

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

School: **Mountain Ridge High School**

Principal: **Mr. Danny C**

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**INTEGRATED EDUCATIONAL FRAMEWORK**

**Mission, Vision, and Core Values**

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**Statement**

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**Vision**

Our vision is for all students to become academically motivated and socially aware individuals who are prepared with the knowledge and skills to meet the challenges of the future.

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**Core Values**

**We believe that . . .**

1. each student should be academically challenged and motivated to fulfill his or her role in society successfully.
2. collaboration within and among school, families, and community partners is essential to meet the needs of each student.
3. each student deserves the opportunity to reach his or her full potential.
4. we must provide a safe environment where students feel comfortable and free to learn.

**As educators and administrators, we will . . .**

1. provide daily instruction that meets individual student needs.
2. use a variety of strategies and educational practices to meet the needs of all students.
3. implement programs and activities that enhance academic achievement as well as each student's social and emotional growth.

**VISION, MISSION, CORE VALUES, AND LEADERSHIP**

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

Mr. Danny Carter, the principal at Mountain Ridge High School, serves important roles as both administrative and instructional leader. The principal provides focused professional development that is aligned with the school's needs based on student data and connected with school improvement. He ensures that teachers have many opportunities to collaborate and plan as well as being an educational leader for teachers. The principal's Council meets monthly, and he continues to look for other opportunities for collaboration across and within content areas. Mr. Carter creates a schedule that maximizes instruction and allows for student achievement. Additionally, he

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maintains a safe and orderly environment for students to maximize student achievement. He also creates relationships between the school and parents and community partners.

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

All members of the administration at Mountain Ridge High School are members of the School Improvement Team. Each administrator works to facilitate the completion of the plan and attend meetings during which data is disaggregated and educational initiatives are discussed. The MRHS Leadership Team meets quarterly and devising ways for collaboration between regular and special education teachers. The leadership team will facilitate an online book club using *How to Teach Like a Pirate*, which focuses on strategies to improve student engagement, which will improve test scores for all students. This book club also offers opportunities for teachers to become familiar with the features of Google Classroom. The leadership team is also looking at piloting a “Check and Connect” with Tier III and struggling students. Several leadership team members are members of the School Improvement Team who provide input into student achievement.

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

The School Improvement Team at Mountain Ridge High School is comprised of members from different content areas, administrators, specialists, and special educators. Besides school personnel, parents, community members, and a Student Council representative help to comprise a well-rounded team of individuals who can work collaboratively for the good of the school, its students, and the community.

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

In addition to the School Improvement Team, teachers meet regularly as instructional departmental teams. Each team has a leader who collaborates with administration and with the School Improvement Team. The principal meets with department leaders on a regular basis in Principal’s Council which allows for open discussion

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educators and administration about educational decisions based on the needs of the students and focused on achievement for all students.

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

At the beginning of the 2016-2017 school year, Mountain Ridge teachers were invited by the principal to share ideas for the school's vision statement, mission statement, and core beliefs. Teachers met in content group meetings to discuss ideas. On October 19, 2016, the School Improvement Team selected the 4 core beliefs to add to the 2017 School Improvement Plan.

The vision statement, mission statement, and core values for Mountain Ridge High School are posted on the school website ([www.mountainridgehigh.com](http://www.mountainridgehigh.com)) through the Allegany County Board of Education where it is accessible to all students, parents, and community stakeholders. For the 2018-2019 school year, the vision statement, mission statement, and core values are part of the School Improvement Plan which is written by a cross-section of teachers in varied content areas and across all grade levels. All content area teachers met on August 27, 2018, and discussed the vision statement, mission statement, and core values for relevance and pertinence for the 2019 School Improvement Plan.

On August 27, 2018, all teachers met in a school-based department meetings to analyze data and complete a SWOT analysis, and they met several times between August and October of the 2018-2019 school year to work on various sections of the plan. Teachers revisited the School Improvement Plan on October 17, 2018, during the principal's PD day in preparation for finalizing the School Improvement Plan.

The School Improvement Plan contains input from the faculty and is submitted to the Allegany County Board of Education for review. It is then presented in its entirety to the staff upon its completion. At that time, faculty members have the opportunity to review and discuss the plan with team members. Teachers and faculty are encouraged to view the plan on the Google Drive at any time or as needed. The School Improvement Team

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meet regularly to discuss the plan and revisit the vision for the school. Teachers will then share informative concerns with departmental teams. The varied teams will work together to ensure that the vision for Mountain Ridge High School is meaningful for all involved.

**6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholder**

All content area teachers met on August 27, 2018, and reviewed and discussed the vision statement, mission statement, and core values for relevance and pertinence for the 2018-2019 School Improvement Plan. Members of the School Improvement Team reviewed and discussed the vision for Mountain Ridge High School during the team's completion of the 2018-2019 School Improvement Plan.

**7. 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 Improvement Team did not change the mission statement or vision statement for Mountain Ridge High School. The faculty at Mountain Ridge High School will continue to work with parents and community stakeholders to provide a safe and orderly environment where all students can be successful and achieve to their greatest abilities. Programs and curricula will be provided, and students' needs will continue to be met in order for students to thrive and grow academically, socially, and emotionally. This topic will be revisited in the 2019-2020 school year.

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

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

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

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

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

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

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

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

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**rative or bulleted form, address your school’s climate, culture, and inclusive community.**

Mountain Ridge continues to create and maintain a safe and positive environment. Our school resource officer is an integral part of this safe environment. He greets students in the morning and throughout the day as he walks through the school. He is present in the cafeteria during all lunch shifts where he can sit and converse with students. Teachers and administrators are also strategically placed throughout the building in the morning for student arrival to school, in the afternoon at dismissal, and throughout the school day to prevent incidents and disruptions. When counseling is needed, school counselors are involved in the discipline process; a school counselor is also in the cafeteria for each lunch shift. In the cafeteria, the PBIS team displays referrals earned by students. The Gold Rush celebration rewards attendance. Such PBIS initiatives and endeavors positively influence student values and behaviors. “Ridge Scholars” is another bulletin board which recognizes students who score above on the SAT or 26 on the ACT. Student and staff achievements are recognized in various ways. Morning announcements and the school website inform students and staff of upcoming events and timely announcements, such as band competitions, student achievements, or sporting events. The quarterly school newsletter and the school website highlight faculty and staff activities and events. The Board of Education website and local newspaper also feature some of the positive events at Mountain Ridge. These media also keep the community aware of school happenings.

Educators at Mountain Ridge utilize best practices, such as UDL and the Gradual Release Model. Additional training on educational practices and best practices which would assist in better meeting the needs of students is embraced and considered beneficial by these educators. Based on available PARCC data, professional development experiences in increasing student achievement for struggling learners could be beneficial in all content areas as well as additional opportunities for teacher collaboration.

Although much is being done at Mountain Ridge to create and maintain a positive school community, there may still be challenges. At the beginning of the 2018-2019, class meetings were held for all students. Students were introduced to administrators, the resource officer, and the school counselors who explained what assistance is available to all students. Daily planners, which include school policies and bell schedules, were given to all students. Ridge Rules and other school and student expectations were explained to the students during these meetings. To address these challenges, a greater em



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has been placed on using restorative practices. The use of school counselors in the discipline process and the school psychologist can benefit students. The administrators can mediate situations rather than assign disciplinary actions. The use of the Ac Village is also helpful for students to seek academic help and positive behavioral intervention.

Paraeducators (IAs) at Mountain Ridge High School are used for close adult supervision for our students in the Structured Learning Environment (SLE). In addition, there are two IAs that provide support to students that participate in the regional Emotional Behavioral Support (EBS) program. Paraeducators also support students in the inclusive setting when they attend. They provide accommodations that the students require to be successful within the general education setting.

General and special educators have the availability to co-plan on a weekly basis. This occurs on Thursdays when both the general and special educators are available during the same period. In addition, some staff are now collaborating through online planning books. Barriers to collaboration are the required attendance at IEP meetings, which are also held on Thursdays. During collaboration, specific lessons are planned in order to meet the needs of all the students in the class. Flex grouping, including individual and small groups that may need a higher level of specialized instruction, are determined during the planning.

Unless in the SLE or EBS program, students with IEPs participate in all the same activities as their non-disabled peers. The exception to this is if they have a specific individualized service, such as Speech, Occupational Therapy, Physical Therapy, or Counseling on their IEP. These services cannot be provided in the general education setting.

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**C. Student and Staff Engagement Action Plans**

***Student Engagement Action Plan***

<p>Why areas of needed improvement: What is the issue (s) that needs addressed?</p>	<p>Students do not feel safe in school. This issue encompasses threats such as persons with weapons entering the school and bomb threats as well as threats such as bullying and bullying not being addressed effectively by the school.</p>
<p>Activities: What steps will be taken in order to obtain the desired outcome(s).</p>	<ol style="list-style-type: none"> <li>1. Our resource officer (who is shared among 3 schools) is available within the school whenever he is here. He greets students in the morning and is in the cafeteria for students during the lunch shifts. Other officers from the Frostburg Police Department come in occasionally for walk arounds, and someone fills in when our resource officer is not available.</li> <li>2. The Leadership Team is investigating opportunities to provide monthly mini-lessons (outside experts) on handling bullying, developing self-esteem, and refining social skills which could be incorporated into Period 5 Study Hall.</li> <li>3. Explore existing school groups (S.A.D.D., Student Council, NHS) who could act as peer helpers and liaisons between students and staff to establish and maintain positive relationships.</li> <li>4. Collaborate with other schools about effective intervention programs (i.e., Pride Time).</li> </ol>
<p>Supportive leader and team: Who is responsible and involved in the work?</p>	<ul style="list-style-type: none"> <li>● School resource officer</li> <li>● Administration</li> <li>● School counselors</li> <li>● School psychologist</li> <li>● Community experts from mental/behavioral health fields</li> <li>● Student groups (S.A.D.D., Student Council, NHS)</li> <li>● Faculty</li> </ul>

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<p>Resources: What investments (people, money, time, etc) will be needed to support the initiative(s) and strategies/activities to achieve the desired outcome(s)?</p>	<ol style="list-style-type: none"> <li>1. The Board of Education and superintendent continue to seek out and secure funding to establish at least one full-time resource officer at each school to make school safety the highest priority. Although additional officers have been hired, the goal is to have a resource officer in every school. (Our resource officer, for example, is shared among schools.)</li> <li>2. We continue to seek additional training for staff to recognize and address signs of bullying and harassment.</li> <li>3. The Leadership Team continues to seek time to plan, develop, and integrate the monthly mini-lessons.</li> </ol>
<p>Outcomes: What are the major events and accomplishments for this?</p>	<ul style="list-style-type: none"> <li>● Have at least one full-time resource officer</li> <li>● Create and present monthly mini-lessons for students</li> <li>● Establish peer liaisons</li> </ul>
<p>Performance Metrics: What will you use to gauge progress on your action plan and to determine if the identified goal has been met?</p>	<p>Review Student Engagement Survey</p> <ul style="list-style-type: none"> <li>● beginning of school year</li> <li>● mid-year</li> <li>● end of school year</li> </ul>
<p>Timeline: Include dates for implementation on steps.</p>	<ul style="list-style-type: none"> <li>● October 2018</li> <li>● February 2019</li> <li>● June 2019</li> </ul>

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***Staff Engagement Action Plan***

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<p>Key areas of disagreement: What is the issue (s) that needs to be addressed?</p>	<p>Teachers in general feel there is a lack of communication. Many teachers disagreed/strongly disagreed with statements such as “I am well informed concerning happenings in my building” and “There is adequate time for communication in my building.” In addition, when looking at the items that are most important to staff, respondents cited a “positive working relationship” and “productive working relationships with peers” as the main external influences on their morale. Both items, of course, clearly relate to communication and the need for teachers to have opportunities to collaborate/communicate. Finally, the most notable issue to stand out in the survey is that of retribution. Out of the 100 respondents, 30 of them either disagreed or strongly disagreed with the statement “I feel free to express my opinion without fear of retribution.” Interestingly enough, however, only 26% responded “yes” to the statement “I have experienced retribution.” Once again, this issue comes down to communication. Many times when decisions are not properly communicated, resulting in staff members not understanding the reasons behind decisions, the decisions are likely not to be supported by the staff. Therefore, the staff members may disagree with the decisions, and many times disagreement is associated with retribution.</p>
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activities:  
Steps will be  
in order to  
the desired  
one(s).

1. Continue to hold Principal Council meetings each month in order to relay necessary information to instructional leaders, so that they may then relay that information to their departments during their scheduled department meetings.
2. Hold meetings for entire faculty and staff periodically.
3. Provide a weekly memo to all teachers informing them of events taking place in the building.
4. Put all events and activities in Google Calendar for staff to be able to access the information for each day/month at all times.
5. Schedule time for teachers to collaborate during Professional Development days.
6. Attend department meetings to answer/address any questions teachers may have.
7. Increase the number of walk-throughs in order to better understand how each class functions as well as to give teachers an additional opportunity to ask questions/express concerns.
8. Meet with teachers who are impacted by decisions and be sure to clearly explain the rationale behind those decisions.
9. Use Professional Learning Communities (PLCs) as a way to address issues, collaborate, share ideas, etc.

Responsible leader and  
Who is  
responsible and  
located in the

- Administration
- School counselors
- Administrative Assistants
- Faculty (especially Instructional Leaders)

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<p>Resources: What resources (people, equipment, time, etc.) will be needed to carry out the strategies/activities to achieve the desired outcome(s)?</p>	<ul style="list-style-type: none"> <li>● Most of the activities are already taking place within the building and could simply be improved upon by taking additional time and effort to fully communicate information.</li> <li>● Many department meetings are cut short due to teachers not wanting or being able to stay long after school. This is also the issue with creating PLCs (no time to meet). While having additional scheduled 2 hour delays would be beneficial, administration is working with the school leadership team to brainstorm ways to incorporate collaborative planning into the schedule.</li> </ul>
<p>Timeline: What are the major events and accomplishments for the year?</p>	<ul style="list-style-type: none"> <li>● Creation of PLCs and schedule times to meet</li> <li>● Teachers are given additional time to work with their department members during PD days.</li> <li>● Administration visits classrooms on a regular basis to touch-base with students and teachers and address any issues/concerns.</li> </ul>
<p>Measurement: What will be used to measure progress on implementation steps and determine if the desired goal has been met?</p>	<p>Review Staff Engagement Survey</p> <ul style="list-style-type: none"> <li>● beginning of school year</li> <li>● mid-year</li> <li>● end of school year</li> </ul>

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- October 2018
- February 2019
- June 2019

**SCHOOL DEMOGRAPHICS**

**A. Staff Demographics**

<b>Table 1</b>			
School-based Personnel	<b>Part Time</b>	<b>Full Time</b>	<b>Total</b>
Administrators		3	3
Teachers	2 (Chinese; Spec.Ed. Mr. Krauss)	52	54
Itinerant staff	4  (Psychologist; PPW, Project YES, Trans. Coord.)		4
Paraprofessionals		6 (IAs)	6
Support Staff		3(secretaries)	3
Other		2 (Nurse, Resource Officer)	2
<b>Total Staff</b>	<b>6</b>	<b>66</b>	<b>72</b>

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<b>Table 2</b>					
Under each year, indicate the percent as indicated of individual in each category.	<b>2014 – 2015 Official Data</b>	<b>2015 – 2016 Official Data</b>	<b>2016 – 2017 Official Data</b>	<b>2017 – 2018 Official Data</b>	<b>2018 – 2019 Official Data</b>
<b>Percentage</b> of faculty who are: <ul style="list-style-type: none"> <li>● Certified to teach in assigned area(s)</li> <li>● Not certified to teach in assigned area(s)</li> </ul>	53% 2 teachers 1 period dance 1 period child care	99% 1 period dance	99.73% .3%	99.997% .003%	99.99%
For those not certified, list name, grade level course	Amy Kenny-dance Nadine Beechie-child care	Amy Kenny-dance	Amy Kenny-dance	Amy Kenny-dance	Melissa Hankins (health semester)
Number of years principal has been in the building	4	5	6	7	1
Teacher Average Daily Attendance	94.1%	94%	94.5%	94.5%	

**B. Student Demographics**

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



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African American	<b>12</b>	<b>13</b>	<b>11</b>	<b>14</b>
White	<b>791</b>	<b>737</b>	<b>750</b>	<b>743</b>
Asian	<b>≤ 10</b>	<b>8</b>	<b>9</b>	<b>8</b>
Two or More Races	<b>13</b>	<b>18</b>	<b>21</b>	<b>23</b>
Special Education	<b>89</b>	<b>88</b>	<b>89</b>	<b>87</b>
LEP	<b>*</b>	<b>*</b>	<b>≤ 10</b>	<b>0</b>
Males	<b>412</b>	<b>394</b>	<b>410</b>	<b>416</b>
Females	<b>417</b>	<b>382</b>	<b>381</b>	<b>378</b>
Total Enrollment (Males + Females)	<b>829</b>	<b>776</b>	<b>791</b>	<b>794</b>
FARMS (Oct 31 data)	<b>40.47%</b>	<b>39.9%</b>	<b>39.21%</b>	<b>n/a</b>

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

<b>Table 4</b>					
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<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	8	06 Emotional Disturbance	7	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	1
03 Deaf	0	08 Other Health Impaired	33	14 Autism	6
04 Speech/Language Impaired	3	09 Specific Learning Disability	23	15 Developmental Delay	0
05 Visual Impairment	0	10 Multiple Disabilities	5		

**ATTENDANCE**

<b>Table 5</b>	<b>2017-2018</b>	
<b>School Progress Attendance Rate</b>	<b>All Students AMO = 94.0%</b>	
<b>Grade Level – School Level Data</b>	<b>Attendance Rate</b>	<b>MET Y/N</b>
All Students	91.7%	N
Grade 9	92.5%	N
Grade 10	91.4%	N
Grade 11	91.0%	N
Grade 12	91.4%	N

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Complete the table and then calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2017. Represent as + or - based on increase or decrease of data.

<b>Table 6</b>					
<b>Attendance Rate</b>					
<b>Subgroups – School Level Data</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Percent of Change</b>
All Students	93.3%	93.3%	92.6%	91.7%	-1.0%
Hispanic/Latino of any race	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	≥ 95%	≥ 95%	≥ 95%	90.6%	-4.9%
Native Hawaiian or Other Pacific Islander	-	-	-	-	-
White	93.3%	93.1%	92.5%	91.7%	-0.9%
Two or more races	94.9%	≥ 95%	93.7%	91.1%	-2.8%
Special Education	89.95	90.1%	89.0%	88.3%	-0.8%
Limited English Proficient (LEP)	-	-	-	-	-
Free/Reduced Meals (FARMS)	91.3%	91.0%	89.7%	88.4%	-1.5%

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

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

As far as Special Education is concerned, a few students had, and continue to have, severe medical issues preventing them from being able to consistently attend school. In addition, in the summer of 2017, the decision was made to relocate the EBS program to

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Mountain Ridge. As such, we received several students, who, due to circumstances beyond their control, missed a fair number of days.

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

In terms of African American students, while there appears to be a significant decrease in attendance, only 1.8% of the student population is African American. With that being said, if a single African American student has attendance issues, the attendance rate is greatly affected.

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

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

Once students reach 12 absences, they are required to have a conference with an administrator and sign an attendance contract informing them of the possible consequences that could occur if they continue to miss school (i.e. denial of credits, attendance in summer school, loss of eligibility for extracurricular activities, etc.). Those students that continue to have unexcused absences and are placed on a contract are examined on a case-by-case basis by the Pupil Personnel Worker (PPW). If deemed necessary, the school will charge students and parents for habitual truancy. (All Year)

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

Senior students with attendance problems have the opportunity to attend an "8<sup>th</sup> Period" class to make up class time if necessary.

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March/Beginning of April)

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

As far as PBIS is concerned, Mountain Ridge is in the fifth year of this program and the members of the PBIS Team continue ways to reduce absenteeism such as implementing "Positive Office Referrals" and holding school celebrations such as our "Gold Rush." (All Year/Gold Rush - April)

The Mountain Ridge Leadership Team is working with Administration, Guidance, and members of the PBIS Team to pilot a "1 Connect" program. The goal is to identify and assign Tier III students (i.e. those students with exceptionally poor attendance and all as possible behavioral issues) to mentors within the school. By having this additional form of support, the hope is that the students will become more confident, organized, and will basically have an overall improved mindset about attending school. (All Year)

**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 unexcused 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.

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

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**How many students were identified as habitual truants?** 13

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

To address the number of habitual truant students, we have implemented the PBIS program (we are currently in the fifth year of implementation and are continuing to expand our incentives). In addition, we are increasing the denial of credits as well as the number of credits required to attend summer school. The number of parents being charged with truancy violations (per PPW) is also increasing. Furthermore, as stated above, the Mountain Ridge Leadership Team, in conjunction with Administration and Guidance, is working on a “Check and Connect” program to support students. Additional Tier II and Tier III supports are also being provided as outlined in the attached MTSS Action Plan.

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

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

7	
<b>Year Adjusted Cohort Graduation Rate</b>	
<b>Group</b>	<b>All Students</b>

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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 (%)
Students	201	188	93.53%	202	179	88.61%	156	137	87.82%	198	181	91.41
Hispanic/Latino	*	*	*	*	*	*	≤10	≤10	100	0	n/a	n/a
Native American or Alaska Native	*	*	*	*	*	*	≤10	≤10	100	0	n/a	n/a
Asian	*	*	*	*	*	*	≤10	≤10	100	3	3	100
African American	*	*	*	*	*	*	≤10	≤10	100	2	2	100
Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	0	n/a	n/a
Other races	192	179	93.23%	187	165	88.24%	147	128	87.07	191	174	91.1
Two or more races	*	*	*	*	*	*	≤10	≤10	100	2	2	100
Special Education	10	6	60%	21	13	61.9%	10	5	50%	17	12	70.59
English Learners (LEP)	*	*	*	*	*	*	*	*	*	0	n/a	n/a
Reduced Meals (SNAP)	74	62	83.78%	73	57	78.08%	65	52	80%	67	56	83.58

<b>3</b>	
<b>Year Adjusted Cohort Dropout Rate</b>	
<b>Group</b>	<b>All Students</b>

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	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 (%)
ents	201	9	4.48%	202	18	8.91%	156	16	10.26%	198	11	5.56
/Latino	*	*	*	*	*	*	≤10	0	0	0	n/a	n/a
n Indian or lative	*	*	*	*	*	*	≤10	0	0	0	n/a	n/a
	*	*	*	*	*	*	≤10	0	0	3	0	0
African n	*	*	*	*	*	*	≤10	0	0	2	0	0
lawaiian or acific Islander	*	*	*	*	*	*	*	*	*	0	n/a	n/a
	192	9	4.69%	187	17	9.09%	147	16	10.88%	191	11	5.76
more races	*	*	*	*	*	*	≤10	0	0	2	0	0
Education	10	1	10%	21	4	19.05%	10	3	30%	17	0	0
English nt (LEP)	*	*	*	*	*	*	*	*	*	0	n/a	n/a
duced Meals )	74	9	12.16%	73	13	17.81%	65	11	16.92%	67	9	13.43

**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 .**



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Our goal is to keep all students in school. With that being said, our greatest challenge in trying to meet our goals is with Special Education and FARMS students. We are waiting for the most current data to continue our analysis of the challenges with this student population.

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

We need to continue to revisit graduation requirements, scheduling for seniors, and incentives/programs that foster attendance and academic success, such as PBIS. This year we are continuing the MTSS program which provides additional help to those who may be struggling, thus preventing them from giving up and dropping out. Additionally, beginning in August 2018, the school counselor, administration, and pupil personnel worker meet with any senior and his/her parent who is at-risk for missing graduation requirements. Schedules are reviewed and plans are made for the seniors to stay on track. These plans are monitored and reviewed throughout the year.

**SCHOOL SAFETY/ SUSPENSIONS**

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Suspension – In school and out of school suspensions

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

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

<b>Table 9</b>				
<b>SUSPENSIONS</b>				
<b>Subgroup</b>	<b>All Students</b>			
	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Percent Change from 2017 to 2018</b>
Total Referrals	723	631	639	+0.13%
All Suspensions	91	119	203	+71%
In School	0	0	0	0%
Out of School	91	119	203	+71%
Sexual Harassment Offenses	4	4	9	+125%
Harassment/Bullying Offenses	4	4	10	+150%

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

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The number of students refusing ISI increased. In 2016-2017, there were 29 OSS due to student refusal of ISI. In 2017-2018 there were 65 OSS due to student refusal of ISI. In order to further reduce the number of suspensions, we will continue to emphasize prevention of bullying, harassment, and cyberbullying during the Internet Safety instruction. In addition, our 100 Days Rules highlight respect as do our PBIS initiatives, which include our positive referrals and school celebrations which are incentives for the students to earn rewards. We will also reduce suspensions through the use of restorative practices.

<b>Discipline Code</b>	<b># of Suspensions (2016-2017)</b>	<b># of Suspensions (2017-2018)</b>
Communications	0	0
Personal Health	0	≤10
Missing Class	0	0
Attendance	0	0
Truancy	0	0
Alcohol	0	≤10
Weapons	0	0
Drugs	≤ 10	15

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Smoking	*	0
Stolen Firearms	*	0
Number of Guns	*	≤10
Number of Weapons	≤ 10	≤10
Physical Attack – Teacher/Staff	*	≤10
Physical Attack – Student	20	18
Verbal or Physical Threat to Teacher, Staff, or	≤ 10	≤10
Verbal or Physical Threat to Student	≤ 10	≤10
Stalking	17	21
Sexual Harassment	*	0
Stalking/Harassment	≤ 10	≤10
Sexual Assault or Bodily Injury	*	0

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son/Fire	*	≤10
se Alarm/Bomb Threat	*	0
plosives	*	0
ual Assault	*	0
ual Harassment	≤ 10	≤10
ual Activity	≤ 10	≤10
respect	≤ 10	<u>0</u>
ssroom Disruption	55	106
iting/Participating in Disturbance	*	0
ademic Dishonesty/Cheating	*	0
table Communication Devices	≤ 10	≤10
eft	≤ 10	≤10

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trespassing	*	≤10
Unauthorized Sale or Distribution	*	0
Vandalism/Destruction of Property	≤ 10	<u>0</u>
Refusal to Obey School Policies	*	0

**EARLY LEARNING**

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

### **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.

### **ENGLISH LANGUAGE ARTS**

- **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 #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3 #	Level 4 or 5 #		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%			#	%
5 or 10	221	149	67.4	38	17.2	34	15.4	262	94	35.9	56	21.4	112	42.8	218	54	24.7	46	21.1	116	54.1	203	71	35	45			
Indian or Alaska Native	≤ 10	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Hispanic	≤ 10	≤ 10	100	0	0	0	0	≤ 10	0	0	≤ 10	50	≤ 10	50	≤ 10	0	0	0	0	0	100	≤ 10	0	0	0	0		
African American	≤ 10	≤ 10	25	≤ 10	59	≤ 10	25	≤ 10	≤ 10	33.3	≤ 10	66.7	0	0	≤ 10	≤ 10	25	0	0	3	75	≤ 10	3	60.0	≤ 10			
Latino of any race	≤ 10	≤ 10	100	0	0	0	0	≤ 10	≤ 10	33.3	0	0	≤ 10	66.7	≤ 10	0	0	≤ 10	75	≤ 10	25	0	0	0	0	0		
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
White	212	146	68.8	33	15.6	33	15.6	254	92	36.2	53	20.9	109	43	202	51	20	43	21.3	108	53.4	192	66	34.4	44			
Other races	≤ 10	0	0	≤ 10	100	0	0	0	0	0	0	0	0	0	≤ 10	≤ 10	28.6	0	0	≤ 10	71.5	≤ 10	≤ 10	20.0	≤ 10			
Enrollment by race/ethnicity	19	19	100	0	0	0	0	25	24	96	0	0	4	17	12	70.5	2	11.8	3	17.7	19	19	100	0	0			



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														≤ 10												
<b>English (LEP)</b>	0	0	0	0	0	0	0	≤ 10	≤ 10	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Free Meals</b>	113	93	87.6	14	12.4	6	5.3	112	61	54.4	29	25.9	22	19.7	92	37	40.2	19	20.7	36	39.1	99	50	50.5	27	
	107	62	58	22	20.6	23	21.5	132	33	25	31	23.5	68	51.5	111	18	6.2	22	19.8	71	63.9	91	19	20.9	22	
	114	87	76.3	16	14	11	9.6	130	61	46.9	25	19.2	44	33.8	107	36	33.6	24	22.4	47	43.9	112	52	46.5	23	

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

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

We did not meet the goal for ELA 2018 PARCC data.

**Describe the gains made in focus areas.**

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

**b. Establish Focus Areas**

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IDENTIFIED SUBGROUPS FOR 2018-2019	WHY/ROOT CAUSE ANALYSIS
Students in the special education, FARMS, and males population are not meeting expectations on the PARCC assessment.	<b>WHY?</b> Special education students struggle with PARCC because the reading level of the test is above their independent reading level.
	<b>WHY?</b> PARCC reading passages and those on county benchmarks are longer and more complex.
	<b>WHY?</b> Understanding complex reading passages requires knowledge of advanced vocabulary.
	<b>WHY?</b> Understanding the passages requires students to be able to deconstruct and simplify complex syntax and put ideas in their own words so they can comprehend the passages.
	<b>WHY?</b> Understanding the passages requires abstract thinking and applying the writing process and skills by the students.
	<b>ROOT CAUSE:</b> Students struggle with reading longer, more complex passages requiring analysis and written responses.
Students writing scores are low.	<b>WHY?</b> Students struggle with using the writing process and then applying the process to the constructed responses so they can meet the rubric standards.
	<b>WHY?</b> Students struggle with the emphasis on the writing process and the use of word processing for online tests.
	<b>WHY?</b> Students tend to “forget” to use the writing process modeled and used in class when taking an online test.
	<b>ROOT CAUSE:</b> In assessment situations, students don’t use the writing process before responding to questions that require an organized, developed response that meets the standards of the rubric.

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### EDUCATIONAL IMPLICATIONS

Students in the special education population need to be given opportunities to work in smaller groups as determined by the English and special education teacher exposing them to PARCC-like readings and questions.

Collaboration is needed with content area teachers to practice reading strategies and skills that will help students on all assessments.

Reinforcing the use of the writing process beyond English class can be stressed.

A bank of PARCC-like readings and writings needs to be developed that supports the curriculum and CCRS.

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Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Goal 6 (above chart.)

Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.

Implement data from the DMRS in the Goal Planning Process.

Use the ACPS Goal Planning Process

Please include the following:

- **What is the issue?**

We did not meet the goal for 2018 ELA PARCC of increasing those students receiving a 4 or 5 on the ELA PARCC assessment.

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

Our scores did decrease from 2017 as only 69.9% of our students scored a 3 or above as compared with 75.2% last year. Also, the passing scores that are a consistent low come from Special Education (0% scored a 3 or better) and FARMS (49.5% scored a 3 or better) students.

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

Yes, the long term goal is the same, and the short term goal identified the subgroups that historically have non-passing scores.

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

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Students struggle with reading on grade level. Analyzing text and responding adequately to the writing prompts are preventing students from attaining passing scores.

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

To meet the goal, the percentage of passing students will increase.

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

These resources are not available: consistent availability of personnel to meet student accommodations; lack of individualized instruction due to large class size; and accountability for students' lack of attendance. A bank of PARCC-like questions and activities that support our curriculum is not available.

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

- Students in the special education population need to be given opportunities to work in smaller groups as directed by the English and special education teacher exposing them to PARCC-like readings and questions.
- Collaboration is needed with content area teachers to practice reading strategies and skills that will help students on all assessments.
- Reinforcing the use of the writing process beyond English class can be stressed.
- A bank of PARCC-like readings and writings needs to be developed that supports the curriculum and CCF.

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

As we meet regularly in department meetings, we will review available data and make curriculum adjustments as necessary.

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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?

- **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 in last year's determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL principle/mode that used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students**

<b>Table 13</b>	
<b>DL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<i>Means of Representation: Providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>● Daily Language Warm-ups</li> <li>● Exposing students to exemplars of effective student responses</li> <li>● Access to definitions, illustrations, and photos</li> <li>● Use of graphic organizers to help students organize and present content</li> </ul>
<b>Means for Expressions: Providing the learner alternatives for demonstrating their knowledge and skills (what they know).</b>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>
	<ul style="list-style-type: none"> <li>● Choice boards</li> <li>● Multi-media presentations</li> <li>● Opportunities for a variety of timed writings</li> <li>● Collaborative posters</li> </ul>

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**Means for Engagement:**  
*Connect into learners interests,  
challenge them  
appropriately, and motivate  
them to learn.*

**Multiple Options for Engagement**

- Google Classroom
- Projects
- Rubrics

**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.**

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	2015								2016								2017								2018			
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3 #	Level 4 or 5 #		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%							
	593	303	51.1	150	25.3	140	23.6	144	96	66.6	39	27.1	9	6.3	124	84	67.7	32	25.8	8	6.5	149	79	53	58			
Asian or Pacific Islander	≤ 10	0	0	0	0	≤ 10	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Hispanic	≤ 10	≤ 10	20	≤ 10	20	≤ 10	60	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Black	21	15	71.4	≤ 10	19.2	≤ 10	9.6	≤ 10	0	0	≤ 10	100	0	0	≤ 10	≤ 10	100	0	0	0	0	≤ 10	≤ 10	100	0			
White	≤ 10	≤ 10	33.3	≤ 10	16.7	≤ 10	50	≤ 10	≤ 10	100	0	0	0	0	≤ 10	≤ 10	100	0	0	0	0	≤ 10	≤ 10	100	0			
Asian or Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	537	273	50.8	142	26.4	122	22.7	141	95	67.3	37	26.2	0	6.4	118	79	66.9	32	27.1	7	5.9	141	73	52	57			
Other races	23	12	52.2	≤ 10	8.7		29.1	0	0	0	0	0	0	0	≤ 10	≤ 10	50	0	0	≤ 10	50		0	0				





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FARM’s students increased their pass rate from 27% to 42%.

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

The 2017-2018 UDL strategies that proved most effective were

- Higher Order and depth of knowledge questioning
- Multiple presentation methods: lecture, reading text, audio, video
- Cooperative Learning Activities
- Balance between student/teacher directed learning
- These strategies all worked together to improve familiarity with PARCC style questions

publish Focus Areas

<b>IDENTIFIED SUBGROUPS FOR 2018-2019</b>	<b>WHY/ROOT CAUSE</b>
<p>students, FARMS, and special education are not meeting expectations on the PARCC Algebra I test. There are currently 34 males and only 15 females registered in Geometry PARCC classes.</p>	<p><b>WHY?</b> As problems become harder, students have trouble figuring out why they need to learn the concepts.</p>
	<p><b>WHY?</b> When students are frustrated, they become less motivated and do not put forth their best effort.</p>
	<p><b>WHY?</b> Students are frustrated because the Algebra I contains several word problems which require students to be able to read the problem, pull out the pertinent information, solve the problem, and then think about how the answer makes sense in the context of the problem.</p>

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<p><b>WHY?</b> Word problems can be confusing because they often contain extra words, numbers and descriptions that seemingly have no relevance to the question.</p>
<p><b>WHY?</b> Many students struggle with word problems because they have an idea of why they need to perform certain steps to get an answer, but they lack a true understanding of the concepts necessary for solving them in all forms.</p>
<p><b>ROOT CAUSE:</b> Male students lack the reading skills needed to successfully attack math problems. In addition, because they do not always understand the connection between math class and everyday life, they may not put forth the effort needed to successfully learn the concepts.</p>

**ADDITIONAL IMPLICATIONS**

As a department, we must take time to show students how math concepts apply to real-world situations. Furthermore, we must expose students to more word problems, which will help them to think visually and logically. We also need to review academic vocabulary in order for students to have a better understanding of the questions they are asking them to do.

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

Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports. Implement data from the DMRS in the Goal Planning Process.

Use the ACPS Goal Planning Process

Please include the following:

- **What is the issue?**

Male students are failing at a much higher rate than female students are.

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

Mountain Ridge male students scored three or higher 39.6% of time while female students scored a 3 or higher of time.

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

The ACPS goal is to tighten any achievement gaps. We see one between our male and female students, and we will close that gap.

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

Male students are struggling with perseverance and word problems.

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

Male students will close the achievement gap between themselves and female students.

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

A bank of PARCC-like questions would be helpful for male students to become familiar with reading strategies and build confidence.

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

- As a department, we must take time to show students how math concepts apply to real-world situations.
- Furthermore, we must expose students to more word problems, which will help them to think visually and logically.

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- We also need to review academic vocabulary in order for students to have a better understanding of the are asking them to do.

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

Teachers need to study benchmark data from Engrade to monitor progress of male students.

To Be Completed when 2019 PARCC data is available

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

**3. Universal Design for Learning for MATH.**

**How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year’s determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL principle/mode that 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.
<i>Means of Representation: Providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>○ Auditory and visual representation of materials</li> <li>○ Multiple methods of comprehension strategies</li> <li>○ Higher Order and depth of knowledge questioning</li> <li>○ Clarify Vocabulary and Symbols. Vocabulary needs to be daily fixture in lessons, pre-teaching, re-teaching ; methods to help students become comfortable with the language of Algebra</li> </ul>
Means for Expressions:	Expression/Action- How the students demonstrates their knowledge.

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<i>providing the learner alternatives · demonstrating their knowledge and skills (what they know).</i>	<ul style="list-style-type: none"> <li>○ Multiple presentation methods: lecture, reading text, audio, video</li> <li>○ Use Google classroom as a method for completing and submitting assignments; and as a means of communication between teacher and student</li> <li>○ Cooperative learning activities</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<ul style="list-style-type: none"> <li>○ Supports and accommodations are provided to students as appropriate (Special Education Population)</li> <li>○ Balance between student/teacher directed learning</li> <li>○ Enhance capacity for monitoring progress. Results of homework, benchmarks and quizzes need to be returned in a timely manner and provide time for students to process mistakes and learn from them, keeping them motivated to learn</li> </ul>

**C. SCIENCE**

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

**D. SOCIAL STUDIES/GOVERNMENT**

**1. Government Data Overview**

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

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

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

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

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Group	All Students										
	2015			2016			2017			2018	
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	% Prof.
Students	137	91	66.4				216	157	73.3	255	26
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								
Two or more races	*	*	*								
Special Education	*	*	*								
Limited English Proficient (LEP)	*	*	*								
Free/Reduced Meals (FARMS)	67	35	52.2								

**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 goal for increasing the passage rate of male students and FARMS students was not met.

**Describe the gains made in focus areas.**

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

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Teachers will be using Mini-DBQ's more in their classrooms, which will expose students to a variety of activities for understanding content, and assessing skills.

Establish Focus Areas

<b>IDENTIFIED SUBGROUPS/STANDARDS</b>	<b>WHY/ROOT CAUSE</b>
Male HSA scores are low.	<b>WHY?</b> Half of total score is writing-based.
	<b>WHY?</b> It takes time and skill to write coherent constructed response answers.
	<b>WHY?</b> Not enough time is spent on constructed response methods.
	<b>WHY?</b> Students struggle with writing, and it's time consuming to write and to teach methods.
	<b>WHY?</b> Students forget writing skills and process across content areas.
	<b>ROOT CAUSE:</b> More writing activities are needed for male students to enhance writing ability government HSA.

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FARMS students pass at a disproportionate rate.

**WHY?** Students have below grade-level writing ability.

**WHY?** Students struggle with renewed emphasis on writing and academic vocabulary.

**WHY?** Students are now required to use evidence-based writing strategies to answer HSA writing questions.

**WHY?** Students need exposure to evidence-based strategies.

**WHY?** Mini-DBQ's were not used last year.

**ROOT CAUSE:** Students need to spend more time using Mini-DBQ's to practice writing construct responses for the HSA.

**INSTRUCTIONAL IMPLICATIONS**

1. Reinforcement in the writing process and skills need to be given across content areas.
2. Teachers need to spend more time assisting and providing feedback for student writing.
3. Teachers need to use Mini-DBQ's and other writing strategies regularly with their students.
4. Use more evidence-based writings.



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Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.  
Determine focus standards through collaboration with staff members.

Implement data in the Goal Planning Process.

Use the ACPS Goal Planning Process

Please include the following:

- **What is the issue?**

Male students pass at a lower rate than females, and FARM students have a lower passing rate.

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

HSA data supports this identified issue.

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

Males have been identified with lower passing rates in other testing areas, and FARMS students pass the HSA at a disproportionate rate to their non-FARMS counterparts.

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

Maturity level and ability may be an obstacle, for the LSF government class is taught in 9th grade whereas in most it is taught in the 10th grade. Reading and writing abilities are also issues.

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

Higher passing rates by males and FARMS students on the next HSA will determine if goal has been met.

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

Teachers have requested Chromebooks from the supervisor. Textbooks are outdated, and computer lab availability limited.

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

- Teachers will discuss data, assessments, and other concerns at monthly department meetings. The first two weeks of school will be used to introduce students to reading and writing in social studies, SOAPStone, anchor 1 for each unit, and the daily use of UDL strategies.
- Reinforcement in the writing process and skills need to be given across content areas.
- Teachers need to spend more time assisting and providing feedback for student writing.
- Teachers need to use Mini-DBQ's and other writing strategies regularly with their students.
- Use more evidence-based writings.

● **How will implementation be monitored to reach the identified goal?**

Faculty will discuss implementation and review the School Improvement Plan regularly.

**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?

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**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 in last year's determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL principle/mode that used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students

<b>Table 17</b>	<b>Universal Design for Learning</b>
<b>UDL Principle/Mode</b>	<b>Representation –How the teacher presents the information.</b>
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>● Presenting new material using a variety of visual and auditory methods</li> <li>● Daily HSA practice questions</li> <li>● Using graphic organizers</li> <li>● Use of primary sources to support class writing activities</li> </ul>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills that they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>
	<ul style="list-style-type: none"> <li>● Project-based activities</li> <li>● Mini DBQ's</li> <li>● Weekly government presentations</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<ul style="list-style-type: none"> <li>● Foster collaboration and community through teacher-modeled group assignments</li> <li>● Collaborative posters</li> <li>● Current event connections to real-life government scenarios</li> </ul>

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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 based on evidence (See SLO rubric)**

**Principal SLO 1 -- HSA Government**

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

The content focus is the Government HSA. All 9th grade government students (244) must take the Government HSA as a graduation requirement. The goal is to have all 9th grade government students pass the Government HSA. Of the 244 students, 28 are enrolled in AP Government and 88 in Honors Government. In LSF Government, there are 128 students, and 29 have IEPs, 5 have a 504 plan, and 4 students are already identified as having attendance issues having missed 12 or more days as of Oct. 17th.

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

In 2015, 66.4% of the students (91/137) who took the Government HSA passed, and in 2017 the number of students who passed the Government HSA increased to 73% (157/216). Unfortunately, while there was an increase in the pass rate in 2017, in 2018 the pass rate dropped to 65.49% (167/255). This year, 244 students will be taking the HSA. The HSA has been undergoing some changes due to the implementation of new “Assessment Limits” (January of 2020 will be the administration of the HSA with the new assessment limits fully operational and measured.) and the incorporation of new questions that elicit “Standard 6.0 – Skills and Processes.” Because the test is changing and the teachers are incorporating new standards and assessment limits, the goal for the 2019 HSA is to maintain a 65% pass rate.

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

This SLO supports the School Improvement Goals and strategies as we want all students to meet the testing requirements for graduation. Additionally, this SLO addresses many of the components of College, Career, and Civic Life (C3) Framework, such as citing textual evidence in support of analysis of sources, determining meanings of words, and producing effective, coherent writing appropriate to task, purpose, and audience. These skills will reinforce what is taught and expected in other content areas and state assessments.

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

The Government HSA (graded and reported by MSDE) will indicate whether the students pass the HSA. Students from the 2019 HSA Government test will be compared to the 2018 HSA scores to determine growth. In addition, benchmarks will be administered at the end of each quarter. The benchmarks are comprised of questions from previous HSA exams and will also be used to determine growth. The benchmarks may be used to predict student performance on the HSA. Quarterly “Mini DBQs” will also be used to help students prepare for the “Standard 6.0” questions.

- Insufficient Attainment                      0-49% of Mountain Ridge students will pass the Government HSA
- Partial Attainment                            50—64% of Mountain Ridge students will pass the Government HSA
- Full Attainment                                65%-100% of Mountain Ridge students will pass the Government HSA

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**Principal SLO 2 -- Algebra I**

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

All students enrolled in Math 341 - Algebra I will be targeted for individual growth using district approved benchmark assessments. There are 145 students, which covers all classes being taught. A pre-and-post assessment approach will be implemented to collect individual student data. The pre-assessment scores will be analyzed using the 50-percent growth reduction formula (formula indicated below) to determine target growth. The post-assessment scores will be compared to the individual target growth score. The attainment level (met or not met) will be determined and recorded.

$$100 - \text{Individual Student Score} = X$$

$$X \text{ divided by } 2 = Y$$

$$Y + \text{Individual Student Score} = \text{Target Score for Individual Student}$$

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

The 2016-17 school year was the first year in PARCC implementation as a graduation requirement. The 2017-2018 school year was the first year that the PARCC test results were helpful in guiding instruction. Teachers will use the Maryland College and Career Ready Standards (CCRS). Benchmark assessments were aligned to the Partnership for Assessment of Readiness for College and Careers (PARCC). The 2017-18 school year was the fifth year of full implementation of CCRS. Teachers will be able to extrapolate data from the School Performance Index (SPI) as well as MSA trend data. Mountain Ridge scored below the cross-state and state averages in all standards involving quadratics. The 2017-2018 individual student benchmark data from previous grades can be obtained through the Engrade system. The 2017-18

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PARCC results showed that 70 of 149 (47%) test takers passed with a score of 725 or higher. Allegany County trend from 2015 shows a steady increase in the percentage of students passing the Algebra I PARCC test.

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

As we work to improve student achievement on the PARCC Algebra I test, we will address a weakness as evidenced in PARCC data. Students have struggled with quadratics. Questions that relate linear, quadratic and exponential functions together prove especially difficult. We are going to target all CCSS standards involving quadratics. These include REI.4b-2, A-REI.4a-1, F-IF.8a, A-SSE.3b, A-SSE.3a, A-REI.4b-1, F-IF.7a-2 and F-IF.7a-1. These standards are listed in order from most to least difficult based on the 2018 Spring PARCC administration. We will work on these standards throughout the unit on quadratics, Module 2.

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

Individual student growth data will be gathered, organized, and analyzed using the district approved SLO growth tool. Applying the measures below, the aggregate attainment levels will be determined.

- Insufficient Attainment      0 - 44% of students will meet their individual growth target.
- Partial Attainment          45 - 59% of students will meet their individual growth target.
- Full Attainment                60 - 100% of students will meet their individual growth target.

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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 your goal planning process to show the integration and linkage between your goal planning process and priorities.**

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

Grade level and specialized educators will work in teams to monitor student progress and to plan academic instruction and intervention strategies across levels of need.

By continuing to expand on collaborative planning and data based decision making, we aim to raise student scores/achievement, specifically Algebra I PARCC and Government HSA scores.

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

Administration, Inclusion Staff, the school SEF, and District MCIE coordinators are facilitating professional development with the school to move the co-planning and co-teaching models forward. Through a book study, identified staff are working to increase inclusive teaching skills and knowledge. Currently, three teams have been identified to work through this structure.

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

District coordinators are needed to help guide the team and staff through the action planning process in order to move the initiative forward.



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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 PBIS framework in your school.**

Mountain Ridge will continue to focus on Tier I interventions for the 2018-19 school year. Students will be recognized for excellence in exhibiting one or more school-wide expectations through Positive Office Referrals. Teachers will submit them to the school counseling office, and the counselor will send home the referral and a certificate which recognizes the student's positive behavior. Students also receive a ticket for a free ice cream treat from the cafeteria, and names of all students with Positive Office Referrals are displayed on a bulletin board.

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

The use of the mentoring program "Check and Connect" will be piloted for students needing Tier II supports.

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

**Parent/Community Involvement Needs**

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

Students have the opportunity to fill leadership roles with the various organizations at Mountain Ridge High School and participate in activities such as hospitality, ongoing publicity, production, fundraising, correspondence, finance, and student merchandise.

School counselors provide several opportunities to help parents and students with the college process. The Academic Endowment connects the school and community for help with fundraising and academic needs. The school also uses various media to communicate with the community about and to promote the positive happenings at Mountain Ridge High School.

**Parent Advisory Committee 2018 - 2019**

Name	Position
Jennifer Ritchie	Representative
Leesa Blank	Representative

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**in Title I Parent Involvement Plan**

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

**Mountain Ridge High School PARENT INVOLVEMENT PLAN**

**Expectations**

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

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

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

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**Action Plan**

<b>Requirements</b>	<b>Description of Activities/ Actions/Initiatives</b>	<b>Date(s)</b>	<b>Who should yo for more inform</b>
<p><b>Shared Decision Making</b></p> <p>The parent involvement plan is developed with input from parents.</p>	Parent Advisory Council	Monthly	Jennifer Ritchie
<p><b>Building Parental Capacity</b></p> <p>Provide assistance to parents in understanding the State’s academic content standards and students academic achievement standards, and State and local academic assessments.</p> <p>Provide materials and parent trainings/ workshops to help parents improve their child’s academic achievement</p>	<p>Classroom Syllabi</p> <p>ASPEN</p> <p>Parent Conference Days</p> <p>Senior Newsletter (Information about scholarships, college deadlines, FAFSA, etc.)</p> <p>Starting the College Process</p>	<p>August 2018</p> <p>Daily</p> <p>Oct. 2, 2018</p> <p>March 4,2019</p> <p>Monthly</p> <p>September 26, 2018</p>	<p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers and school counsel</p> <p>Leesa Blank; Betha school counselors</p> <p>Leesa Blank; Betha school counselors</p> <p>Leesa Blank; Betha</p>

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<p>Ensure information is presented in a format and/or language parents can understand.</p> <p>Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<p>Tri-State College Night</p> <p>Financial Aid Meeting for Parents (with FSU and ACM)</p> <p>Academic Endowment Group</p> <p>Blackboard Connect and Peachjar Flyers</p> <p><i>Mountain Ridge News Nugget</i> (MRHS online school newspaper)</p>	<p>October 9, 2018</p> <p>January 2019</p> <p>Monthly</p> <p>Board of Education determined</p> <p>Quarterly</p>	<p>school counselors</p> <p>Leesa Blank; Betha school counselors</p> <p>Nadine Beechie, A Barbara Jacobs, Ar Anderson, Jennifer Clark, Katherine B Judd, Tina Mowery</p> <p>Mia Cross, Nil Gro</p> <p>Nicole Ruby</p>
<b>Requirements</b>	<b>Description of Activities/ Actions/Initiatives</b>	<b>Date(s)</b>	<b>Who should yo for more infor</b>
<p><b>Review the Effectiveness</b></p> <p>Effectiveness of the school's vital involvement activities will be reviewed.</p>	<p>School Improvement Team Meetings</p> <p>Principal's Councils</p> <p>Department Meetings</p>	<p>See Management Plan</p> <p>See Management Plan</p> <p>See Management Plan</p>	<p>Leslie Martin, Cha</p> <p>Mr. Danny Carter,</p> <p>Instructional Leade Department Repres</p>



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

- School counselors meet with parents regarding seniors' graduation status throughout the year.
- Continue Positive Referrals being sent home weekly
- Use quarterly newsletter and school website to highlight positive activities and inform parents/community about school happenings

**DN XIII: Title I Schools**

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**Item 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:** Review Student and Staff Engagement Surveys

**Date (s):** August 27, 2018

**Location and Time:** MRHS 8:00 am -12:00 pm

**Intended Audience:** Faculty

What changes are expected to occur in the classroom as a result of this professional learning?  
Identify areas where students and staff appear to be struggling or concerned.

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



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Participants will go through the ACPS Goal Planning Process.

How will you measure the implementation of the the knowledge and skills in the classroom?  
Future surveys will be administered allowing faculty and staff to see improvements.

### **Professional Learning Title: Data Dive**

**Date (s):** August 27, 2018

**Location and Time:** MRHS 1:00- 3:30

**Intended Audience:** Faculty

What changes are expected to occur in the classroom as a result of this professional learning?  
Identify subgroups needing additional support in attaining a passing score on the PARCC assessment.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?  
Data support for identified subgroups and root cause analysis.

How will you measure the implementation of the the knowledge and skills in the classroom?  
PARCC scores for 2019.

### **Professional Learning Title: Suicide and Safety Training and Albert Training**

**Date (s):** October 17, 2018

**Location and Time:** MRHS 8:00 -11:00 am and 1:00 -3:30 pm

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**Intended Audience:** Faculty

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

- Help faculty recognize students who may be struggling
- Utilize Albert as another resource for teacher-student instruction and collaboration

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

- Be able to recognize concerning behaviors in order to intervene for students
- Teachers and students will be able to integrate another resource into classroom activities.

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

- Students who are getting support services both physically and emotionally are more likely to succeed (test scores, grades, attendance)
- Used primarily by AP teachers and AP test scores

1 XV.

**Implementation Plan**

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

The draft document will be reviewed by the members of the School Improvement Team as they collaborate towards its completion. Faculty and staff will visit the vision and mission statements during Professional Development on October 17, 2018. The completed document will be reviewed with the faculty and staff during department meetings after it is submitted to the Central Office. The full document will also be available on the Mountain Ridge High School website ([www.mountainridgehigh.com](http://www.mountainridgehigh.com)). The implementation and evaluation of the School Improvement Plan will be discussed at regular scheduled Principal Council meetings, department meetings, and SIT meetings.

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

Classroom and content area teachers will be responsible for collecting benchmark data via the Engrade testing system. Departments will meet to discuss and analyze the data using the 5 Whys and root cause analysis to guide their discussions. Instructional leaders will submit data to the administration chairperson. Such data will be used to evaluate the progress of the identified target groups and to revise and update the School Improvement Plan as necessary.

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

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

Data collected will be used to evaluate the progress of the identified target groups and to revise and update the School Improvement Plan as necessary.

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

Content area teachers will administer benchmarks and collect data for the School Improvement Team. Teachers meet in monthly department meetings where they can discuss needs and concerns. The administration and teachers will review any part of the plan necessary to implement our goals and make changes as needed as new data becomes available.

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

The full document will also be available on the Mountain Ridge High School website ([www.mountainridgehigh.com](http://www.mountainridgehigh.com)).

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

Revisions will be shared with faculty and staff during department meetings. Parent and community members will be advised of revisions on the school website.

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

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

### **What are the approximate dates and/or calendar for sharing, monitoring, and revising the plan.**

#### **Principal's Council Meetings 2018-2019 (7:20 a.m.)**

Sept. 1st, Oct. 29th, Nov. 27th, Dec. 10th, Jan. 22nd, Feb. 25th, Mar. 26th, Apr. 15th, May 20th

#### **Department Meetings 2018-2019 (2:55- 3:20 p.m)**

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3rd, Oct. 31st, Nov. 29th, Dec. 12th, Jan. 24th, Feb. 27th, Mar. 28th, Apr. 17th, May 22nd

**ool Improvement Team Meetings 2018-2019 (2:55- TBD)**

. 27th, Oct. 17th, Feb. 12th

**incipal Professional Development Days 2018-2019**

. 22nd, 23rd, and 27th, Oct. 17th

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

<b>(Print and Sign)</b>	<b>Affiliation/Title</b>
<b>Carter</b>	<b>Principal</b>
<b>ine Loughrie</b>	<b>Assistant Principal</b>
<b>“Bo” Evans</b>	<b>Assistant Principal</b>
<b>Martin</b>	<b>SIT Chairperson</b>
<b>uncan</b>	<b>Math Instructional Leader</b>
<b>inie Marchbank</b>	<b>English Instructional Leader</b>
<b>lavenscroft</b>	<b>Government/Social Studies</b>
<b>/ade</b>	<b>Science Instructional Leader</b>
<b>Lepley</b>	<b>SEF</b>

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<b>Taylor</b>	<b>Reading/ EBS</b>
<b>er Malec</b>	<b>Spanish/Engagement Survey Leader</b>
<b>Blank</b>	<b>School Counselor</b>
<b>ernent</b>	<b>Parent</b>
<b>n Ternent</b>	<b>Student Representative</b>