduced Meals (FARMS)	91.2	90.7	89.3	89.1%	-.2%

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.

- The attendance rate for FHHS is still maintaining around 92%, however, it is still 2% below the targeted value.
- The subgroup for Black/African American had a rate of 86.3%, which is well below the target for the entire school, and is lower than the year before. In fact, there has been a steady decline in the attendance over the course of the past 4 years.

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that the Black/African American subgroup is relatively small, having a small group of students in this group who are attending. These concerns will have a significant impact on the attendance rate of this subgroup.

- In addition, the subgroup for Special Education, had a 89.4% attendance rate, which is well below the AMO for the entire district and has been on a decrease for 4 consecutive years.

However, it should be noted that the attendance rate for American Indian subgroup has continually grown each year for the past five years. This is a positive for FHHS because in the past, that subgroup was generally not represented.

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

- The administration, in conjunction with the attendance office, will call home and report any student truant after morning attendance is taken. These calls have to be answered by parent/guardian to verify their absence or reason for missing school.
- If attendance does not immediately improve with phone calls, the PPW or Resource Officer will make home visits. In addition, the PPW Services Team will discuss any student with attendance issues to see what school resources can be used to improve attendance.
- The Dean of Academics will meet with any student that has missed 10 unexcused days of school and attempt to schedule a parent conference. Notification of absences will be sent by the school to ensure that parents are aware of days missed. Grades will be discussed and an improvement plan will be implemented if necessary.
- Finally, the administration has created an attendance incentive for all students to strive to obtain. These incentives include a pizza party, ice cream social, and Chic-Fil-a gift cards. Also, a certificate is given to each student who has not missed a day or been tardy in a particular month. Students are recognized in Pride Time with the presentation of these certificates. Each of these incentives has specific criteria that must be met in order to be eligible for the incentive.

HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is unexcusedly 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 to 10 days during the school year; (c) The student was in membership in a school for 91 or less days.

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

many students were identified as habitual truants?

FHHS and the Allegany County Board of Education have identified 22 students as habitually truant.

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

The administration has identified students who are habitually truant and have set in place a protocol to alleviate the truancy. To address the truancy issue, the administration will call home and report any student truant after morning attendance has been taken. Parental communication, usually by phone, typically improved truancy rates once parent/guardians understood the consequences of their child being truant.

The administration continually monitors truant students using the ASPEN system and routinely discusses the policies with students who are habitually truant. Every student that is placed on the “chronic” truancy list in the ASPEN system is called to the assistant principal’s office to discuss options and investigate the student’s situation so the problem will be alleviated. Once a discussion with the vice principal has taken place, the truancy usually subsides.

In addition, a conference with the parent will be scheduled by the PPW to discuss the situation and reason for the truancy. If the student is under the age of 16, the PPW will charge the parents for the child’s truancy.

GRADUATION AND DROPOUT RATE – High Schools Only

Goal: All students will graduate from high school.

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Year Adjusted Cohort Graduation Rate	
Group	All Students

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	2014-2015			2015-2016			2016-2017			2017-2018		
	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)
ents	197	172	87.31	156	137	87.82	175	145	82.86	184	152	82.61
:/Latino	≤10	≤10	≤10	≤10	≤10	≤10	3	3	100	4	3	75
n Indian or lative	≤10	≤10	≤10	≤10	≤10	≤10	1	1	100			
	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	3	1	33.33
African n	14	≤10	≥95	13	12	92.31	16	10	62.5	12	8	66.67
lawaiian or acific Islander	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10			
	175	151	86.29	137	119	86.86	144	123	85.42	159	136	85.53
more races	≤10	≤10	≤10	≤10	≤10	≤10	11	8	72.73	6	4	66.67
Education	29	23	79.31	13	7	53.85	19	11	57.89	12	6	50
English nt (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	1	0	0
duced Meals)	108	94	87.04	58	45	77.59	97	69	71.13	97	72	74.23

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Year Adjusted Cohort Dropout Rate												
Group	All Students											
	2014-2015			2015-2016			2016-2017			2017-2018		
	Adjusted Cohort	# of Dropouts	Dropout Rate (%)	Adjusted Cohort	# of Dropouts	Dropout Rate (%)	Adjusted Cohort	# of Dropouts	Dropout Rate (%)	Adjusted Cohort	# of Dropouts	Dropout Rate (%)
Students	197	25	12.6%	156	19	12.1%	175	27	15.43	184	24	13
Hispanic/Latino	*	*	*	*	*	*	3	0	0	4	0	0
Native American or Alaska Native	C	*	*	*	*	*	1	0	0	0	n/a	n/a
Asian	*	*	*	*	*	*	*	*	*	3	1	33.3
African American	14	*	<5%	13	1	7.7%	16	6	37.5	12	3	25
Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	0	n/a	n/a
Other	175	24	13.7%	137	18	13.4%	144	18	12.5	159	18	11.32
Two or more races	*	*	*	*	*	*	*	*	*	6	2	33.33
Special Education	29	6	20.7%	13	6	46.2%	19	5	26.32	12	0	0
English Learner (LEP)	*	*	*	*	*	*	*	*	*	1	0	0
Reduced Meals ()	108	14	13%	58	7	22.4%	97	26	26.8	97	18	18.56

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

Changes are evident in the special education group as well as the FARMs subgroup. These groups have the highest dropout rate as well as the lowest graduation rate. FARMs is such a vast group that pinpointing a particular subgroup in that area is difficult. The special education subgroup has students that belong to the FARMs subgroups and consequently does not allow full statistical analysis of the data.

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

The administration has identified students who are at risk for not graduating and have set in place a protocol to alleviate this issue. To alleviate the issue, the administration will call home and report any student tardy after morning attendance has been taken to ensure that the parents/guardians understand the importance of attendance. Parental communication, usually by phone, typically impacts tardiness and attendance rates once the parent/guardians understood the consequences of their child being late to school and not graduating is the top priority of FHHS. The administration continually monitors tardy/attendance issue students using the ASPEN system and routinely discusses the policies with students who are habitual in this manner. Every student that is placed on the “chronic” tardy/absentee list in the ASPEN system is called to the assistant principal’s office to discuss options and investigate the student situation so the problem will be alleviated. Once a discussion with the vice principal has taken place, the tardiness/attendance issue usually subsides. In addition, the PBIS team at Fort Hill will have established contact with the students and their parents to discuss the ramifications of being tardy and find a solution to remedy the problem.

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SCHOOL SAFETY/ SUSPENSIONS

Suspension – In school and out of school suspensions

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

Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses bullying/ harassment. Calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2016-2017. Represent as + or - based on increase or decrease of data.

Table 9				
SUSPENSIONS				
Subgroup	All Students			
	2015-2016	2016-2017	2017-2018	Percent Change from 2017 to 2018
Total Referrals	633	796	677	-14.9%
All Suspensions	440	506	328	-35.2%
In School Suspensions	0	0	0	0%
Out of School	106	135	94	-30.4%
Sexual Harassment Offenses	1	1	0	-100%
Harassment/Bullying Offenses	0	2	1	-50%

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

In 2016-2017, there were 796 overall office referrals. Of those incidents, 371 resulted in an ISI (46.6) and 135 resulted in OSS (16.8). The largest number of referrals was for disruption, which was 298/796 (37.4%). The second largest was for disrespect, which was 173/796 (21.7%). The third largest was class cutting, which was 95/796 (11.9%). Class cutting showed a significant change from the previous year (5.7%) to 11.9%. We believe this trend was mostly from period 5 study shift. The school has changed its policy to address the problem. Disrespect made up 59.2% of the total referrals. No other category displayed a significant increase or decrease when compared to the previous year's data.

In 2017-18, there were 677 overall office referrals. Of those incidents 234 resulted in an ISI (34.6%) and 94 resulted in OSS (13.9%). The largest number of referrals decreased by 119 (-14.9%). There were 137 fewer ISI infractions and 41 fewer OSS suspensions when compared to last year. The largest number of referrals was for disruption, which was 194/677 (28.7%). The second largest was for tardiness, which was 109/677 (16.1%). The third highest was for disrespect, which was 98/ 677 (14.5%). Correcting tardiness was a specific focus of the school, which showed an increase from 4.8% (2016-2017) to 16.1% (2017-2018). There were 17 fewer incidents of truancy while class cutting showed no significant change.

The school has continued to focus on correcting tardiness, truancy, and class cutting, which when combined constitutes 221/677 overall referrals. We have started a mentor program to help with this issue as well as academic and behavioral progress accountability. Bus suspensions also decreased significantly by 71 referrals. It is also important to note that our data reflects students that are present in the alternative setting, but have Fort Hill as their home school.

We continue to use and train teachers on PBIS as a means to address Office Discipline Referrals (ODRs). Teachers are given PD on effective classroom management. In addition, teachers analyzed the discipline data to troubleshoot areas of concern and formulate interventions. For example, teachers are required to complete three teacher initiated interventions prior to writing an ODR for chronic behavior. These interventions are contacting parents, conferencing with the student, and utilizing support staff such as guidance counselors, or Project YES. The Pupil Service Team also meets regularly to discuss student concerns and possible solutions and interventions. A

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ces and actions are reviewed, including but not limited to, guidance conference, health interventions, home visits, health services, creative scheduling, Academic Village supports, or special education service.

EARLY LEARNING

Not applicable for high school level.

ACADEMIC PROGRESS

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

A. ENGLISH LANGUAGE ARTS

1. Reading/ELA Data Overview

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

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

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

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

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		2015						2016						2017						2018					
Total I#	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total I#	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Lev #	
	#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%		#
197	135	68.6	38	19.3	24	12.2	204	52	25.5	58	28.4	94	46.1	225	81	36	52	23.1	92	40.8	200	48	24	52	
in	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	
re	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	4	1	25	1	25	2	50	≤10	≤10	≤10	≤10	
n	12	12	100	0	0	0	≤10	≤10	≤10	≤10	≤10	≤10	≤10	14	8	57.2	4	28.6	2	14.3	12	6	50	4	
o	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	2	1	50	0	0	1	50	≤10	≤10	≤10	≤10	
in	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	
c	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	
	168	111	66.1	35	20.8	22	13.1	186	49	26.4	48	25.8	89	47.9	188	64	34	43	22.9	81	43.1	172	36	20.9	41

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	12	8	66.6	2	16.7	2	16.7	2	1	50	1	50	0	0	16	7	43.8	4	25	5	31.3	13	5	38.5	6
ion	10	10	100	0	0	0	0	16	13	81.2	2	12.5	1	6.3	22	19	86.4	2	9.1	1	4.5	23	12	52.2	6
)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
)	116	84	72.4	18	15.5	14	12.1	98	34	34.6	29	29.6	35	35.7	128	55	43	34	26.6	39	30.5	112	35	31.3	32
	85	53	62.4	17	20	15	17.6	96	8	8.3	26	27.2	60	62.5	111	28	25.2	24	21.6	59	53.1	96	20	20.8	22
	112	82	73.2	21	18.8	9	8	108	42	38.9	32	29.6	34	31.5	113	52	46.0	28	24.8	33	29.2	104	28	26.9	30

Analyze the data results for ELA 3-5; 6-8; 10 to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.

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

Were the identified goal(s) met? If so, how will the goal be sustained?

Both goals set forward by last year's SIP plan were met. The male/female gap declined, and the economically disadvantaged scores rose. To continue these trends, careful continuation of the strategies employed will continue.

Describe the gains made in focus areas.

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In 2016, the male/female gap was 31%; in 2017, the male female gap was 24%; and in 2018, the male/female gap was 6%. Therefore in two years time, the gap has been reduced by 25%. If this data indicates a true trend, Fort Hill will choose a different sub-group on which to focus for the 2019-2020 school year. In addition, gains were made in the economically disadvantaged category as well. The number of students in the Levels 4/5 category increased by 10%, and the number of students in Levels 1/2 decreased by 2% which gave us a 12% reduction in Levels 1/2.

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

The English faculty felt the following UDL strategies were the most effective in increasing PARCC scores:

- Provide templates/organizers.
- Model organizational methods.
- Chunk information into smaller elements.
- Pre-teach academic and genre/subject-specific vocabulary using word maps.
- Give guides/checklists/note-taking.
- Use assessment checklists and rubrics.
- Utilize rubrics for evaluation of students’ work given to them when the assignment is made
- Emphasize process, effort and improvement.
- Provide feedback--frequent and specific.

Analysis of Identified Areas for Growth in ELA

Male to female gap, grade 10	WHY/ROOT CAUSE ANALYSIS
<p>Male students are being out performed by female students in an achievement gap of 24.2% at the levels of 4 and 5 of PARCC assessment. In addition, 46.5 % of our male population is scoring at or below a level 1 or 2 as opposed to 25.2% of female students. At level</p>	<p>WHY? This gap between males and females is present according to PISA testing to 15-year-olds worldwide as well as in NAEP testing at all three tested age levels (Loveless, 2015).</p>

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<p>% difference is present in favor of the males. This data shows a 1 the last three years.</p>	
	<p>WHY? “Cultural influences steer boys toward non-literary activities (sports, and define literacy as a feminine characteristic. This explanation believes cultural and strong role models could help close the gap by portraying reading as a male activity” (Loveless, 2015).</p>
	<p>WHY? Biological differences in reading achievement is also a contributing factor. Males are more likely to have a reading impairment in a ratio that is 3-to-1, and occurs prior to school, suggesting boys and girls are hardwired differently for reading skills (Loveless, 2015).</p>
	<p>WHY? Boys tend to read as needed to perform tasks and for information. Girls often read for entertainment and literary purposes.</p>
	<p>ROOT CAUSE: A real difference in brain structure accounts for some of these “...more boys than girls tend to get in trouble for impulsiveness, shows of boredom and fidgeting as well as for their more generalized inability to listen, fulfill assignments, and learn in the verbal-emotive world of the contemporary classroom” (Gurian & Stevens, 2004). Male students need to be motivated to read more with materials in which they show interest. Activities which are hands-on should be paired with reading selections. Also, reading instruction should be in “highly focused, short bursts” (Lexia, 2017). Finally, scaffolding organizers should be provided for writing activities with an emphasis on in-depth analysis and explanation.</p>

FARMS, grade 10	WHY/ROOT CAUSE ANALYSIS
<p>Economically-disadvantaged students are being out performed by non-economically disadvantaged students in an achievement gap of 24.5% at levels of 4 and 5 of PARCC Assessment. In addition, 42.5 % of</p>	<p>WHY? Students struggle with academic vocabulary needed to understand what is being asked of them on the PARCC Assessment</p>

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<p>conomically-disadvantaged population is scoring at either a level 1 as opposed to 26.1% of the non-disadvantaged students. When level 3 is combined with levels 4 and 5, the gap shrinks to 6.5%, indicating the gap is highest at either end of the scale.</p>	
	<p>WHY? Other vocabulary specific to historical and scientific reading for information also an area of struggle for these students.</p>
	<p>WHY? Students of this subgroup need modeling, scaffolding, and peer collaboration to close the achievement gap.</p>
	<p>ROOT CAUSE: Lack of proficiency in academic vocabulary, genre/subject matter vocabulary, grade-level reading proficiency and intrinsic motivation continue to cause students to underachieve on PARCC English 10 Assessment.</p>

Academic Action Plan for ELA

<p>UE and DATA</p>	<p>Male students in grades 10 have a significant gap in reading and writing on the PARCC..</p> <p>Economically disadvantaged students in grade 10 show deficits when reading and writing on the PARCC.</p> <p>PARCC reading and writing data indicates the following:</p>
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	<p>Male Population (10):</p> <ul style="list-style-type: none"> ● Levels 4/5: 46 out of 104 students (44.3%) ● Level 3: 30 out of 104 students (28.8%) ● Levels 1/2: 28 out of 104 students (26.9%) <p>Achievement Gap Male/Female (10)</p> <ul style="list-style-type: none"> ● 2015: 9% ● 2016: 31% ● 2017: 24% ● 2018: 12% <p>Economically Disadvantaged Population (10):</p> <ul style="list-style-type: none"> ● Levels 4/5: 45/112 (40%) ● Level 3: 32/112 (29%) ● Levels 1/2: 35/112 (41%) <p><i>The end of the year administration of the Reading Inventory in Grades 9 showed the following for 2018-2019 sophomores:</i></p> <p>22 out of 101 (22%) male students scored Below Basic. 30 out of 101 (30%) male students scored Basic. 49 out of 101 (48%) male students scored Advanced/Proficient.</p> <p>17 out of 22 (77%) special needs students scored Below Basic, 10 of these were male 4 out of 22 (18%) special needs students scored Basic; 3 of these were male 1 out of 22 (5%) special needs students scored Advanced/Proficient, and he was male.</p> <p>The economically disadvantaged population are available at this time.</p> <p><i>The SLO data from HOLT online Learning in Grade 10 showed the following:</i></p> <p>91% of males participating in school-wide Writing SLO showed at least 16% growth in writing skills. However those students scored 4, 5, or 6, which translates to a 3 or higher on PARCC.</p>
<p>GOAL</p>	<p>The goal is to increase the number/percentage of students within the male and economically disadvantaged population or exceed PARCC expectations (levels 4 or 5). The goal is also to close the gaps between male and female, as well as between economically disadvantaged and non-economically disadvantaged, moving more out of the 1, 2, and 3 level and 5 levels. By targeting students at the level 3, we can increase scores for all students.</p> <p>This goal aligns with the ongoing focus of ACPS to improve the achievement level of all students, including the male and economically disadvantaged population.</p>

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	economically disadvantaged populations.
Challenges and Barriers to Attainment	<p>Male Population (10) This subgroup of students struggles with reading more complex, longer passages requiring analysis and written responses. Students in the special education population need to be given opportunities to work in smaller groups (determined by the ELA teacher and special education teacher), using warm-up activities and resources beyond the curriculum to prepare for PARCC-like readings and questions.</p> <p>Economically Disadvantaged Population (FARMS, Grade 10) Students struggle with academic vocabulary, and also the vocabulary in history, and science/technology texts. A major issue is intrinsic motivation to learn difficult subject matter. Finally, students from an economically disadvantaged background need modeling, scaffolding, and more collaboration within the classroom to learn more effectively.</p>
OUTCOMES	<p>The number/percentage of male students at levels 1 and 2 will decrease, and there will be an increase in the number of students at levels 3, 4, and 5 on the PARCC English 10 assessment.</p> <p>The number/percentage of economically disadvantaged students will decrease in levels 1-3 and increase in levels 4-5.</p>
RESOURCES	<p>Resources Available:</p> <ul style="list-style-type: none"> ● PARCC Practice Tests ● Professional Development on GRR, UDL, and <i>The Growth Mindset</i>. ● Online Resources from Pearson Testing ● Engrade PARCC Practice Tests ● HOLT Online Essay Scoring ● Benchmark questions that are multi-tiered and structured the same as the PARCC English 10 tests. ● Striving Readers' Comprehensive Literacy Grant (school-based Literacy Coach) ● Mini-DBQ training and resources ● System 44 Reading Program <p>Resources Not Available:</p> <ul style="list-style-type: none"> ● Laptop carts in every PARCC English 10 classroom during every class period to ensure integral implementation.

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	<p>technology while reading and writing.</p> <ul style="list-style-type: none"> ● Access to more specific data to target students. <p>Resources Needed:</p> <ul style="list-style-type: none"> ● Reading material especially written to create high interest for male students as well as economically disadvantaged students. ● Time for planning to implement the GRR model, The Growth Mindset, and Mini-DBQ training. 												
<p>or STRATEGIES to plement the plan.</p>	<ol style="list-style-type: none"> 1. FHHS will use DBQ’s in all English classes and Social Science classes to improve vocabulary comprehension, r literacy rates. 2. Data from PARCC and benchmarks will be analyzed to identify deficiency in the following two standards: <ol style="list-style-type: none"> a. Literary Analysis b. Research Simulation 3. Collaboration with literacy coach and monthly grade-level professional development to improve instruction 4. Use of Japanese Study Model for improving students’ literary analysis skills. 5. In-depth use of reading inventory by teachers, sharing information with students to development plans for i student growth. 6. Implementation of System 44 Reading Intervention Program. 												
<p>.EMENTATION, es, Monitoring</p>	<p>Implementation of resources, instruction, and assessment is for the 2017-2018 school year. The Reading Inventory w administered to all 9th grade students three times each year—fall, winter, and spring. Student growth and growth g monitored by the SIS and shared with classroom teachers of English 10. Since all SLO’s currently utilized in the English are tied to the HOLT Online Essay Scoring and the principal’s SLO, all teachers use this data on informative and argum essays for their SLO. Subgroup data with the Reading Inventory is not able to be monitored because the necessary de information is not uploaded; only scores become part of the data table presented afterwards . County Benchmarks w quarterly and further data can be collected from this, but the data is also not tied to demographic information.</p> <table border="0"> <tr> <td>Reading Inventory</td> <td>September 2018, February 2019. April 2019</td> </tr> <tr> <td>Phonics Inventory</td> <td>October 2018, January 2019, April 2019, June 2019</td> </tr> <tr> <td>Online PARCC Practice</td> <td>March-April 2019</td> </tr> <tr> <td>ELA Benchmarks</td> <td>October 2018, January 2019, March 2019</td> </tr> <tr> <td>HOLT Online Essay Scoring</td> <td>December 2018-May 2019</td> </tr> <tr> <td>PARCC Assessment</td> <td>May 2019</td> </tr> </table>	Reading Inventory	September 2018, February 2019. April 2019	Phonics Inventory	October 2018, January 2019, April 2019, June 2019	Online PARCC Practice	March-April 2019	ELA Benchmarks	October 2018, January 2019, March 2019	HOLT Online Essay Scoring	December 2018-May 2019	PARCC Assessment	May 2019
Reading Inventory	September 2018, February 2019. April 2019												
Phonics Inventory	October 2018, January 2019, April 2019, June 2019												
Online PARCC Practice	March-April 2019												
ELA Benchmarks	October 2018, January 2019, March 2019												
HOLT Online Essay Scoring	December 2018-May 2019												
PARCC Assessment	May 2019												

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c. To Be Completed when 2019 PARCC data is available

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

3. Universal Design for Learning for ELA.

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

UDL Principle/Mode	Representation – Process
<p>Means of Representation: <i>Providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> ● Pre-teach academic and government-specific vocabulary using word maps. ● Use sticky notes, webbing, and color-coded highlighting for annotating text. ● Use advanced organizers/concept maps (Best Practice Toolkit). ● Provide templates/organizers. ● Model organizational methods. ● Chunk information into smaller elements. ● Auditory and visual representations of materials ● Use of computer functions (such as print size, sound, text functions, etc.) to accommodate learners ● Content and/or language purpose, instructional goals, essential questions.... ● Utilizes multiple media when presenting lessons ● Varied text levels, audio/visual prompts, and provide examples/model so that students understand task ● Multiple methods of comprehension strategies ● Higher order and depth of knowledge questioning

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<p>Means for Expressions: <i>Providing the learner with alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p style="text-align: center;">Expression/Action- Product</p> <ul style="list-style-type: none"> ● Give guides/checklists/note-taking. ● Use assessment checklists and rubrics. ● From choice boards, students choose an activity(ies) from which their learning will be assessed. ● With each topic, students read about it, draw it, write it, listen to it, and talk about it ● Various modes of explanation (verbal, written, art, music) ● Utilize multiple intelligences theory to allow students choice according their area of intelligence ● Explore content through student-generated questioning, classroom discussions, peer review/ editing, as well as teacher directed activities ● Use Google Drive as a method for completing and submitting assignments, collaboration, and for communication with teacher.
<p>Means for Engagement: <i>Tap into learners interests, challenge them appropriately, and motivate them to learn.</i></p>	<p style="text-align: center;">Multiple Options for Engagement</p> <ul style="list-style-type: none"> ● Create supportive environment. ● Use collaborative learning in all lessons. ● Emphasize process, effort and improvement. ● Provide feedback--frequent and specific. ● Revisit key ideas. ● Utilize rubrics for evaluation of students' work given to them when the assignment is made ● Project-based inquiry ● Differentiation: interest, skill, product ● High expectations / rigor ● Classroom climate: display of student work, celebrations of success, etc. - ● Building a class community: involving students in setting class rules, expectations, consequences etc. ● Balance between student / teacher-directed learning. ● Supports and accommodations are provided to students as appropriate. ● Enrichment, scaffolding, accessing prior knowledge, interests, prompts, interactive technology solving strategies, self-reflection, etc. ● Allow students to set their own academic and behavior goals. ● Implementation of the SDLMI framework will also reinforce goal setting as will the direct lessons activities from <i>The Growth Mindset</i>.

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MATHEMATICS

1. Math Data Overview

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

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

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

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

Group	2015							2016							2017							2018			
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	
Elementary	136	98	72	36	26.5	2	1.5	167	99	59.3	54	32.3	14	8.4	184	126	68.5	40	21.7	18	9.8	105	51	48.6	40
Middle	5	4	80	1	20	0	0	11	10	90.9	1	9.1	0	0	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
High	3	1	33.3	1	33.3	1	33.3	3	2	66.7	0	0	1	33.3	1	0	0	0	0	1	100	≤10	≤10	≤10	≤10
Total	120	85	70.9	34	28.3	1	0.8	137	76	55.4	48	35	13	9.5	12	12	100	0	0	0	0	≤10	≤10	≤10	≤10

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no of	8	8	100	0	0	0	0	13	9	69.3	4	30.8	0	0	1	1	100	0	0	0	0	0	0	0	≤10	≤10	≤10	≤10
ian or	18	17	94.4	1	5.6	0	0	1	1	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	≤10	≤10
	86	62	72	23	26.7	1	1.2	118	74	62.7	37	31.4	7	5.9	157	102	65	38	24.2	0	0	0	0	90	44	48.9	32	
aces	1	0	0	0	0	1	100	2	1	50	1	50	0	0	13	11	84.7	2	15.4	0	0	0	0	10	5	50	5	
ition	58	40	68.9	17	29.3	1	1.7	74	40	54	28	37.8	6	8.1	24	20	83.3	3	12.5	1	4.2	17	15	88	2			
sh :P)	78	58	74.4	19	24.4	1	1.3	93	59	63.4	26	28	8	8.6	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
d IS)	136	0	0	36	26.5	0	0	167	0	0	54	32.3	0	0	105	74	70.5	23	21.9	8	7.6	68	41	60.2	20			
	5	72	98	1	20	1.5	2	11	99	59.3	1	9.1	8.4	14	93	62	66.7	21	22.6	10	10.8	47	27	57.5	11			
	3	98	72	1	33.3	2	1.5	3	99	59.3	0	0	14	8.4	91	64	70.4	19	20.9	8	8.8	58	24	41.4	29			

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

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

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Were the identified goal(s) met? If so, how will the goal be sustained? The FARMS group met the identified goal by i their percentage of students passing the PARCC ALG 1 from the previous school year. The same strategies used by which include UDL, GRR, and support from special education staff, will be used in an ongoing effort to continue thi trend. In addition, the special education staff used a pull out program during study hall time to review PARCC questions with vocabulary comprehension.

Describe the gains made in focus areas. The FARMS group met the identified goal of outperforming the previous schc % of students passing. The FARMS population gained approximately 3% more this past year than the previous year.

Based on this year’s data, describe the UDL strategies in the 2017-2018 plan that proved most effective? Explor Engagement were the two UDL topics that FHHS used to increase the scores of the ALG 1 PARCC. In addition, Co-tea one of the biggest assets that FH used this year to improve scores.

Analysis of Identified Areas for Growth in Math

I Education and Economically Disadvantaged Subgroups, Algebra I PARCC	WHY/ROOT CAUSE ANALYSIS
<p>Our special education population is not meeting expectations on the county benchmark and PARCC assessment. The percentage of FH Special Education students who passed the Alg 1 PARCC assessment was 11.8% and the number of Special Education students who passed the county benchmark 2 in Algebra 1 was 25%.</p> <p>The economically disadvantaged student population at Fort Hill have historically struggled to pass the Algebra I PARCC assessment. In 2018, only 39.7% met the graduation requirement of a Level 3 on the exam.</p>	<p>WHY? Special education and economically disadvantaged students struggle with the questions on the county benchmark and the Alg 1 PARCC test. In addition vocabulary and vocabulary/reading comprehension are underlying problems.</p> <p>WHY? These subgroups are struggling with PARCC and the county benchmark because the test has many in depth math vocabulary laden with multi-tiered questions</p> <p>WHY? These subgroups have lower Reading inventory scores. A majority of these sp</p>

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	<p>education students are reading significantly below grade level (Per the Fort Hill School Reading Inventory).</p> <p>WHY? Both subgroups struggle with PARCC ALG 1 because the vocabulary level, math comprehension level, and basic mathematics skill levels of students are below state standard for a passing score.</p> <p>WHY? The questions and question sets on PARCC ALG 1 and local benchmarks are too more complex than standard text book questions. In addition, most PARCC questions contain more vocabulary and require more vocabulary comprehension than typical. When multi tiered questions become more lengthy and vocabulary laden, students struggle.</p>
	<p>ROOT CAUSE Special Education and economically disadvantaged students struggle with math comprehension, reading comprehension, and multi-tiered questioning math operations.</p>

Academic Action Plan for Math

UE and DATA	<p>Main issue: Both economically disadvantaged and special education students show deficits in their comprehension of math questions, specifically with vocabulary, vocabulary comprehension, overall reading skills, and using technology to complete PARCC exam.</p> <p>PARCC data for the Algebra I assessment are the following:</p> <p>Special Education Students:</p> <ul style="list-style-type: none"> ● Levels 4/5: 0 out of 17 students (0%) ● Level 3: 2 out of 17 students (11.8%) ● Levels 1/2: 15 out of 17 students (88.2%) <p>Economically Disadvantaged Population (10):</p> <ul style="list-style-type: none"> ● Levels 4/5: 7 out of 68 students (10.3%)
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	<ul style="list-style-type: none"> ● Level 3: 20 out of 68 students (29.4%) ● Levels 1/2: 41 out of 68 students (60.3%)
GOAL	<p>The goal is to increase the number/percentage of students within the special education and economically disadvantaged populations who meet or exceed PARCC expectations (levels 4 or 5). In addition, the focus will also be on students of least a 3 on the PARCC which satisfies their graduation requirement.</p> <p>This goal aligns with the ongoing focus of ACPS to improve the achievement level of all students, including special education and economically disadvantaged populations.</p>
Challenges and Barriers to Attainment	<ol style="list-style-type: none"> 1. One major barrier for attainment of the goal is the low reading level of many of our students. Of the current class, only 49% are reading at a ninth-grade level (based on the Reading Inventory completed in English class this year, reading and vocabulary comprehension make the PARCC assessment even more difficult. 2. Another barrier is the proficiency of students in using the graphing calculators. Many students still struggle with inputting data for calculations. 3. The access to technology has also been a barrier with the inability to do PARCC-like test questions on a computer on a regular basis.
OUTCOMES	<p>The number/percentage of special education and economically disadvantaged students at levels 1 and 2 will decrease and there will be an increase in the number/percentage at levels 3, 4, and 5 on the PARCC Algebra I assessment.</p>
RESOURCES	<p>Resources Available:</p> <ul style="list-style-type: none"> ● PARCC Practice Tests ● Common planning time with Regular Education teacher and Inclusion teacher ● Online Resources from Pearson Testing ● Calculator training resources ● New computer lab on first floor ● Benchmark questions that are multi-tiered and structured the same as the Algebra I test. <p>Resources Not Available:</p> <ul style="list-style-type: none"> ● Laptop carts in every PARCC Algebra classroom during every class period to ensure integral implementation

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	<ul style="list-style-type: none"> • Access to more specific data to target students • Common planning time between all teachers of Algebra and Special Education teachers 						
<p>or STRATEGIES to implement the plan.</p>	<ul style="list-style-type: none"> • The math department will use the DMRS information system to analyze data. • Using the data, the following five standards have been identified as areas to focus instruction: <ul style="list-style-type: none"> ○ F-IF.5-1 (Relate the domain of a function to a graph...) ○ A-REI.3 (Solve linear equations and inequalities in one variable, including equations with coefficients represented by letter) • Warm-ups will focus on the above standards to reinforce material taught and give students more repetitive weakness. • Solve problems using multiple means, including with and without calculator. • GRRUDL framework will be incorporated into all teachers' daily lesson plans. Teacher will re-teach if student is not successful during independent or collaborative work. • System 21 computer software will be used to allow students to gain mastery in the above standards, as well as PARCC related material. 						
<p>IMPLEMENTATION, Assessment, Monitoring</p>	<p>Implementation of resources, instruction, and assessment is for the 2018-2019 school year. County Benchmarks will be collected quarterly and further data can be collected from this, but the data is also not tied to demographic information.</p> <table border="0"> <tr> <td>Online PARCC Practice</td> <td>March-April 2019</td> </tr> <tr> <td>Algebra I Benchmarks</td> <td>October 2018, January 2019, March 2019</td> </tr> <tr> <td>PARCC Assessment</td> <td>May 2019</td> </tr> </table>	Online PARCC Practice	March-April 2019	Algebra I Benchmarks	October 2018, January 2019, March 2019	PARCC Assessment	May 2019
Online PARCC Practice	March-April 2019						
Algebra I Benchmarks	October 2018, January 2019, March 2019						
PARCC Assessment	May 2019						

To Be Completed when 2019 PARCC data is available

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

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3. Universal Design for Learning for MATH.

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

Table 15	
UDL Principle/Mode	Representation –How the teacher presents the information.

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<p>Means of Representation: <i>Providing the learner with various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> ● Review basic math facts (such as multiplication facts and division properties) ● Scaffolding - PARCC questions are multi tiered so scaffolding is a best practice ● Use exit slips and hinge questions to check for understanding. ● Use Think Pair Share teaching methods. ● Chunk information into smaller elements. ● Provide at a minimum of 1 PARCC question every class period
<p>Means for Expressions: <i>Providing the learner with alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- How the students demonstrates their knowledge.</p> <ul style="list-style-type: none"> ● Use think alouds. ● Have students demonstrate their skills on the smartboard/blackboard. ● Use individual whiteboards with group activities. ● Give students a choice in how they present their knowledge (create videos, present in powerpoint/ppt) ● Use assessment checklists and rubrics.
<p>Means for Engagement: <i>Providing into learners interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p> <ul style="list-style-type: none"> ● Create supportive environment by building rapport with the students. ● Use cooperative learning (think-pair-share, sage and scribe, etc.). ● Emphasize process, effort and improvement. ● Provide feedback--frequently and content/core concept specific. ● Review areas of need based on assessment and DMS statistics.

B. SCIENCE

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

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C. SOCIAL STUDIES/GOVERNMENT

1. Government Data Overview

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

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

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

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Table 16: Maryland School Assessment Performance Results –Government

Subgroup	All Students										
	2015			2016			2017			2018	
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	% Prof.
Students	137	91	66.4	149	131	87.9	207	128	63.2	193	62.2
Hispanic/Latino of any race											
American Indian or Alaska Native											
Asian											
Black or African American											
Native Hawaiian or Other Pacific Islander											
White	125	86	68.8			50					
Two or more races											
Special Education											
Limited English Proficient (LEP)											
Free/Reduced Meals (FARMS)	67	35	52.2			41.7					

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

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

Were the identified goal (s) met? If so, how will the goal be sustained? The goals were not met. Both Special Ed and SE continue to struggle to pass the Government HSA.

Describe the gains made in focus areas. There were no gains made in the focus areas.

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Based on this year’s data, describe the UDL strategies in the 2017-2018 plan that proved most effective? It is not p identify effective UDL strategies based on the results from the last year’s Government HSA.

Analysis of Identified Areas for Growth in Government

Students taking Academic Government	WHY/ROOT CAUSE ANALYSIS
<p>1. Our population of students taking the Academic Government class has a much lower rate of passing the HSA Government test than students taking honors and AP. Last year the passing rate for Academic Government students was 41.7%, whereas the overall passing rate for the school was 63.2%.</p>	<p>WHY? The entire testing population struggles with the HSA.</p> <p>WHY? The reading level of the test is above their independent reading level.</p> <p>WHY? The passages on the government HSA are longer and complex, requiring a high level of reading comprehension and vocabulary expertise.</p> <p>WHY? The passages require abstract thinking and application in writing by the students.</p> <p>WHY? The HSA test is based on college and career readiness standards.</p> <p>ROOT CAUSE Students struggle with reading more complex, longer passages requiring analysis and written responses.</p>
	<p>Solution: Beginning in the 2018-2019 school year, social studies teachers across grades 6-9 will implement Disciplinary Literacy Reading and Writing lesson plans to all students.</p>

Academic Action Plan for Social Studies

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UE and DATA	<p>Students in the academic government classes have a much lower passing rate of the Government HSA due to a significant reading achievement. In addition, the government curriculum has not been implemented in a uniform way.</p> <p>HSA Pass Rate for All Students taking test:</p> <p>2014-2015: 76.3% 2015-2016: 67.1% 2016-2017: 61.7% 2017-2018: 63.2%</p> <p>HSA Passing Rate for Academic Government Sections:</p> <ul style="list-style-type: none"> ● 2017-2018: 41.7% <p>Based on the data, there was a 21.5% in the passing rate of students in Academic sections compared to Honors and</p>
GOAL	<p>The goal is to increase the number/percentage of students within the Academic Government classes who meet or exceed expectations (394 or higher).</p> <p>This goal aligns with the ongoing focus of ACPS to improve the achievement level of all students.</p>
RIS and Barriers to Attainment	<p>Academic Government Students</p> <p>This subgroup of students struggles with reading more complex, longer passages requiring analysis and written responses. Students in the special education population need to be given opportunities to work in smaller groups (detached from ELA teacher), using warm-up activities and resources beyond the curriculum to expose them to HSA-like reading questions.</p>
OUTCOMES	<p>The number/percentage of students taking an Academic-level government course will increase in the number/percentage of students who score to 394 or higher. This will lead to fewer students who will need to either re-test or complete the bridge project graduation requirement.</p>
RESOURCES	<p>Resources Available:</p> <ul style="list-style-type: none"> ● HSA Practice Tests

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	<ul style="list-style-type: none"> ● Professional Development on GRR, UDL, and <i>The Growth Mindset</i>. ● DBQ projects ● Disciplinary Literacy Units ● Benchmark questions that prepare students for the Government HSA ● Mini-DBQ training and resources <p>Resources Not Available:</p> <ul style="list-style-type: none"> ● Access to more specific data to target students. <p>Resources Needed:</p> <ul style="list-style-type: none"> ● Time for planning to implement the GRR model and Mini-DBQ training. 								
<p>or STRATEGIES to implement the plan.</p>	<ol style="list-style-type: none"> 1. Students will take pre-tests before each Unit is taught. 2. Unit assessment will be administered to all students after each unit is taught. 3. Data from benchmarks and unit assessment will be used to guide instruction and fill in any gaps. 4. Vocabulary training will continue as mini-DBQs give students authentic resources to analyze text 								
<p>IMPLEMENTATION, Assessment, Monitoring</p>	<p>Implementation of resources, instruction, and assessment is for the 2018-2019 school year. County Benchmarks will be administered quarterly and further data can be collected from this, but the data is also not tied to demographic information.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">Reading Inventory</td> <td>April 2018, February 2019</td> </tr> <tr> <td>Online HSA Practice Tests</td> <td>March-April 2018,</td> </tr> <tr> <td>Government Benchmarks</td> <td>October 2018, January 2019, March 2019</td> </tr> <tr> <td>Government MCAP</td> <td>May 2019</td> </tr> </table>	Reading Inventory	April 2018, February 2019	Online HSA Practice Tests	March-April 2018,	Government Benchmarks	October 2018, January 2019, March 2019	Government MCAP	May 2019
Reading Inventory	April 2018, February 2019								
Online HSA Practice Tests	March-April 2018,								
Government Benchmarks	October 2018, January 2019, March 2019								
Government MCAP	May 2019								

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To Be Completed when 2019 HSA data is available

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

3. Universal Design for Learning for Government.

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

UDL Principle/Mode	Representation – Process
<p>Means of Representation: <i>Providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> ● Pre-teach academic and government-specific vocabulary using word maps. ● Use sticky notes, webbing, and color-coded highlighting for annotating text. ● Use advanced organizers/concept maps (Best Practice Toolkit). ● Provide templates/organizers. ● Model organizational methods. ● Chunk information into smaller elements. ● Auditory and visual representations of materials ● Use of computer functions (such as print size, sound, text functions, etc.) to accommodate learning ● Content and/or language purpose, instructional goals, essential questions.... ● Utilizes multiple media when presenting lessons ● Varied text levels, audio/visual prompts, and provide examples/model so that students understand task ● Multiple methods of comprehension strategies ● Higher order and depth of knowledge questioning
<p>Means for Expressions: <i>Providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p style="text-align: center;">Expression/Action- Product</p> <ul style="list-style-type: none"> ● Give guides/checklists/note-taking. ● Use assessment checklists and rubrics. ● From choice boards, students choose an activity(ies) from which their learning will be assessed ● With each topic, students read about it, draw it, write it, listen to it, and talk about it

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	<ul style="list-style-type: none"> ● Various modes of explanation (verbal, written, art, music) ● Utilize multiple intelligences theory to allow students choice according their area of intelliger ● Explore content through student-generated questioning, classroom discussions, peer review editing, as well as teacher directed activities ● Use Google Drive as a method for completing and submitting assignments, collaboration, and for communication with teacher.
<p>Means for Engagement: <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p> <ul style="list-style-type: none"> ● Create supportive environment. ● Use collaborative learning in all lessons. ● Emphasize process, effort and improvement. ● Provide feedback--frequent and specific. ● Revisit key ideas. ● Utilize rubrics for evaluation of students' work given to them when the assignment is made ● Project-based inquiry ● Differentiation: interest, skill, product ● High expectations / rigor ● Classroom climate: display of student work, celebrations of success, etc. - ● Building a class community: involving students in setting class rules, expectations, consequences etc. ● Balance between student / teacher-directed learning. ● Supports and accommodations are provided to students as appropriate. ● Enrichment, scaffolding, accessing prior knowledge, interests, prompts, interactive technology solving strategies, self-reflection, etc. ● Allow students to set their own academic and behavior goals.

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Administrative Leadership

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

A. Principal SLO 1

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
All 9th grade students enrolled in a government class who will take the Government HSA.
Standard 1: Students will demonstrate the understanding of the structure and functions of government and politics in the United States.
Standard 2: Students will compare and evaluate the effectiveness of the United States system of government and various political systems.
Standard 3: Students will demonstrate understanding of the relationship of cultural and physical geographic factors in the development of government policy.
Standard 4: Students will demonstrate understanding of economic principles, institutions, and processes required to develop government policy.

2. Describe the information and/or data that was collected or used to create the SLO.
Here is the percentage of first-time test takers with a passing score of 394 for the past five years:
2013-14: 73%
2014-15: 76.3%
2015-16: 67.1%
2016-17: 61.7%
2017-18: 66.5%

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
One primary goal in our School Improvement Plan is to increase the passing rate of students that are in the Academic Government classes. Last year only 41.7% of students taking the academic sections passed the HSA assessment. By increasing the level of students passing the assessment, the overall passing rate of first time test takers will also increase.

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

Results of the test given in May 2019 will be used as evidence of growth for this SLO.

Insufficient Attainment: 0-49.9% of all Freshmen, first-time test takers will pass the Government HSA

Partial Attainment: 50-65.9% of all Freshmen, first-time test takers will pass the Government HSA

Full Attainment: 66-100% of all Freshmen, first-time test takers will pass the Government HSA

B. Principal SLO 2

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

The selected group for the SLO will be all 10th grade ELA 10 students.

Standard W2: Students will write informative/explanatory texts to examine and convey complex ideas, concepts, and information and accurately through effective selection, organization, and analysis of content.

Standard W4: Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard W10: Students will write routinely over extended time frames (time to research, reflection, and revision) and shorter time frames (single day or a day or two) for an array of tasks, purposes, and audiences.

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

The data used to support this SLO includes student performance scores from the Online Holt Writing prompt which includes a pre-writing, a second writing, and a post-test in both 9th and 10th grades. This data coincides with the PARCC assessment given to all 10th grade students. Below is ELA 10 PARCC data:

2014-2015: 12.1% level 4 or 5, 31.5% passed with 3, 4, 5.

2015-2016: 46.1% level 4 or 5, 74.5% passed with a 3, 4, 5

2016-2017: 40.9% level 4 or 5, 64% passed with 3, 4, 5

2017-2018: 50% level 4 or 5, 76 % passed with 3,4 5

The number of students who passed the ELA PARCC 10 increase 12% from 2017-2018.

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

This SLO supports the ELA goal in the SIP which focuses on increasing the PARCC level of economically disadvantaged 10th grade students as the discrepancy in the male population of 10th grade ELA students. By focusing instruction to improve scores of these subgroups, the overall passing level should improve for all students taking the ELA 10 assessment.

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

Evidence of growth will be seen based on students increasing their score by one point on the 16-point rubric.

Insufficient Attainment: 0-59% of students increase score by 1 point on rubric

Partial Attainment: 50-65.9% of students increase score by 1 point on rubric

Full Attainment: 66-100% of students increase score by 1 point on rubric

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MULTI-TIERED SYSTEM OF SUPPORT

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

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

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

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 vision.			
LAYING THE FOUNDATION Why/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATION How are we sustaining?

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Learn Options	Prepare People and Systems	Try Out the Practice	Student and System Show the Practice
Choose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized System for Learning

- 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 The RI screener will be used to determine the reading level for all 9th grade students			
PRACTICE: Data will be utilized to support students in Tier I instruction who are identified at risk			
Action Step	Who	By When	Status Update / Notes
LAYING THE FOUNDATION			

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<ul style="list-style-type: none"> Using the RI to determine students at risk in reading PD about the RI will be completed with new staff, and those who need refreshed. 	9th Grade English Teachers, Reading intervention committee Admin	Within 3 weeks of Sept. 2017 Fall 2017	Proactive with Technology Access RI
<p>● INSTALLING</p>			
<ul style="list-style-type: none"> Data will be disseminated to staff 9th grade staff to guide Tier I instruction in all content areas. End of year RI data from 9th graders Spring 2017 will be disseminated to 10th grade staff to guide Tier I instruction in all content areas. Exploring options on utilizing RI data to help increase Tier I opportunities for UDL, GRR and research based reading strategies. Examine the data to determine if Tier I instruction is closing the gap for students at risk 	9th Grade English Teachers, Reading intervention committee Admin	After RI assessments are completed Sept. 2017 Fall 2017	<ul style="list-style-type: none"> Check for district support Barriers in the planning
<p>IMPLEMENTING</p>			
<ul style="list-style-type: none"> Gather and examine data to support the RI, progress monitoring, improvements in student achievement Share out data with full staff on the outcomes of the RI 	9th grade English Teachers Admin	ongoing	Review strength and barriers
<p>SUSTAINING SCHOOLWIDE IMPLEMENTATION</p>			
<ul style="list-style-type: none"> Measure outcomes in the area of RI Create and plan to scale up the RI for the upcoming school year. ID next possible fit for RI Collaborate with Middle School ELA specialist to plan forward for the 18-19 school year. 	Admin Staff District Support	Spring 2018	<ul style="list-style-type: none"> Continues conversation with staff to overcome barriers and successes Identify data to be examined Begin to look for upcc and ID needs, schedule placement for natural classroom

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			<ul style="list-style-type: none"> • Collaborate with mid incoming freshman
Notes-			

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

We will try to make connections with the RI and the SLOs in our classes. Possibly use the connection with the increase in r there will be an increase in the ELA and Govt. scores. This would be due to the overall better readers. Scores should be in first takers of the Gov't and PARCC ELA 10. By passing the first time, students will have the opportunity to concentrate on level courses and become College and Career Ready. If needed this will also allow them more time fifth period to work on projects.

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

The addition of a PARCC ELA, PARCC ALG 2, and PARCC ALG 1 dual certified teacher that could assist with Bridge Pr PARCC remediation is a major priority for FHHS. In addition, the teacher must have a thorough community relationships and engage with students, parents, and staff.

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POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

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

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

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Behavioral Interventions and Supports (PBIS) is a proactive approach to school-wide discipline. PBIS is a framework designed to recognize the positive behaviors of students who are meeting the school wide expectations of Preparation, Respect, Integrity, Diligence and Empathy. Students, faculty and staff abide by the school motto of "We Have Sentinel PRIDE!" Just as students receive direct instruction on academic subjects, students receive instruction on the appropriate behaviors that are expected in the various settings during the school day (classroom, hallway, and cafeteria). The PBIS matrix and PRIDE expectations are visible in the school building and are provided in student handbooks. The Progressive Discipline Policy will remain in place; however, PBIS will enable students to be recognized and rewarded for positive behaviors that exhibit the characteristics of Sentinel PRIDE. Students are recognized in a variety of ways. Students have the opportunity to be recognized for each month they have perfect attendance. A monthly and quarter raffle will be held for all students who have been present for each school day recorded up to that point. In Allegany County Public Schools 2015 – 2016 School Improvement Plan in addition, teachers are encouraged to nominate students who are displaying the PRIDE expectations through a positive office referral. A copy of the referral is mailed home with a congratulatory letter. Students' pictures are displayed on a bulletin board in the cafeteria. Students may also be recognized at a breakfast held twice a year. Teachers nominate students to be recognized as a PRIDE star. A PRIDE star is a student who goes above and beyond the PRIDE expectations. Students and parents are invited to a breakfast held in the school cafeteria. During this celebration, students receive a certificate with a narrative explaining the reason they were nominated. A picture of Stars recipients is taken and submitted to the West Virginia Times-News. Teachers play a vital role in implementing PBIS. Teachers receive professional development on PBIS twice a year. In addition, teachers are provided with attendance and conduct data. Data is reviewed and interventions are put in place to help reinforce the expectations. Reviewing data allows the PBIS team and faculty to help support students who may be having difficulty meeting the behavioral expectations of Sentinel PRIDE. Teacher support helps drive the recognition aspect of PBIS. Teachers too are recognized for supporting the PBIS framework through incentives and raffles. Implementing PBIS is a five year process in which Fort Hill High School is in their second year. By the end of the year the PBIS team hopes to have created a positive environment where students will be recognized for displaying appropriate behaviors. Through the enforcing of expectations and the recognition of students and staff, it is our goal that office discipline referrals will decrease and attendance will increase. Using the PBIS framework will assure us this goal will be met. In the future, Fort Hill High School will be recognized as a PBIS school with lower office referrals, higher attendance rates, full teacher support and most of all SENTINEL PRIDE!

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

Students can access the Academic Village; a classroom where students can visit when they may need additional help. Students can access counselors for help with problem solving, conflict resolution, and decision making skills. Fort Hill High School practices a PBIS framework designed to recognize the positive behaviors of students who are meeting the school wide expectations of Preparation, Respect, Integrity, Diligence, and Empathy. Behavior Intervention Plans (BIP) and Functional Behavior Assessment (FBA) are completed for students during the Individualized Education Plan process. If needed, the research-based program of Check-in/Check-out is used for students that

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support for or monitoring by a teacher/mentor. As with all of our interventions, we base all we do on restorative practices that allow us to learn from behavior to make positive changes.

**Section XII: Non-Title I Schools
Family and Community Engagement**

Parent/Community Involvement Needs

Write 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.).

FHHS community is supported during every school event and activity by numerous volunteers. These volunteer activities include chaperones, chaperoning field trips, running the concession stands in the school during basketball games and wrestling tournaments, running concession stands in stadium during events, separating fundraising items for sports teams in the cafeteria and band room, and helping the athletic staff set up for banquets and award ceremonies. The volunteer hours at FHHS are well over 3 hours per week per volunteer throughout the school year. The volunteers average 90% of the sign in sheet for participation with all activities.

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Parent Advisory Committee 2018 - 2019

Name	Position
Laura McKinley	Community Member
Carrie Hamilton	Community Member
James Hott	Community Member

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Theresa Clites	Parent (School Rep)
Sarah Bennett	Community Member
Jim Combs	Community Member
Terri Stevenson	Community Member
Karen Stafford	Community Member

Parent Involvement Plan

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

PARENT INVOLVEMENT PLAN

Expectations

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High School recognizes the importance of forming a strong partnership with parent/family and community members in order to position the students in our school. To promote effective parent/family engagement, the staff welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

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

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

Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should for more info
I. Shared Decision Making	The parent involvement plan is developed with input from	Sept	FHHS Admi

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	parents.		
II. Building Parental Capacity	<p>Provide assistance to parents in understanding the State’s academic content standards and students academic achievement standards, and State and local academic assessments.</p> <ul style="list-style-type: none"> ➤ Provide materials and parent trainings/ workshops to help parents improve their child’s academic achievement ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Provide full opportunities for participation of parents of students from diverse backgrounds. 	Ongoing	All Sta
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should contact for n information
Review the Effectiveness	The effectiveness of the school’s parental involvement activities will be reviewed.	Ongoing	FHHS Gu

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<p>Other School Level Parent Involvement Initiatives Based on Epstein’s Third Type of Involvement: Volunteering</p>	<p>Parents volunteer time in FHHS by helping with the scholarship Committee and many extracurricular activities</p> <p>These include: Bocce ball tournaments, Volleyball tournaments, basketball games, field trips, track meets, school sponsored dances, The Red Huddle, The F Club, band events, concession stands, wrestling tournaments, and decorating for banquets and events.</p>	<p>Ongoing</p>	<p>Joey Brewer</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 processes. Please include a timeline for implementation.

Various avenues are used to make parents/guardians aware of the academic activities available at Fort Hill High School. Parents are invited to parent/teacher conferences as well as parent informational nights several times a year. Parents can access academic activities through school sponsored Facebook pages including the Fort Hill Facebook page, Fort Hill Students News Facebook page, and the Fort Hill High School Ice Facebook page. These pages are updated anywhere from daily to several times a week. Every month, parents are emailed a copy of a newsletter which includes the upcoming academic activities. When an academic concern is present, parents may be invited to an Academic Service Team meeting which are held bi-weekly. If parents are unavailable to attend, school counselors and the Pupil Personnel Worker may conduct a home visit to discuss the issue. Both of these interventions allow school staff to educate parents/guardian of the many academic activities available at Fort Hill.

WV Code of Education Policy § 18-2-2; Title I Schools

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I PARENT/FAMILY ENGAGEMENT (Does not apply to Fort Hill.)

n XIV.

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 key feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school's achievement gaps?

Professional Learning Title: MCIE Book Study on 7 Habits of Highly Effective People

Date (s): September 2017 - December 2018

Location and Time: One Tuesday per month from 3:00-4:30

Intended Audience: All Teacher

What changes are expected to occur in the classroom as a result of this professional learning? Analysis of habits that highly successful teachers do and how that related to the classroom and their students.

What knowledge and skills will the participants attain in this professional learning to make these changes happen? Participating teachers will be able to reflect on their current habits and see if any self-limiting beliefs need to be adjusted.

How will you measure the implementation of the the knowledge and skills in the classroom? Teachers will share with others in the classroom discussing the changes they have implemented and taking feedback from each other on how to continue to use these in the classroom

Professional Learning Title: MCIE Common Planning

Date (s): September 2017 - December 2018

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Location and Time: One Tuesday a month from 3:00 - 4:00

Intended Audience: Teachers of common subjects and/or inclusion teachers

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

Teachers will have the ability to collaborate and discuss ideas for lessons. PD would give more time to make accommodation for student IEPs.

What knowledge and skills will the participants attain in this professional learning to make these changes happen? Teachers should gain interdisciplinary knowledge, as well as strategies for effectively instructing students with special needs.

How will you measure the implementation of the the knowledge and skills in the classroom? Teachers will share ideas that were successful and discuss challenges that can lead to improved instruction.

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

The School Improvement Plan will be shared with the faculty during the school based professional development days. The final document will be reviewed with the department chairs prior to the review of the SIP by the Central Office team. Minutes from each monthly SIT meeting will be distributed to all faculty members in electronic form. In addition, the SIP will be discussed at regularly scheduled faculty meetings, and selected PD will be implemented throughout the year.

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

At the end of each quarter, the SIT and/or departments will examine benchmark data, AP Assessment Data, the PARCC assessment and PARCC data, and behavioral data. If necessary, recommendations and revisions regarding the SIP activities will be made by the team and the PBIS team. The SIT and/or PBIS team and the appropriate departments will submit a copy of the objective milestone to the principal, along with any recommendations or revisions to the SIP activities.

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

The principal and/or his designee, along with the SIT chairs will analyze the data, recommendations, and revisions to the SIP activities. Instructional activities, professional development activities, and support programs will be aligned to ensure that the school is meeting the needs of the students and faculty.

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

SIT membership at Fort Hill is comprised of teachers representing various grade levels and areas of expertise. The SIT manages the development, implementation, and evaluation of the SIP. The School Improvement Team manages the development, implementation, and evaluation of the School Improvement Plan. The team makes site-based decisions regarding school operations and procedure curriculum, parent involvement activities, and the budget items based upon assessment data, survey data, and observations. The team meets monthly. In addition to the SIT, departments meet each month to coordinate responsibilities relating to the School Improvement Plan. Allegany County Public Schools 2016 – 2017 School Improvement Plan October 2016 46 Plan. Allegany County Public Schools 2015 – 2016 School Improvement Plan 51.

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

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The initial plan will be shared with parents through the principal's newsletter. In addition, parent and community involvement activities of the School Improvement Plan will be reviewed at the Parent Advisory Committee meetings. Parents will also be offered information during Parent Conference days.

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

Revisions to the plan will be shared with staff during school-based staff development days and faculty meetings. The principal's newsletter will be used to share revisions with parents. The community representative will be informed during the Parent Advisory Committee meetings.

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

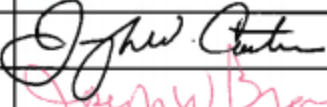
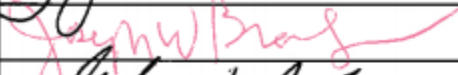


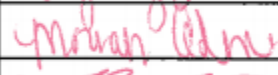
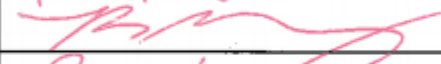

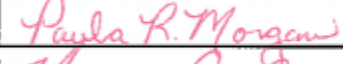









The instructional supervisory staff at Central Office and Technical Support Team has and will provide support in the development as needed. Trina Simpson offers guidance in the completion of the SIT plan. Trina assists us on test data resources and linkages to information on the MSDE and Maryland Report Card Website. This really helped us complete the additional tasks. It also helped to increase the proficiency of the less proficient teachers in data analysis. The SIP will be forwarded to Trina Simpson. A review team comprised of central office personnel will review the plan using the SIP Rubric. The review team will meet with the SIT during the process to discuss the implementation of the plan.

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

The SIP team will meet at the end of the first semester in February 2018 for an after school meeting and review, including discussion of the School Improvement Plan.

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

Name (Print and Sign)	Signature	Affiliation/Title
John W. Carter		Principal
John W. Brewer, Jr.		Assistant Principal/Dean of Academics
John J. Rice		Assistant Principal/Dean of Students
Amanda Twigg		Guidance Counselor
Sarah Cohen		Guidance Counselor
Katie McKinley		SIP Co-Chair / Math teacher
Katie Leatherman		SIP Co-Chair / Math teacher
Katie Morgan		English Teacher
Theresa Imes		English Teacher
Katie Chandler		Social Studies Teacher
Katie May		Social Studies Teacher
Katie Stark		Science Teacher
Katie Davis		Cafeteria Manager
Katie Turner		Head Custodian
Katie Shober		Technology Education Teacher
Katie Waltz		Physical Education Teacher
Katie Hott		Head Secretary