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EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

our students to
the skills and knowledge
to
college or career

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 are free to learn.

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

Print and Sign)	Affiliation/Title
Morgan <i>Kene Morgan</i>	Principal
ne Loughrie <i>Katherine Loughrie</i>	Dean of Academics
Evans <i>JHS III</i>	Dean of Students
Martin <i>Heslie Martin</i>	SIT Chairperson, English Teacher
ornmesser <i>John Cornmesser</i>	SIT Co-Chairperson, World Language Teacher
ilank <i>Lisa Blank</i>	School Counselor
rnent <i>Beth Tennent</i>	School Counselor; PBIS Coach
epley <i>Salina Repley</i>	Special Education Facilitator and Teacher
nie Marchbank <i>Stephanie Marchbank</i>	English Teacher
ncan <i>Robert S. Can</i>	Math Teacher
itterson <i>B. Pitt</i>	Social Studies Teacher
ade <i>John A. De</i>	Science Teacher

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

Each classroom has laminated copies of the vision and mission statements which are posted on a bulletin board or wall within the classroom. At the beginning of school, each teacher conducts an open discussion with his or her students on the vision and mission. We also incorporate a PBIS activity, and they are posted on our website.

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

The vision and mission was last reviewed August 23, 2017, the first day of school, during our opening day presentation.

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?

We have not adjusted the school's vision and mission; we feel our vision and mission still support the goals of Mountain Ridge High School and the school system.

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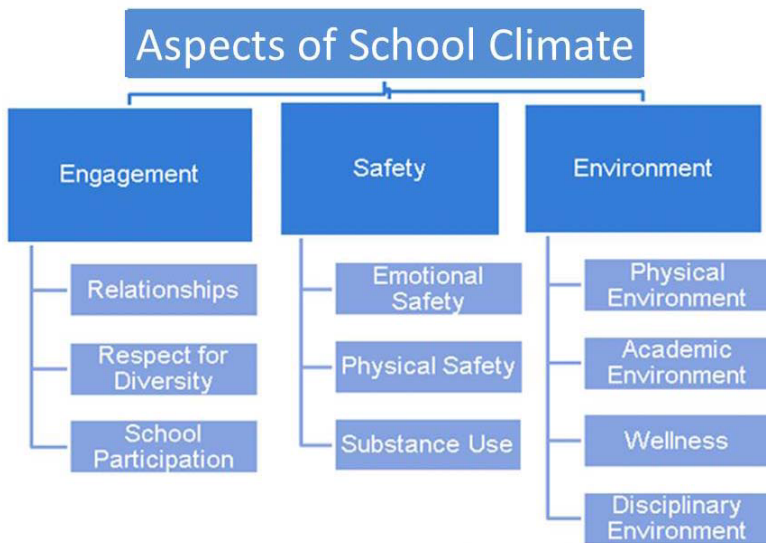
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Culture, Climate, and Inclusive Community

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

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



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

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

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

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

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland’s public schools, regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

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

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

How are paraeducators (IAs) utilized in your school?

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

What are IA responsibilities at your school?

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

Are your general and special education teachers able to collaborate and plan together on behalf of the students for whom they have instructional and learning responsibilities? If so, how often and when? If not, what challenges are preventing the collaboration and planning?

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

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

Paraeducators (IA) at Mountain Ridge High School are used for close adult supervision for our students in the Structured Learning Environment (SLE). In addition, there is one IA that provides support to students that participate in the regional Emotional and Behavioral Support (EBS) program. Paraeducators also support students in the inclusive setting when they attend class. 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 platforms. Barriers to collaboration are the required attendance at IEP meetings, which are also held on Thursdays. During collaborative planning, specific lessons are planned in order to meet the needs of all the students in the class. Flex grouping, including individual assignments and 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 only 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.

More professional development activities are needed on the GRR model of instruction, especially on flexible grouping.

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**I
DEMOGRAPHICS**

Staff Demographics

STAFF DATA 2017-2018 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total	Personnel
Administrators		3	3	
Teachers	1	49	50	Chinese -- 2 periods
Itinerant staff	2		2	School Psychologist; PPW
Paraprofessionals		5	5	Instructional Assistants
Support Staff		3	3	Secretaries
Other		2	2	Resource Officer; Nurse
Total Staff	3	62	65	

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
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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) 	53% 2 teachers 1 pd. Dance 1 pd. Child Care	99% 1 period dance	99.73% .3%	99.997% .003%
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
Number of years principal has been in the building	4	5	6	7
Teacher Average Daily Attendance	94.1%	94%	94.3%	

Demographics

Table 3: SUBGROUP DATA			
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
American Indian/Alaskan Native	≤10	≤10	*
Hawaiian/Pacific Islander	≤10	*	*
African American	12	13	11
White	791	737	750
Asian	≤10	8	9

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Two or More Races	13	18	21
Special Education	89	88	89
LEP	*	*	≤10
Males	412	394	410
Females	417	382	381
Total Enrollment (Males + Females)	829	776	791

FARMS RATE Used for School Year	2015-2016	2016 – 2017	2017-2018
Percentage as of October 31 of Previous School Year		40.47%	39.9%

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

Table 4

Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	9	06 Emotional Disturbance	6	12 Deaf-Blindness	0

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02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	1
03 Deaf	0	08 Other Health Impaired	30	14 Autism	7
04 Speech/Language Impaired	0	09 Specific Learning Disability	27	15 Developmental Delay	6
05 Visual Impairment	0	10 Multiple Disabilities	6		

II

ADMINISTRATIVE LEADERSHIP

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

The principal is a resource, support, and facilitator when necessary.

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

The school leadership team collaborates to direct instruction.

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

The SIT represents our entire school community.

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

We hold a monthly Principal's Council which is followed by department meetings. (See Management Plan for dates.)

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

INCIPAL SLO 1

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

ELA -- Constructed Argumentative Essay with Textual Support

All English I, II, III, and IV students will complete a pre- and post-written essay involving critical thinking skills that are critical to and career readiness and the PARCC assessment.

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

Data used to support this SLO will include student performance scores from Holt Online Essay Scoring. A written prompt will be used for the pre-test data, and a second prompt will be used to assess progress as the post-test data. Available PARCC ELA 10 scores from the two years will also be used.

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

This SLO supports the SIT goal of improving students' writing skills, using academic vocabulary, and using textual-based evidence to defend a position. Additionally, this SLO supports the goal of preparing students to be college and career ready.

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

The evidence to support student growth will be the Holt Online Essay Scoring rubric that will be used for data retrieval from pre-assessment to post-assessment and the percentage of students scoring a 4 or 5 on the PARCC assessments for ELA 10 and ELA

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INCIPAL SLO 2

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

Math 341-Algebra I

A pre- and post- assessment created from previous PARCC questions associated with functions, questions that relate to linear, and exponential functions together will be used. All Math 341-Algebra I students will take the pre-and post-tests.

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

Using the 2015-2016 and 2016-2017 PARCC year results, the data indicates our students struggle with functions. Our teachers Maryland College and Career Ready Standards and benchmark assessments aligned to the Partnership for Assessment of Read College and Careers (PARCC) to establish student growth targets.

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

This SLO identifies a major area of needed improvement for our students to be successful on PARCC assessments and increase understanding and mastery skills to prepare them to be college and career ready.

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

To determine student growth, the pre-and post-assessments in Math 341-Algebra I through Benchmark 3 and the 21 PARCC assessment results scores 4 and 5 will be used.

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V ACADEMIC PROGRESS Maryland remains committed to addressing significant gains and progress for all students. As part of the Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives to determine their effect on student achievement and classroom practices. Schools in Allegany County are required to do the same. **In your analysis of ELA 3-5; 6-8; 10 for FARMS, SE and subgroup data, please address the following for students in your school.**

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

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

Describe the ACPS Goal Planning Process

- What is the Issue?
- What data support the need for a resolution to the identified issue?
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

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- What is currently preventing the identified goal from being attained?
- What outcome(s) will determine the identified goal has been met?
- What resources are needed to meet the identified goal?
- What resources are currently available to meet the identified goal?
- What resources are not currently available to meet the identified goal?
- What steps will be taken to fully implement the plan in the effort to reach the identified goal
- How will implementation be monitored to reach the identified goal?

Be Completed when 2018 PARCC data is available

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

Our scores continue to increase from previous years, scores from Special Education students continue to be a challenge. This is especially when accommodations are in large classes, which results in little individualized instruction per student. In addition, there are at least a few students with IEPs who require a reader or scribe do not have that accommodation due to the weekly paperwork day for special education teachers as well as the PARCC testing days that our special education teachers are used as proctors.

A challenge for our school is the fact that our class sizes in English tend to be large (above the recommended 20 maximum; see www.classsizematters.org/research-and-links/), and research shows that class size is an important factor in student success. With English, adding the added pressure of teaching writing, which requires individual attention to each student, high numbers in English classes will result in less individualized instruction needed to ensure effective writing skills. Research shows that small class size has positive impact on student achievement. (See www.ncte.org/positions/statements/why-class-size-matters), and this is especially so in writing courses.

Another important challenge is the low student attendance in class, due to absences, assemblies, testing, photos, sports events, field trips, etc. Student academic success is contingent on teacher/student interaction and learning, including teacher guidance, utilization of UDL principles, differentiated instruction, and other strategies.

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, cooperative learning activities and the use of technology to enhance student learning. We need time to reinforce skills through re-evaluation, in order to ensure mastery of those skills.

In closing the achievement gap, the following strategies will be used:

9th grade students are given the Reading Inventory assessment at the beginning, middle, and end of the year, which provides Lexile data. The hope is for students to demonstrate improvement throughout the year.

Students identified for reading intervention in the 9th and 10th participate in a multi-sensory reading program including Orton-Gillingham strategies.

Each teacher is responsible for the creation of 2 SLOs for the school year, which measure student performance on varied skills. These are specifically represented by a CCRS.

Quarterly benchmarks that have been aligned to the PARCC are given at each grade level. The goal is to improve passing proficiency each quarter.

We continue to use UDL to provide instruction that meets the needs of individual learners.

This is our fourth year of PARCC testing, and we will use all relevant PARCC testing data to help identify needs of our general population and needs of our special education population.

Our school is an MCIE school, as well as a PBIS school, and both programs promote positive reinforcement toward obtaining student goals. We will help us to identify and monitor progress towards achieving student outcomes. As we meet regularly in department meetings, we will use available data and make curriculum adjustments as necessary.

- 2. Universal Design for Learning for ELA. How will UDL be used in the classroom to support attainment of your goals? List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and promote positive academic outcomes for all students.**

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Principle/Mode	Representation – Process
<p>Principles of Representation: <i>Providing the learner various methods of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> •Auditory and visual representations of materials •Use of computer functions (such as print size, sound, text functions, etc.) to accommodate learner needs •Access to definitions, illustrations, sound files, or pictures •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 the task •Multiple methods of comprehension strategies •Higher order and depth of knowledge questioning •MRHS CCRS Quarterly emphasis for vocabulary •Gradual Release of Responsibility Model •Alternative, one teach one assist, parallel, station, and team teaching •Multiple presentation methods: lecture, reading text, audio, video. (i.e., teacher reads directions) •Students highlight patterns, critical features, and/or big ideas. •Model note-taking while presenting information •Making notes in ASPEN in order to remind students and parents of upcoming assignments or events in class •Google Classroom
<p>Principles for Expressions: <i>Providing the learner various opportunities for demonstrating knowledge and skills they know).</i></p>	<p>Expression/Action- Product</p> <ul style="list-style-type: none"> •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)

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	<ul style="list-style-type: none"> • Explore content through student-generated questioning, classroom discussions, peer reviewing, editing, as well as teacher directed activities • Use Google drive as a method for completing and submitting assignments, and as a means for communication with teacher / Google Classroom
Options for Engagement: <i>tap into learners interests, engage them appropriately, motivate them to learn.</i>	<div style="background-color: #d8bfd8; padding: 5px;">Multiple Options for Engagement</div> <ul style="list-style-type: none"> • Utilize rubrics for evaluation of students' work so that they are aware of achievement levels. • Project based inquiry • Cooperative learning activities • 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, routines, 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 problem solving strategies, self-reflection, etc. • Allowing students to set their own academic and behavior goals • Fill-in-the-blank notes (IEP) • Writing templates (IEP)

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3. 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 lowest performing subgroup students.

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

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

	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
or 10																					
s	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	11	
ndian or ve	1	0	0	1	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	1	1	100	0	0	0	0	2	0	0	1	50	1	50	1	0	0	0	0	1
frican	4	1	25	2	50	1	25	3	1	33.3	2	66.7	0	0	4	1	25	0	0	3
itino of	1	1	100	0	0	0	0	3	1	33.3	0	0	2	66.7	4	0	0	3	75	1
raian or ic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	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	10
re races	2	0	0	2	100	0	0	0	0	0	0	0	0	0	7	2	28.6	0	0	5
cation	19	19	100	0	0	0	0	25	24	96	0	0	1	4	17	12	70.5	2	11.8	3
glish LEP)	0	0	0	0	0	0	0	1	1	100	0	0	0	0	0	0	0	0	0	0
ed Meals	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
	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
	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

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analysis of Math 3-5; 6-8; Alg I for FARMS, SE, and subgroup data, please address the following for students in your schools.

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

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

Describe the ACPS Goal Planning Process

- What is the Issue?
- What data support the need for a resolution to the identified issue?
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
- What is currently preventing the identified goal from being attained?
- What outcome(s) will determine the identified goal has been met?
- What resources are needed to meet the identified goal?
- What resources are currently available to meet the identified goal?
- What resources are not currently available to meet the identified goal?
- What steps will be taken to fully implement the plan in the effort to reach the identified goal
- How will implementation be monitored to reach the identified goal?

What do you believe are Root Causes for your achievement gap?

Our Special Education and FARMs students are struggling because the reading level of tests are above their individual reading level.

1. Students need to be exposed to PARCC-like questions on a regular basis to develop experience and confidence.
2. Students need to constantly work with content vocabulary

Students struggle to identify strategies to use to identify what they are being asked to do.

1. Using daily warm-ups and assignments, students will work on reading strategies to develop confidence in word problems.
2. Modeling and Reasoning Questions need to be presented to students at least once a week through daily warm-ups or assignments.

Students do not maintain their effort or persevere through questions; they give up too quickly.

1. All students need to understand importance of trying every question. Students think they must score 70% or higher to pass. In reality, last year they only needed 15% of points to achieve a passing score.
2. We are also changing our test schedule. Students wore out last year taking the test in 1 day (2 morning sessions, lunch and the afternoon session). This year's test will be spread out over 2 days.

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Mathematical Data Overview

Students are scoring less than 50% on Modeling and Reasoning Questions.
Use UDL and GRR strategies to improve scores of all students, focusing additional resources on FARM and Special Education students.

Completed when 2018 PARCC data is available

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

2. Universal Design for Learning for Mathematics- How will UDL be used in the classroom to support attainment of your goals?
strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

Principle/Mode	Representation – Process
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is of Representation: <i>ding the learner various of acquiring information knowledge.</i>	<ul style="list-style-type: none"> • Auditory and visual representation of materials • Multiple methods of comprehension strategies • Higher order and depth of knowledge questioning
is for Expressions: <i>ding the learner atives for demonstrating knowledge and skills they know).</i>	Expression/Action- Product <ul style="list-style-type: none"> • Multiple presentation methods: lecture, reading text, audio, video • Use Google drive as a method for completing and submitting assignments, and as a means for communication with teacher • Cooperative learning activities
is for Engagement: <i>tap arners interests, nge them appropriately, otivate them to learn.</i>	Multiple Options for Engagement <ul style="list-style-type: none"> • Supports and accommodations are provided to students as appropriate (Special Education Popul • Balance between student/teacher directed learning

3. Mathematics 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 lowest performing subgroup students.

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

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

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Race or ALG1	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Students	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	
Native American or Alaska Native	1	0	0	0	0	1	100	0	0	0	0	0	0	0	0	0	0	0	0	0	
Hispanic/Latino	5	1	20	1	20	3	60	0	0	0	0	0	0	0	0	0	0	0	0	0	
African American	21	15	71.4	4	19	2	9.6	2	0	0	2	100	0	0	3	3	100	0	0	0	
Asian or Pacific Islander	6	2	33.3	1	16.7	3	50	1	1	100	0	0	0	0	1	1	100	0	0	0	
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
English Learners (LEP)	537	273	50.8	142	26.4	122	22.7	141	95	67.3	37	26.2	9	6.4	118	79	66.9	32	27.1	7	
Other	23	12	52.2	2	8.7	9	39.1	0	0	0	0	0	0	0	2	1	50	0	0	1	
Special Education	45	40	88.9	2	4.4	3	6.7	24	21	87.5	2	8.3	1	4.2	21	20	95.2	1	4.8	0	
Gifted/Talented	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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Free and Reduced Meals	292	166	56.8	83	28.4	43	14.7	90	63	70	23	25.6	4	4.4	78	57	73.1	15	19.2	6
	294	141	48	87	29.6	66	22.5	68	44	64.7	21	30.9	3	4.4	52	35	67.3	14	26.9	3
	299	162	54.1	63	21.1	74	24.7	76	52	68.5	18	23.7	6	7.9	72	49	68.1	18	25	5

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

For your analysis of Government HSA for FARMS, Special Education, and subgroup data, please address the following for your school:

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

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

Using the ACPS Goal Planning Process

- What is the Issue?
We are dealing with the Government High School Assessment testing and the results for our Free And Reduced Meal
- What data support the need for a resolution to the identified issue?

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- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
One of the main objectives in teacher professional development over the last two years has been the GRRUDL model. This model asks for an I do, you do, we do method with a concentration on the planning portion of the lesson. In the planning phase of lessons, teachers are asked to choose content and language purposes that align with the goals of the curriculum and lesson.
- What is currently preventing the identified goal from being attained?
Implementation of the GRRUDL method is still in the developmental stages. Attendance issues continue to create problems with these targeted students at Mountain Ridge. There have been programs put into place that address the attendance problem too.
- What outcome(s) will determine the identified goal has been met?
Student writing skills improving will allow for improvement of scores on the Constructed Response questions. Some students skip these questions entirely bringing collective scores way down. Exposure to practice questions for the writing portion of the test can help improve scores. Some teachers use Attention Grabber questions at the beginning of class that imitate these data bank test questions for practice.
- What resources are needed to meet the identified goal?
Continued professional development with the GRRUDL method will allow for teachers to improve this technique. Teachers can expose students to the mdk12.org website that provides a wide variety of help. Resources such as mini tests, expanded standards and state test verbiage, and test taking strategies can be found.
- What resources are currently available to meet the identified goal?
Primary sources have been linked to better student achievement on this test. For example, eight Supreme Court cases within the assessment limits for students. Teachers use the actual opinions from the Supreme Court decisions to further

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understand the case and why the particular conclusion was drawn. For example, a case study on Marbury v. Madison allow students to understand how the court came to the conclusion of Judicial Review. This should also help them be understand the concept of Judicial Review. Current events can also be used to help link material with real world appl

- What resources are not currently available to meet the identified goal?
Access to data for teachers is not readily available. In particular, the different subgroup data is something that could possibly be provided to teachers so we can better monitor these different groups and continue with what is working and attempt to improve that need addressed.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
- How will implementation be monitored to reach the identified goal?
Sharing of data is something that needs to happen in a variety of settings. Presentation at school-wide and system wide professional development opportunities can help in this process. The data can also be shared and presented in a small setting for teachers, such as department meetings. This would allow for teachers to assemble in smaller peer groups to develop strategies that could improve student scores, with emphasis on the writing components of the test.

o Be Completed when 2018 PARCC data is available

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

2. Universal Design for Learning for High School Government- How will UDL be used in the classroom to support attainment of y
List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

Principle/Mode	Representation – Process
----------------	--------------------------

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ways of Representation: <i>...allowing the learner to explore various ways of acquiring knowledge and understanding.</i>	<ul style="list-style-type: none"> The “I do, you do” GRRUDL model
ways for Expressions: <i>...allowing the learner to demonstrate their understanding and skills in various ways (e.g., writing, drawing, etc.).</i>	Expression/Action- Product <ul style="list-style-type: none"> Modified lessons
ways for Engagement: <i>...tailoring instruction to learners' interests, abilities, and needs to ensure they are actively engaged in learning.</i>	Multiple Options for Engagement <ul style="list-style-type: none"> Room arrangement which allows for more collaborative work

3. Social Studies (HSA Government Results) – High Schools Only

Table 11: Maryland School Assessment Performance Results –Government									
Subgroup	All Students								
	2015			2016			2017		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.

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All Students	137	91	66.4	216	157	72.69			
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						

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V

ENTERED SYSTEM OF SUPPORT

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

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

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

Continuing to expand on collaborative planning and data based decision making, we aim to raise student scores/achievement.

1. How will the priority/ priorities be addressed?

Instruction, Inclusion Staff, the school SEF, and District MCIE coordinators are facilitating professional development within the school to move the co-planning and co-teaching model forward. Through a book study and webinars with the MCIE District coordinators, identified staff are working to increase inclusive teaching skills and knowledge. Currently, three teams have been

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ified to work through this structure.

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

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

VII

NCE

Table 12: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	92.6%	N
Grade 9	92.5%	N
Grade 10	92.7%	N
Grade 11	92.9%	N
Grade 12	92.0%	N

Table 13: Attendance Rate			
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017
All Students	93.3%	93.3%	92.6%
Hispanic/Latino of any race	-	-	-

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American Indian or Alaska Native	-	-	-
Asian	-	-	-
Black or African American	≥	≥	≥ 95%
Native Hawaiian or Other Pacific Islander	-	-	-
White	93.3%	93.1%	92.5%
Two or more races	94.9%	≥	93.7%
Special Education	89.9%	90.1%	89.0%
Limited English Proficient (LEP)	-	-	-
Free/Reduced Meals (FARMS)	91.3%	91.0%	89.7%

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.

Attendance is a challenge due to many seniors being on an abbreviated schedule. Several of these students have claimed they are concerned about missing school when they are only missing a few classes as opposed to a full schedule. This issue is particularly prominent when extreme weather hits. When school is canceled or delayed, students do not see the need to come to school in these conditions for only a few classes or for abbreviated class periods. In terms of Special Education, a few students had, and continue to have, severe medical issues preventing them from being able to consistently attend school.

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

When students reach 12 absences, they are required to have a conference with an administrator and sign an attendance contract in which they acknowledge the possible consequences that could occur if they continue to miss school (i.e. denial of credits, attendance summer school, suspension for extracurricular activities, etc.). Those students that continue to have unexcused absences after being placed on a contract are referred to the court system.

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on a case-by-case basis by the Pupil Personnel Worker (PPW). If deemed necessary, the PPW will charge students and parents for truancy.

When students are absent due to suspensions or medical reasons, teachers, administrators, and support staff work together to ensure students are given any work they miss and do not fall behind; thus students are more willing to return to school when able.

Students with attendance problems have the opportunity to attend an "8th Period" class to make up class time.

In order to address the needs of our Special Education students, we have reorganized and added to our Special Education Department.

Members of the PBIS Team meet each month and continue to work on ways to reduce absenteeism. Examples of efforts made include the implementation of "Positive Office Referrals" and holding school celebrations such as the annual "Gold Rush."

VIII

TRUANCY

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

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

How many students were identified as habitual truants? 14

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

s the number of habitual truant students, we have implemented the PBIS program (we are currently in the fourth year of and are continuing to expand our incentives). In addition, we are increasing the denial of credits as well as the number of o attend summer school. The number of parents being charged with truancy violations (per PPW) is also increasing.

X

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

udents will graduate from high school.

n and dropout rates as measures by AMO Progress:

Four –Year Adjusted Cohort Graduation Rate									
	All Students								
	2014-2015			2015-2016			2016-2017		
	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	Grad Rate (%)	Adjusted Cohort	Diplomas Earned	C Ra
s	201	188	93.53%	202	179	88.61%	156	137	8
atino of any race	*	*	*	*	*	*	≤ 10	≤ 10	
ndian or Alaska Native	*	*	*	*	*	*	≤ 10	≤ 10	
	*	*	*	*	*	*	≤ 10	≤ 10	
rican American	*	*	*	*	*	*	≤ 10	≤ 10	

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vaian or Other Pacific Islander	*	*	*	*	*	*	na	na	
	192	179	93.23%	187	165	88.24%	147	128	8
re races	*	*	*	*	*	*	≤ 10	≤ 10	
ication	10	6	60%	21	13	61.9%	10	5	
glish Proficient (LEP)	*	*	*	*	*	*			
ced Meals (FARMS)	74	62	83.78%	73	57	78.08%	65	52	

Four –Year Adjusted Cohort Dropout Rate									
	All Students								
	2014-2015			2015-2016			2016-2017		
	Adjusted Cohort	Dropouts	Dropout Rate (%)	Adjusted Cohort	Dropouts	Dropout Rate (%)	Adjusted Cohort	Dropouts	Dr Ra
s	201	9	4.48%	202	18	8.91%	156	16	1
atino of any race	*	*	*	*	*	*	≤ 10	0	
ndian or Alaska Native	*	*	*	*	*	*	≤ 10	0	
	*	*	*	*	*	*	≤ 10	0	
rican American	*	*	*	*	*	*	≤ 10	0	
vaian or Other Pacific Islander	*	*	*	*	*	*	na	na	
	192	9	4.69%	187	17	9.09%	147	16	1
re races	*	*	*	*	*	*	≤ 10	0	
ication	10	1	10%	21	4	19.05%	10	3	

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English Proficient (LEP)	*	*	*	*	*	*	na	na	
Reduced Meals (FARMS)	74	9	12.16%	73	13	17.81%	65	11	1

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

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 within our 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 a success such as PBIS. This year we are continuing the MTSS program which provides additional help to those students who may be struggling preventing them from giving up and dropping out. Additionally, beginning in August 2017, the school counselor, administration, and personnel worker meet with any senior and his/her parent who is at-risk for meeting 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.

K

SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

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

For the 2015-2016 school year, we had 91 OSS and 0 ISS (change from “In School Suspension” (ISS) to “In School Intervention” (ISI) in October 2015). Of those suspensions, ≤ 10 were due to bullying and/or sexual harassment. Last year (2016-2017) we had 119 OSS and 0 ISS. Of the 119 OSS, ≤ 10 were due to bullying and/or sexual harassment.

To further reduce the number of suspensions, we will continue to emphasize bullying, harassment, and cyberbullying during the Intervention period. In addition, our “Ridge Rules” highlight respect as do our PBIS initiatives.

Discipline Code	# of Suspensions (2016-2017)
Interventions	*
Personal Health	*
Homework Class	*
Sexual Harassment	*

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icy	*
ol	*
ants	*
	≤ 10
co	*
ms	*
Guns	*
Weapons	≤ 10
cal Attack – Teacher/Staff	*
cal Attack – Student	20

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il or Physical Threat to Teacher, others	≤ 10
il or Physical Threat to Student	≤ 10
ng	17
tion	*
ng/Harassment	≤ 10
us Bodily Injury	*
/Fire	*
Alarm/Bomb Threat	*
sives	*
il Assault	*

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Physical Harassment	≤ 10
Physical Activity	≤ 10
Disrespect	≤ 10
Classroom Disruption	55
Engaging/Participating in Disturbance	*
Academic Dishonesty/Cheating	*
Use of Mobile Communication Devices	≤ 10
	≤ 10
Smoking	*
Unauthorized Sale or Distribution	*

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alism/Destruction of Property	≤ 10
al to Obey School Policies	*

KI

BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

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

Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework for your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

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For the 2017-2018 school year, Positive Office Referrals will continue to be written for students who display one or more of the “Ridgecrest” rules are “Be Respectful,” “Be Responsible,” and “Be Ready to Succeed.”) Teachers will send the referral form to the School Counselor, and a school counselor will send a certificate to the student’s home which recognizes the positive behavior. In addition, students who receive Positive Office Referrals are given a ticket for an ice cream treat from the cafeteria. They also receive recognition for the positive behavior by having their names displayed on the cafeteria bulletin board. In March, a “Gold Rush” celebration will be held for the students who receive a reward for positive behavior and exemplary attendance. Students who display these traits through positive office referrals and attend 95% or more will be entered for a chance to win prizes at the “Gold Rush.” The PBIS Team will continue to encourage teachers to become involved in PBIS by entering names into an end-of-the-year prize drawing for those who contribute to the PBIS program.

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

II.

Describe Community Engagement; Non-Title I Schools

Parent/Community Involvement Needs

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

Parent Advisory Committee 2017 – 2018

Name	Position
-------------	-----------------

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Jennifer Ritchie	Representative
Melissa Yutzy	Alternate

Part I Parent Involvement Plan

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.**

MOUNTAIN RIDGE HIGH SCHOOL PARENT INVOLVEMENT PLAN

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

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

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

Action Plan

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Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
Decision Making The parent involvement plan is developed with input from parents.	Back to School Night After Prom	Aug. 24, 2017 6:00-8:00 May 5, 2018	Administrators, school counselors, teachers Melissa Farrell, Donna Beem
Building Parental Capacity Provide assistance to parents in understanding the State's academic content standards and students academic achievement standards, and State and local academic assessments. Provide materials and parent trainings/workshops to help parents improve their child's academic achievement Ensure information is presented in a format	Back to School Night Classroom Syllabi ASPEN Parent Conference Days Starting the College Process Tri-State College Night Financial Aid Meeting for Parents Academic Endowment Group	Aug. 24, 2017 Aug. 2017 Daily Oct. 3, 2017 Feb. 14, 2018 Sept. 2017 Oct. 2017 Oct./Nov. 2017	Administrators, school counselors, teachers Classroom teachers Classroom teachers Classroom teachers; administrators school counselors Leesa Blank; Bethany Turner Leesa Blank; Bethany Turner Leesa Blank; Bethany Turner Annette Flanigan, Ann Trentham

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<p>and/or language parents in understand.</p> <p>Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<p>Blackboard Connect</p> <p>Peachjar Flyers</p> <p><i>News Nugget</i> (MRHS online school newsletter)</p>	<p>Board of Education</p> <p>Monthly on school website</p>	<p>Beechie</p> <p>Cross, Nil Grove</p> <p>Nicole Ruby, Journalism I Teacher</p>
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p>How the Effectiveness</p> <p>Effectiveness of the school's involvement activities will be measured.</p>	<p>SIT Meetings</p> <p>Principal's Councils</p> <p>Department Meetings</p>	<p>See Management Plan for 2017-2018 Dates</p>	<p>Leslie Martin and John Corns chairs</p> <p>Mr. Gene Morgan, Principal</p> <p>Instructional Leaders and District Representatives</p>

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School Level Parent ent Initiatives Based Epstein’s Third Type ment: Volunteering	Hospitals, Ongoing Publicity, Production, Fundraisin Correspondence, Finance, Student Merchandise		Performing Arts Parents Ass Melissa Farrell, President; Ti Member at Large Band - Melanie Hunt, Preside Jami Wratchford, Vice Kim McNemar, Secre Lauren Miller, Treasur Fundraising for Band and Ch Melissa Farrell Volleyball - Robbin Arnold Girls Basketball - Leesa Blani Football - Jodie Ternent, Kev Wayne Porter, Cass Mandy Folk Boys Soccer - Nicky Miller, Si Hetz, Jennifer
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Two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities. Please include a timeline for implementation.

School counselors meet with parents regarding seniors' graduation status throughout the year.

Positive referrals go home for academics and attendance at least monthly.

Monthly *Nugget* newsletter and school's website provide information about academics and school activities.

We are exploring the establishment of a Facebook page during the second semester which would highlight positive aspects of MRHS.

Professional Learning Community for Teachers and Staff- Standard 7

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

Professional Learning Title: EBS Program (Mrs. Main and Mrs. McCune)

Aug. 23, 2017 Mountain Ridge Theater 9:00 -9:30 am MRHS Faculty and Staff

GRR Guided Instruction - Critical Vocabulary (Dr. Ravenscroft and Mrs. Bittinger)

Aug. 24, 2017 Mountain Ridge Theater 9:30-11:00 am MRHS Faculty and Staff

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Flexible Grouping (Mrs. Wendy Main)

Overview of Open Educational Resources (OER)

Follow-up presentation on the GRR/Guided Instruction

Data on walk-throughs and revisit Vision and Mission Statements

Jan. 24, 2018 Mountain Ridge Theater 8:00-11:00 am MRHS Faculty and Staff

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

Greater understanding of the GRR model of instruction and more student-led instruction

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

Greater insight in guided instruction and use of flexible grouping

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

Walk-throughs, observations, and evaluations

V.

POLICY STRUCTURE AND PRACTICE

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

istrict's and our mission and vision are dedicated to teaching the students the skills and knowledge to make them college and career

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

ntinuing professional development using teachers within the individual schools

ing the MCIE and MTSS teams to help guide instruction within the school through the School Improvement Team

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

al development on the GRR model, especially collaborative learning and independent learning

**I
ent Plan**

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

draft document will be reviewed by members of the SIT as they collaborate towards its completion. Faculty and staff will revisit the
n and mission statements during the January 24, 2018, Professional Development. The completed document will be reviewed with
faculty and staff during department meetings after it is submitted to the Central Office. The full document will also be available on
Mountain Ridge High School website (www..mountainridgehigh.com). The implementation and evaluation of the School
rovement Plan will be discussed at regularly scheduled Principal Council meetings, department meetings, and SIT meetings.

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

room and content area teachers will be responsible for collecting benchmark data via the Engrade testing system. Departments meet to discuss and analyze the data. Instructional leaders will submit data to the administration and SIT chair. Such data will be used to evaluate the progress of the identified target groups and to update and revise the School Improvement Plan as necessary.

/ 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 update and revise 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.

/ 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). The

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

Revisions will be shared with faculty and staff during the department meetings. The parents and community members will be advised of necessary 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 initial 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. Central Office Staff will be asked to assist with making revisions and updates based on available data. The School

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Improvement Plan will be assessed by Central Office Staff as part of the principal's evaluation.

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

Principal's Council Meetings 2017-2018 (7:20 a.m.)

Oct. 25th, Oct. 27th, Nov. 13th, Dec. 18th, Jan. 22nd, Feb. 12th, Mar. 12th, Apr. 23rd, May 14th

Department Meetings 2017-2018 (2:55 -3:20 p.m.)

Oct. 27th, Oct. 30th, Nov. 16th, Dec. 20th, Jan. 25th, Feb. 14th, Mar. 14th, Apr. 25th, May 17th

School Improvement Team Meetings 2017-2018 (2:55 - TBD)

Oct. 7th, Jan. 4th, Feb. 12th, Mar. 8th, Apr. 19th, May 3rd and 23rd

Professional Development Days

Oct. 23, 2017

Oct. 24, 2017

Nov. 24, 2018 - AM Principal Staff Development Day 8:00-12:00

Nov. 14, 2018 - AM Principal Staff Development Day 8:00-11:00

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

Name (Print and Sign)	Affiliation/Title
Gene Morgan <i>Gene Morgan</i>	Principal
Katherine Loughrie <i>Katherine Loughrie</i>	Dean of Academics
James Evans <i>J H Evans</i>	Dean of Students
Leslie Martin <i>Leslie Martin</i>	SIT Chairperson, English Teacher
John Cornmesser <i>John Cornmesser</i>	SIT Co-Chairperson, World Language Teacher
Leesa Blank <i>Leesa Blank</i>	School Counselor
Beth Ternent <i>Beth Ternent</i>	School Counselor; PBIS Coach
Salina Lepley <i>Salina Lepley</i>	Special Education Facilitator and Teacher
Stephanie Marchbank <i>Stephanie Marchbank</i>	English Teacher
Rob Duncan <i>Rob Duncan</i>	Math Teacher
Ryan Patterson <i>R Patterson</i>	Social Studies Teacher
John Wade <i>John Wade</i>	Science Teacher