

Allegany County Public Schools
2025-2026 School Improvement Plan for High Schools

School: Allegany High School

Principal: Scott Bauer

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I. VISION, MISSION, AND CORE VALUE

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Mission Statement

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

Vision

All students are prepared for tomorrow's challenges - life, college, and career.

Core Values

As Allegany Campers, we value dependability, dignity, and determination above all else. To us, dependability means being on time, prepared, and ready to learn. To Allegany, being dignified means behaving in a manner worthy of respect. To Campers, being determined means being adaptable and willing to continue to do what is necessary to overcome challenges. These core values are expected by all staff and students in the classroom, hallways, restrooms, and at extracurricular/athletic events. We are Campers in 3D: Dependable, Dignified, and Determined.

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2024-2025 MD Report Card Star Rating (the number represents stars earned)	1	2	3	4	5
	No			Yes	
Is this school identified as Target Support of Improvement (TSI) ?	x				
If yes, state the identified subgroup(s).					
Is this school identified as Additional Target Support of Improvement (ATSI) ?	x				
If yes, state the identified subgroup(s).					
Is this school identified as Comprehensive Support and Improvement (CSI) ?	x				
If yes, state the identified area.					
Is this school identified as Low Performing?	x				

A response of yes to any of the above requires the plan to include specific focus of the identified subgroup(s). Goals should be specific with evidence based practices supporting the strategies and action steps. The process must ensure that all teachers are implementing the strategies to fidelity. Documentation must include ongoing monitoring of progress and improvement.

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II. SCHOOL DEMOGRAPHICS
A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		3	3
Teachers		49	49
Itinerant staff		2	2
Paraprofessionals	3	2	5
Support Staff		6	6
Other		24	24
Total Staff	3	86	89

Number of years the principal has been in the building? 1
B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	0	0
Hawaiian/Pacific Islander	0	0
African American	33	4.8%
White	542	78.7%
Asian	10	15%
Two or More Races	71	10.3%
Hispanic/ Latino	33	4.8%
Special Education	74	10.7%
LEP	≤10	n/a
Males	345	50.2%
Females	343	49.6%
Gender X	≤10	n/a
Total Enrollment	689	100%
FARMS Rate (2023-2024)		52.98%

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III. ATTENDANCE

Table 4a	2022-2023	2023-2024	2024-2025
Grade Level – School Level	Attendance Rate	Attendance Rate	Attendance Rate
Grade 9	89.1	88.7	88.4
Grade 10	89.0	88.4	88.2
Grade 11	88.1	89.9	87.4
Grade 12	86.1	87.2	89.4

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	88.3	88.6	88.3
Hispanic/Latino of any race	87.1	84.1	88
American Indian or Alaska Native	66.2	n/a	n/a
Asian	n/a	n/a	n/a
Black or African American	84.6	83.6	80.0
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a
White	88.6	89.1	89.1
Two or more races	86.1	85.9	83.7
Male	88.5	88.7	88.4
Female	88.1	88.5	88.3
EL	n/a	n/a	n/a
Special Education	83.6	84.1	81.8
Free/Reduced Meals (FARMS)	84.5	84.4	84.0

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Chronically Absent

Chronically absent is defined as missing 10% or more of days enrolled in a school year.

MD Report Card reports students NOT chronically absent.

Table 5	2023	2024	2025
Not Chronically Absent (percentage)	60.1	58.2	58.8
Report Card Points Earned(out of 15)	1.5	1	1

ATTENDANCE FOCUS AREA 1: Grade Band (s) or Subgroup (s)	All enrolled students
Focus Area Goal	Increase the average attendance rate by 2 percent for all students from 88.3% to 90.3% by June 202
Root Cause(s):	Limited student engagement and connection to school culture or academic relevance Inconsistent communication between school staff and families- Expectations of school attendance not clearly defined or consistent as students progress through different schools Transportation challenges and competing family or work responsibilities - students that miss the bus may not have alternate means of getting to school Chronic absenteeism not addressed early with meaningful intervention
Barriers:	Transportation and socioeconomic factors impacting consistent attendance Attendance interventions not consistently monitored or followed up on Family work schedules making communication difficult
Needed Resources:	N/A
Strategies	Through the AHS PBIS Program, attendance is emphasized. In November, students with outstanding attendance (no more than 4 absences, excused or unexcused) will receive donuts and coffee. At the end of the year, students will receive camper cash for outstanding attendance (90% daily attendance

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	rate minimum) which can be used for events at the Camper Carnival held at the end of the school year. Short-term incentives for students to encourage them to attend school on half days, which have historically low attendance rates, include providing fun activities on these days including games and competitions to take place during the school day. These activities include the Turkey Trot and Reindeer Romp that occur on the half days before Thanksgiving and Winter breaks, respectively. Another short-term incentive targeting the 2 weeks prior to a school break, which also have historically low attendance rates, includes a reward certificate and full-size candy bar for students with perfect attendance during those two weeks.
How will it be funded?	Attendance initiatives and activities will be funded through the PBIS and Peer Connections fundraising program throughout the year. Multiple fundraisers help to provide the necessary funds to purchase the materials and incentives needed
Steps towards full implementation with timeline:	September 2025: Start of school-wide activities on 3-hour early dismissal days to incentivize all students to attend on those days. December 2025: Encourage attendance of all students by having a 12 days of Christmas raffle - students entered into prize drawing for no absences or tardies during the 12 days before winter break, a time period with historically low attendance. Winter 2025-2026: remind students with repeated announcements and teacher reinforcement to participate in virtual learner days in order to not be marked absent for those days. September 2025-June 2026: Continue incentive programs June 2026: Evaluate student attendance data for change.
Monitoring Procedure:	Biweekly Pupil Services Team meetings to review student attendance, assign support staff to monitor student attendance. Monthly attendance reports

ATTENDANCE FOCUS AREA 2: Grade Band (s) or Subgroup (s)	Students at-risk for chronic absenteeism (missing 10% or more of instructional days)
Focus Area Goal	Increase the percentage of students not chronically absent by 2 percent to 60.8% from 58.8% by June 2026.

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Root Cause(s):	Chronic health issues or anxiety impacting attendance Socioeconomic factors such as work schedules and family commitment to education Lack of support for morning routines
Barriers:	Students' lack of motivation to attend school regularly Communication gaps between school and families regarding attendance expectations Transportation or family scheduling conflicts
Needed Resources:	N/A
Strategies:	Identify students with attendance issues prior to being considered chronically absent in order to implement early interventions. (The principal's target for Attendance SLO will analyze a list of students in grades 9–12 who are currently identified as being on track for chronic absenteeism and implement targeted interventions with the goal of reducing the total number of students flagged by at least 25%) Distribute letters from the school to students at risk of chronic absenteeism, discussing student's attendance rate and expectations and consequences Meet with caregivers in attendance meetings between AP, PPW, parents, and students. Utilize PBIS initiatives to promote school attendance stated in Focus Area 1, including individualized recognition for improved attendance for those students at-risk for chronic absenteeism.
How will it be funded?	Attendance initiatives and activities will be funded through the PBIS and Peer Connections fundraising program throughout the year. Multiple fundraisers help to provide the necessary funds to purchase the materials and incentives needed
Steps towards full implementation with timeline:	September 2025: Early intervention - Identify students with chronic absenteeism based on prior year trends during PST meetings September 2025: Start of school-wide activities to incentivize student attendance. Early October 2025: Begin contact with families of students that have been identified as chronically absent. October 2025-May 2026: Parent conferences with students identified as being at-risk for chronic absenteeism. September 2025-June 2026: Continue biweekly meetings, incentive programs, and contact with student families June 2026: Evaluate student attendance data for change.

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Monitoring Procedure:	Biweekly Pupil Services Team meetings to review student attendance, assign support staff to monitor student attendance. Documentation of interventions and family contact.
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IV. GRADUATION RATE AND 9TH GRADE ON TRACK

TABLE 7a: Four –Year Adjusted Cohort Graduation Rate			
	2021-2022 (indicated on 2023 Report Card)	2022-2023 (indicated on 2024 Report Card)	2023-2024 (indicated on Dec 2025 Report Card)
Subgroup	Grad Rate (%)	Grad Rate (%)	Grad Rate (%)
Maryland Graduation	86.3	85.8	87.55
Allegany County Public Schools	90.8	86.5	91.61
School's All Students	93.33	85.2	88.03

TABLE 7b: Five –Year Adjusted Cohort Graduation Rate			
	2021-2022 (indicated on 2023 Report Card)	2022-2023 (indicated on 2024 Report Card)	2023-2024 (indicated on Dec 2025 Report Card)
Subgroup	Grad Rate (%)	Grad Rate (%)	Grad Rate (%)
Maryland Graduation	89.02	87.45	87.55

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Allegany County Public Schools	92.94	88.83	93.17
School's All Students	93.8	87.3	89.36

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

By the end of the next academic year, we will increase the graduation rate by 2% by providing additional academic support, mentorship, and interventions for at-risk students, with progress tracked and evaluated at the end of each semester.

- Continue to develop positive relationships with parents (Year round).
- Work within the school community to allow students the opportunity to succeed; UDL and GRR Framework emphasized by ALL
- Use of Peer Mentoring, Check and Connect, the Academic Village, PBIS Incentives
- Continued supportive actions through the use of Project YES
- Summer School, After-School Credit Recovery
- NHS Tutoring offered during lunch shifts, Before and After-school tutoring by certified teachers
- Newly implemented marking period improvement program focusing on Freshman- Juniors improvement after quarter 1.

9th Grade on Track: The percentage of students, by the end of 9th grade, earning at least four credits in any of the following:

English Language Arts

Mathematics

Science

Social Studies

World Language

Goal: All students will be on track to graduate by earning at least 4 credits in the 5 areas listed.

Table 7b:	2023	2024	2025
9th grade on track (percent)	79.7	80.3	85.8

Describe the school's plan for increasing the percent of 9th graders on track.

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In order to increase the percentage of 9th graders on track, Allegany has implemented several strategies. First, during the first week of school, the Guidance department spoke with all 9th graders at their class meeting. Guidance staff conveyed to 9th graders the importance of staying on track for graduation, starting with their freshman year. They explained the requirements for graduation, their need to complete five credits during this current school year to be on track with their peers, and how staying on track opens up further opportunities to attend early college classes, the Career Center, and P-tech, etc... programs. They discussed strategies for staying on track like regular attendance to school and maintaining passing grades in classes. The other main strategy for improving 9th graders on track was to keep parents/guardians informed of the importance of earning 5 credits freshman year. To implement this strategy, a letter was sent home to all 9th grade families, as well as posted on Schoology and Facebook. This letter discusses the requirements for graduation and encourages families to take an active role in supporting their 9th graders' success in school. The letter encouraged regular attendance, monitoring your child's grades, prioritizing homework, explaining the purpose of grades and tests, encouraging participation in extracurricular activities, and motivating your child to succeed. By ensuring that all 9th graders and their families understand the importance of being on track for graduation beginning in 9th grade, as well as supplying them with strategies to help their students succeed, Allegany staff and faculty expect to see an increase in 9th graders on track in the upcoming school year.

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2022-2023	2023-2024	2024-2025
Total Referrals	413	580	453
All Suspensions	79	84	88
In School	0	0	0
Out of School	79	84	88
Sexual Harassment Offenses	0	3	0
Harassment/Bullying Offenses	7	1	1

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2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable; comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

The data indicates fluctuations in student discipline over the past three years. While total referrals increased from 43 in 2022–2023 to 580 in 2023–2024, they have since decreased to 453 in 2024–2025, suggesting that recent efforts to implement restorative practices and proactive interventions are having a positive impact. However, the total number of out-of-school suspensions has remained relatively consistent, rising slightly from 79 to 88, which indicates a continued need to address behaviors before they escalate to suspension-level offenses.

Notably, the number of harassment and bullying offenses has decreased significantly—from seven in 2022–2023 to just one in both 2023–2024 and 2024–2025—reflecting the school's ongoing commitment to addressing incidents quickly and effectively through restorative conferences. The absence of sexual harassment offenses in 2024–2025 further demonstrates that these proactive, relationship-centered approaches are improving student behavior and overall school culture.

Plan to Reduce Suspensions and Referrals:

- **Strengthen Restorative Practices:** Continue embedding restorative circles and conferences as alternatives to suspension, focusing on accountability, empathy, and relationship repair.
- **Collaborative Support Team:** School counselors, the mental health specialist, and administrators will review behavior data quarterly to identify students with repeated referrals and provide targeted interventions and counseling support.
- **Proactive Prevention and Education:** Expand classroom guidance lessons on conflict resolution, emotional regulation, and digital citizenship. Teachers will receive additional training in restorative and trauma-informed practices to ensure consistency across grade levels.
- **Responsive Intervention for Bullying and Harassment:** Maintain the rapid response protocol for any reports of bullying or harassment. Restorative conferences will continue to be used to rebuild relationships and prevent reoccurrence.

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- **Data Monitoring and Reflection:** Track monthly referral and suspension data to monitor progress, identify patterns, and adjust interventions as needed.

Through consistent collaboration among counselors, mental health staff, and administration, the school will continue to reduce punitive measures, strengthen relationships, and maintain a positive and inclusive school climate where all students feel supported and connected.

VI. EARLY LEARNING (Elementary Only)

VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ART 10

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

Short Term Goal: to increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

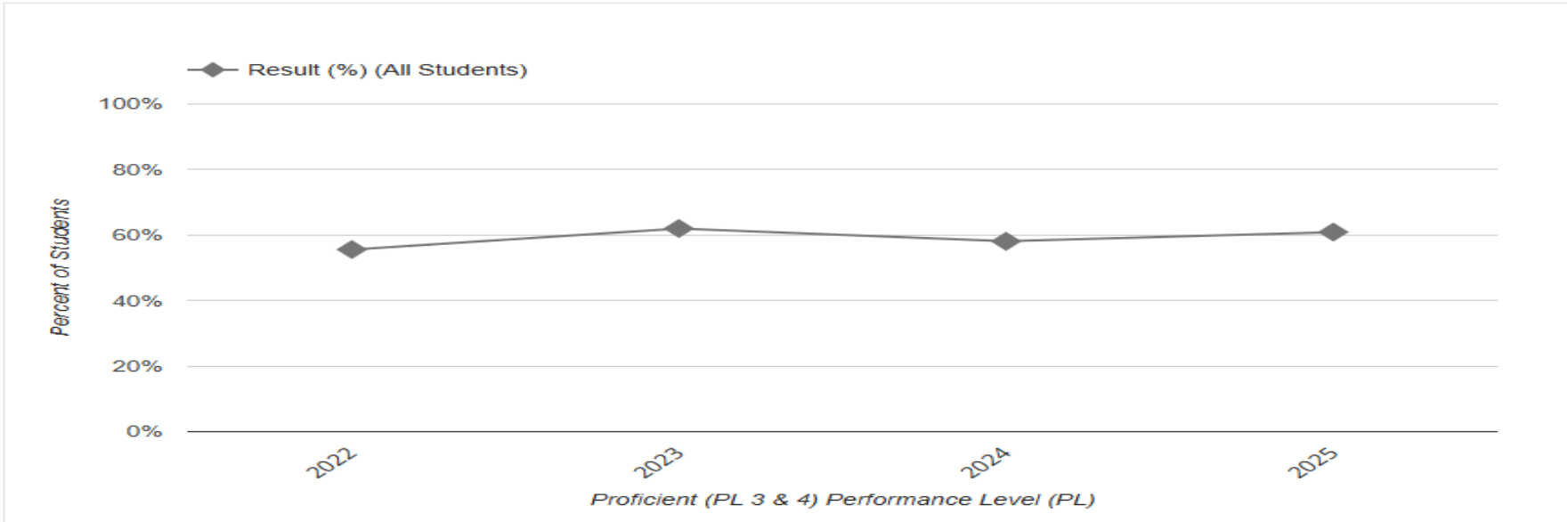
MD Report Card Data (to be filled in after the release of 2025 Report card on November 4)

2025 English Language Arts (ELA) Report Card Results (Completers)			
	2023	2024	2025
Percent of completers Proficient	62.0	58.1	60.9
Average Performance Levels for completers	2.8	2.9	2.95

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English Language Arts Trend Data (2022 - 2025) ?

Data Last Updated: 8/7/2025



ELA FOCUS AREA 1:	Cite Textual Evidence from Complex Text
Focus Area Goal	By the end of the academic year, improve students' ability to understand complex texts, including longer passages and comprehension prompts, by at least 5% as measured through benchmark reading assessments, written responses, and MCAP Assessments (10th grade students).
Root Cause(s):	Students struggle to read complex texts. Why? Students lack the necessary foundational skills and strategies to comprehend complex texts effectively. Why? Teachers are not able to consistently provide targeted instruction on reading strategies due to time constraints. Why? Teachers need more time to thoroughly internalize the units and daily lesson plans to effectively teach complex texts. Why? Teachers currently have insufficient time to research, develop, and implement appropriate

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	strategies and scaffolds based on student needs. Why? The current curriculum design and scheduling do not allocate enough dedicated time for teachers to properly prepare and tailor lessons based on student performance and benchmarks.
Focus Content Standard(s):	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences.
Barriers:	• Students do not have the foundation of vocabulary and background knowledge to apply to complex texts. • Students have a habit of reading to summarize rather than analyze. • Students often encounter difficulties in recognizing and mastering the distinct skills required for a comprehensive analysis of a text. • There is a lack of readily accessible practice materials aligned with MCAP. • Students continue to struggle with understanding academic vocabulary. • Students' lack of basic comprehension of organizational frameworks and structural elements in both informational and literary texts..
Needed Resources:	Public performance release models of all current levels of responses to share with students
Strategies and/or evidence-based interventions:	Strategies: • Each month, teachers will be provided collaborative planning time to establish common curricular resources that can support student learning. After each HMH reading, students will complete the Assessment Practice and selection test MCAP-style, multiple-choice questions to display their comprehension of a grade-level text. Evidence-based interventions: • Teachers will model "returning to the text and narrowing down responses to choose the correct answer." Following the Science of Reading philosophy, teachers will model their thought process for comprehending both explicit and implicit material in text.

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How will it be funded?	The Board of Education has allocated half-day substitute coverage to facilitate collaborative planning among educators.
Steps towards full implementation with timeline:	• During monthly collaborative planning, ELA will research strategies that provide better scaffolds for learning. • Teachers will analyze assessment practice, selection test, and benchmark data in an effort to modify their instructional practices for their students. • Teachers will bring student samples to collaborative planning for range-finding discussions. • During Supervisor Professional Development and Team Planning Times, ELA will evaluate data, explore evidence-based strategies, and develop plans to optimize classroom instruction.
Monitoring Procedure:	• Collect data from various sources, including: ○ County benchmark scores ○ Student responses to assessment practice and selection tests ○ Implementation of Document-Based Questions (DBQs) ○ Both summative and formative assessments (formal and informal) • Use MCAP rubrics for writing to evaluate student progress. • Data from Learning Walks will inform further instructional adjustments.
ELA FOCUS AREA 2:	Write Informative/Explanatory Texts
Focus Area Goal	By the end of the academic year, improve students' ability to write about complex texts, both literary and informational, by at least 5%, as measured through benchmark reading assessments, written responses, and MCAP Assessments (10th grade students).
Root Cause(s):	When writing, students struggle to connect their ideas to the ideas of complex texts. Why? Students lack the necessary foundational skills and strategies to comprehend complex texts effectively. Why? Students are unable to recognize the subtleties of a complex text for the purpose of writing accurate analysis from a sophisticated perspective Why? Teachers are not able to consistently provide targeted instruction on writing strategies due to time constraints.

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	Why? Teachers need more time to thoroughly internalize the units and daily lesson plans to effectively teach complex texts. Why? Teachers currently have insufficient time to research, develop, and implement appropriate strategies and scaffolds based on student needs. Why? The current curriculum design and scheduling do not allocate enough dedicated time for teachers to properly prepare and tailor lessons based on student performance and benchmarks.
Focus Content Standard(s):	W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Barriers:	• Students do not understand the question of a writing task. • Students do not have the stamina to write with elaboration. • Students do not have the foundation of vocabulary and background knowledge to apply to writing about complex texts. • Students have a habit of writing to summarize rather than analyze. • There is a lack of readily accessible practice materials aligned with MCAP. • Students continue to struggle with implementing academic vocabulary. • Students' lack of basic comprehension of organizational frameworks and structural elements in both informational and literary texts..
Needed Resources:	The Board of Education has allocated half-day substitute coverage to facilitate collaborative planning among educators.
Strategies and/or evidence-based interventions:	Strategies: • During monthly collaborative planning sessions, teachers will establish common informative/explanatory writing prompts. In grade 10, teachers will administer in-class timed writings based upon one non-mentor text per unit from the HMH curriculum with the goal of increasing writing stamina. Students and teachers will both score responses using the MCAP Informative/Explanatory Rubric.

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	Evidence-based interventions: Teachers will model effective feedback practices in a whole-group setting by displaying student writing samples and guiding the class through evaluation using the 11-point MCAP rubric. This process will support students in analyzing writing quality, understanding expectations, and improving their own responses.
How will it be funded?	The Board of Education has allocated half-day substitute coverage to facilitate collaborative planning among educators.
Steps towards full implementation with timeline:	- During monthly collaborative planning, ELA will research strategies that provide better scaffolds for learning. - Teachers will analyze timed writing, selection test, and benchmark data in an effort to modify their instructional practices for their students. - Teachers will bring student samples to collaborative planning for range-finding discussions. - During Supervisor Professional Development and Team Planning Times, ELA will evaluate data, explore evidence-based strategies, and develop plans to optimize classroom instruction.
Monitoring Procedure:	- Collect data from various sources, including: - County benchmark scores - Student responses to assessment practice and selection tests - Implementation of Document-Based Questions (DBQs) - Both summative and formative assessments (formal and informal) - Use MCAP rubrics for writing to evaluate student progress. - Data from Learning Walks will inform further instructional adjustments.

B. MATHEMATICS

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

Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

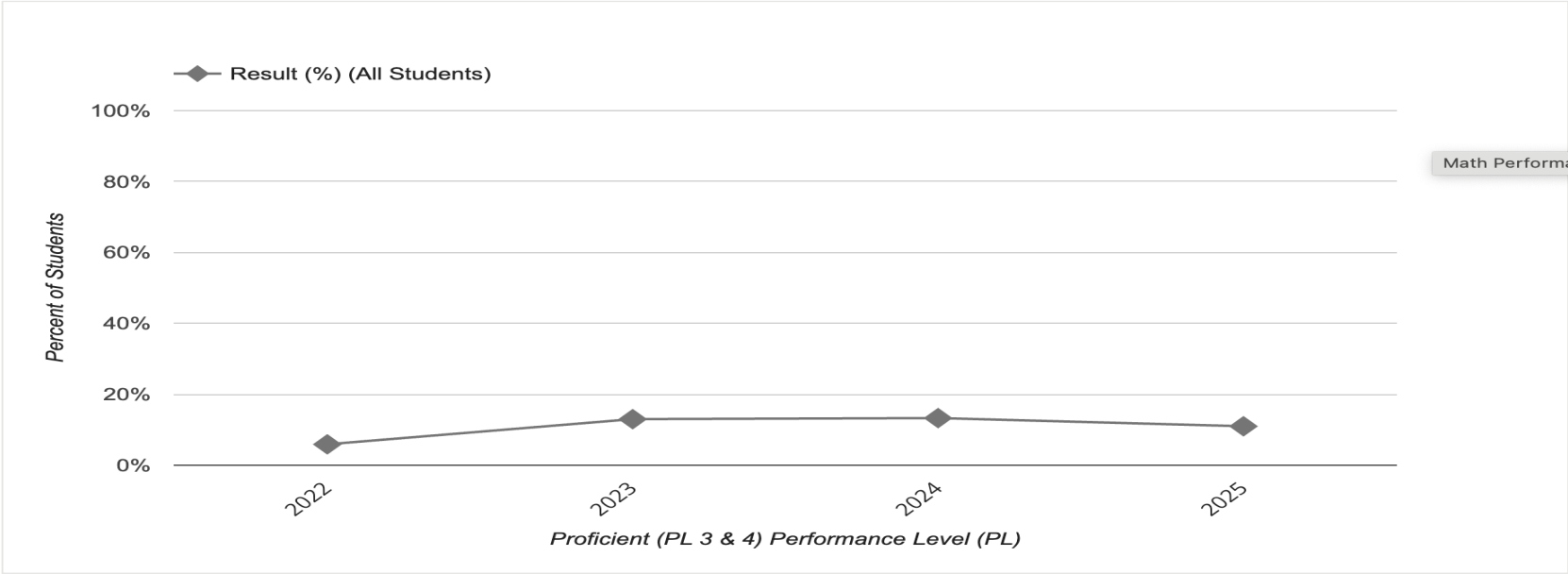
MD Report Card Data (to be filled in after the release of 2025 Report card on November 4)

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2025 Math Report Card Results (Completers)			
	2023	2024	2025
Percent of completers Proficient	13	13.3	11
Average Performance Levels of Math for completers	2.1	2.1	2.09

Mathematics Trend Data (2022 - 2025)

Data Last Updated: 8/7/2025



Filter Results:
Assessment Types: Math All, *Gender:* All Students, *Special Services:* All Students, *Race and Ethnicity:* All Students

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MATH FOCUS AREA 1:	Content
Focus Area Goal	Students enrolled in Algebra 1 will increase the school's overall Content score from 9% to 14%.
Root Cause(s):	Students deficiencies in Algebra predecessor key skills.
Focus Content Standard(s):	MCAP high frequency Content Standards for Algebra I
Barriers:	Loss of instructional time due to the teacher being pulled out of the classroom for the following: professional development, days of departmental collaborative planning, and MCIE co planning. Use of HQIM with fidelity.
Needed Resources:	None
Strategies and/or evidence-based interventions:	Implement effective mathematical teaching practices based on the book study being completed with Dr. Thompson, reviewed during math professional development time, and used in the new walk-through evaluation being used by Dr. Thompson. Main Focuses are: (Q1)Establish Mathematics Goals to Focus Learning, (Q2)Implement Tasks that Promote Reasoning and Problem Solving, (Q2)Build Procedural Fluency from Conceptual Understanding,(Q3) Pose Purposeful Questions, (Q3)Use and Connect Mathematical Representations, (Q3)Facilitate Meaningful Discourse,(Q4)Elicit and use Evidence of Student Thinking, (Q4)Support Productive Struggle. ALEKS will be used for Tier 2 instructional support. Tutoring will be provided after school by teachers.
How will it be funded?	None needed
Steps towards full implementation with timeline:	Each month a new focus of effective mathematical teaching practice from the book study will be implemented. Full implementation of effective mathematical teaching practices by the end of 25-26 school year. Tutoring will be provided throughout the school year by the Algebra I teacher Monday through Friday after school until 3:15pm and by NHS students during lunch shifts as assigned by the guidance department.
Monitoring Procedure:	Students' progress will be monitored through teacher assessments, benchmarks, Knowledge Check in ALEKS, and NWEA MAP assessment.

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MATH FOCUS AREA 2:	Modeling
Focus Area Goal	Students enrolled in Algebra 1 will increase the school's overall Modeling score from 8% to 13%.
Root Cause(s):	Students lack the vocabulary and basic reading comprehension skills to know how to apply their math knowledge. Students do not persist on performance tasks , because of their reading comprehension skills.
Focus Content Standard(s):	MCAP high frequency Modeling standards.
Barriers:	There are not enough problems that are similar to problems on the assessment. Problems take longer to complete, so class time limits the number of problems that can be used to teach, and students lose focus. MSDE guidance on modeling expectations is unclear.
Needed Resources:	More modeling problems and professional development using current available curriculum resources to create modeling problems.
Strategies and/or evidence-based interventions:	The teacher will model time management skills when completing a modeling problem. The teacher will facilitate instruction on problem solving strategies. Referencing Polya's 4 Steps to problem solving: Highlight what we are given, Create a plan on how to use that information, Carry out the plan, and Check Solution. The teacher will create vocabulary flash cards for review as preparation for each Benchmark. Teachers will create online assignments in the digital textbook or ALEKS that guide students in organizing work on scratch paper and using MathType to clearly communicate their mathematical thinking The teacher will provide modeling problems throughout the school year. Tutoring will be provided after school by the Algebra 1 teacher The teacher will facilitate the use of Allegany's problem solving protocol for mathematics(Polya's 4 Steps to problem solving).
How will it be funded?	None needed
Steps towards full implementation with timeline:	Tutoring will be provided throughout the school year by the Algebra I teacher Monday through Friday after school until 3:15pm and by NHS students during lunch shifts as assigned by the guidance department. Students will complete, self grade, and peer grade modeling tasks throughout the school year.

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Monitoring Procedure:	Students' progress will be monitored through teacher assessments, county benchmarks, ACPS performance tasks, and NWEA MAP assessment.
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MATH FOCUS AREA 3:	Reasoning
Focus Area Goal	Students enrolled in Algebra 1 will increase the school's overall score from 7% to 12%.
Root Cause(s):	Students lack the vocabulary and basic reading comprehension skills to know how to apply their math knowledge. Students do not persist in performance tasks, because of their reading comprehension skills.
Focus Content Standard(s):	MCAP high frequency Reasoning standards.
Barriers:	There are not enough problems similar to the problems on the assessment. Problems take longer to complete, so class time limits the number of problems that can be used to teach, and students lose focus.
Needed Resources:	More reasoning problems and professional development using current available curriculum resources to create Reasoning problems.
Strategies and/or evidence-based interventions:	The teacher will model time management skills when completing a reasoning problem. The teacher will facilitate instruction on problem solving strategies. Referencing Polya's 4 Steps to problem solving: Highlight what we are given, Create a plan on how to use that information, Carry out the plan, and Check Solution. The teacher will create vocabulary flash cards for review as preparation for each Benchmark. Teachers will create online assignments in the digital textbook or ALEKS that guide students in organizing work on scratch paper and using MathType to clearly communicate their mathematical thinking The teacher will provide reasoning problems throughout the school year. Tutoring will be provided after school by teachers. The teacher will facilitate the use of Allegany's problem solving protocol for mathematics(Polya's 4 Steps to problem solving).
How will it be funded?	None needed
Steps towards full implementation with timeline:	Tutoring will be provided throughout the school year by the Algebra I teacher Monday through Friday after school until 3:15pm and by NHS students during lunch shifts as assigned by the guidance

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	department. Students will complete, self grade, and peer grade modeling tasks throughout the school year.
Monitoring Procedure:	Students' progress will be monitored through teacher assessments, county benchmarks, ACPS performance tasks, and NWEA MAP assessment

C. SCIENCE

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

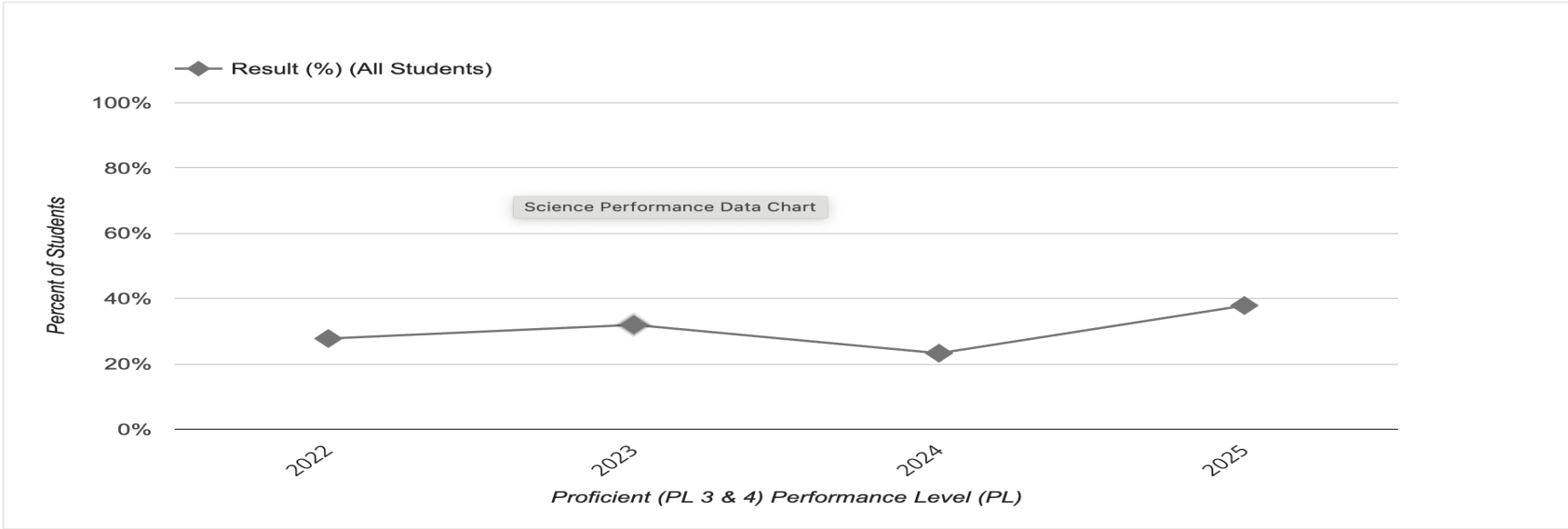
Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

2025 HS Science MCAP Proficiency Results			
	2023	2024	2025
School's Percent Proficient	32.0	23.3	37.9
ACPS Percent Proficient	31.0	29.9	36.2
All Maryland Schools Percent Proficient	34.0	38.0	44.2

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Science Trend Data (2022 - 2025) ?

Data Last Updated: 8/7/2025



Filter Results:
Assessment Types: All High, Gender: All Students, Special Services: All Students, Race and Ethnicity: All Students

FOCUS AREA 1:	Heredity
Focus Area Goal	Increase the percentage of students responding accurately to heredity based questions on the origin of genetic variation from 18% on the middle school MISA assessment as evidenced by students scoring greater than 37.9% of students proficient on the LSMISA given in May of 2026.
Root Cause(s):	Students struggle to connect genetic concepts (DNA, alleles, meiosis, inheritance patterns) to real world examples. Instruction often emphasizes vocabulary recall rather than application and reasoning. Limited use of modeling and simulation activities that demonstrate genetic variation and inheritance. Inconsistent alignment of classroom assessments with standardized test item formats and rigor. Insufficient emphasis on data literacy and probability concepts needed to interpret genetic outcomes

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	and analyze heredity patterns.
Focus Content Standard(s):	HS-LS3-1: Ask questions to clarify the relationships about the role of DNA and chromosomes in coding the instructions for traits. HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from new genetic combinations, errors, or environmental factors. HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
Barriers:	Gaps in prerequisite knowledge from middle school genetics (MS-LS3 standards). Lack of student engagement with abstract genetic processes. Difficulty differentiating instruction for students with varying reading levels and IEP accommodations.
Needed Resources:	none
Strategies and/or evidence-based interventions:	Modeling: Use physical and digital models to help students visualize meiosis, inheritance, and genetic variation. Data-Driven Reteaching: Conduct item analysis after each assessment to reteach specific heredity misconceptions. Practice: Integrate test-style heredity questions into quizzes and tests. Collaborative Learning: Implement peer teaching and jigsaw activities for complex topics (e.g., genetic mutations, probability). Vocabulary in Context: Reinforce genetic terms through concept mapping and real-world case studies (e.g., sickle cell anemia, genetic counseling). Cross-Curricular Support: Coordinate with math teachers to reinforce probability concepts relevant to genetics. Tutoring Sessions: Provide small-group review or tutoring for students performing below proficiency.
How will it be funded?	None needed, tutoring will be provided by National Honor Society students

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Steps towards full implementation with timeline:	Tutoring will happen throughout the school year. Each quarter, tests and quizzes will be analyzed to determine if they integrate MISA-style heredity-based test questions. All strategies will be implemented throughout the school year with keen focus during the 3rd marking period which coincides with our genetics curriculum.
Monitoring Procedure:	Student progress will be monitored through teacher-created formative and summative assessments. Data from MISA scores will be reviewed in Fall 2026 to determine if scores have improved from 2025.

FOCUS AREA 2:	Molecular Genetics
Focus Area Goal	Increase the percentage of students responding accurately to molecular genetics based questions from 38% on middle school MISA assessments to greater than 48% on high school MISA questions by May 2026.
Root Cause(s):	Students struggle to connect abstract molecular processes (DNA replication, transcription, translation) to observable traits. Instruction often emphasizes memorization over conceptual understanding and application. Limited opportunities for lab-based or model-based learning of DNA and protein synthesis. Gaps in prerequisite knowledge (cell structure, macromolecules) hinder comprehension of molecular genetics.
Focus Content Standard(s):	HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out essential life functions. HS-LS3-1: Ask questions to clarify the relationship between DNA and chromosomes in coding the instructions for traits. HS-LS3-3: Apply concepts of statistics and probability to explain variation and distribution of expressed traits.
Barriers:	Limited to class time to reinforce complex molecular processes Student misconceptions from prior learning that oversimplify complex genetics concepts Gaps in reading comprehension and scientific vocabulary that limits students' ability to understand

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	genetics questions
Needed Resources:	Molecular modeling kits (DNA, RNA, and protein synthesis models) Data analysis tools for tracking student progress on standard-specific questions
Strategies and/or evidence-based interventions:	Modeling: Use DNA and protein synthesis models and digital simulations, such as those provided on Gizmos, to visualize molecular mechanisms. Formative Assessments: Implement short, targeted assessments after each molecular genetics concept to identify misconceptions early. Vocabulary and Literacy Support: Incorporate academic vocabulary strategies (e.g., root word strategies, concept mapping) for genetics terminology. Collaborative Learning: Use peer teaching and lab groups to strengthen student explanations using scientific language.
How will it be funded?	None needed
Steps towards full implementation with timeline:	Each quarter, tests and quizzes will be analyzed to determine if they integrate MISA-style molecular genetics-based test questions. All strategies will be implemented throughout the school year with keen focus during the 3rd marking period which coincides with our genetics curriculum.
Monitoring Procedure:	Student progress will be monitored through teacher-created formative and summative assessments. Data from MISA scores will be reviewed in Fall 2026 to determine if scores have improved from 2025.

FOCUS AREA 3:	Natural Selection
Focus Area Goal	Increase the percentage of students responding accurately to natural selection based questions from 39% on middle school MISA assessments to greater than 49% on high school MISA questions by May 2026.

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Root Cause(s):	Students struggle to connect genetic variation to population-level changes over time. Misconceptions persist about evolution (e.g., individuals evolving, “survival of the strongest”). Instruction has emphasized definitions over data interpretation and modeling of evolutionary processes. Limited exposure to authentic examples and datasets demonstrating natural selection in action.
Focus Content Standard(s):	HS-LS4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: potential for species to increase, heritable variation, competition, and differential survival/reproduction. HS-LS4-3: Apply statistical and graphical analysis to explain trait advantages and population changes over time. HS-LS4-4: Construct an explanation based on evidence for how natural selection leads to adaptation.
Barriers:	Persistent misconceptions about evolution and natural selection concepts. Difficulty interpreting data, graphs, and models used in test questions. Time constraints limiting re-teaching and practice before assessments.
Needed Resources:	NGSS-aligned formative and summative assessments Data analysis tools for tracking student growth
Strategies and/or evidence-based interventions:	Data Analysis: Use simulations and realworld datasets (e.g., finches, peppered moths) for students to analyze evidence of natural selection, including HHMI and Data Nugget activities Formative Assessment & Re-teaching: Implement quick checks, mini-quizzes, and error analyses to target misconceptions. Claim-Evidence-Reasoning (CER) Writing: Strengthen scientific explanations with structured writing responses using data. Increase Student Engagement: Incorporate phenomena-based learning (e.g., antibiotic resistance, climate effects on species) to increase relevance and curiosity.

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How will it be funded?	None needed
Steps towards full implementation with timeline:	Each quarter, tests and quizzes will be analyzed to determine if they integrate MISA-style natural selection-based test questions. All strategies will be implemented throughout the school year with keen focus during the 4th marking period which coincides with our genetics curriculum.
Monitoring Procedure:	Student progress will be monitored through teacher-created formative and summative assessments. Data from MISA scores will be reviewed in Fall 2026 to determine if scores have improved from 2025.

D. GOVERNMENT

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

Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

2025 American Government MCAP Proficiency Results			
	2023	2024	2025
School's Percent Proficient	24.0	43.4	49.5
ACPS Percent Proficient	20.0	41.1	46.7
All Maryland Schools Percent Proficient	42.0	42.0	44.5

FOCUS AREA 1:	Peoples of the Nations and World
Focus Area Goal	By the end of the academic year, students will be able to recognize the relationships between people, places, and the environment using a historically grounded approach which acknowledges diversity. The number of beginning learners in Standard 2.0 will decrease by 10%, and the number of

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	proficient/distinguished learners in Standard 2.0 will increase by 10% on the MCAP American Government assessment.
Root Cause(s):	• Government curriculum focuses largely on domestic concepts, including the foundation, structure, and functions of American government systems. • Diversity and global cultures are cited in the development of foreign policy, but the relationships between people, places, and the environment are not closely examined in the Government curriculum. • Habitually truant students miss instruction of the concept. • Students struggle to connect the impact of government policies on the narratives and diversity of human experiences.
Focus Content Standard(s):	Standard 2.0 Peoples of the Nations and World. Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
Barriers:	• Over 50% of students are identified as beginning learners and developing learners. • Student world experiences are limited. • Lack of common planning makes it difficult to determine ways to incorporate Standard 2.0 not only in Government, but also in United States History to strengthen foundational knowledge of the standard.
Needed Resources:	N/A
Strategies and/or evidence-based interventions:	• Teachers will provide students with individual feedback from district-created unit Knowledge Checks and reinforce concepts and skills with informational texts, questions, and homework assignments which reiterate the major concepts of the focus area. Edpuzzle videos will be utilized as a formative assessment to visually reinforce concepts to students and to provide analytic data to the teacher. • Newsela articles will be utilized as a formative assessment for students for the focus area as a means to monitor student understanding and guide student learning through teacher annotations and teacher scaffolding for the focus area. • Comprehension quizzes and customizable writing prompts from Newsela will be provided to

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	students, and teachers will provide individual feedback to students regarding the focus area. • Review sessions and additional supports for the sub group population of students will occur during comp skill time during the school day and/or tutoring. • Evidence Based Argument Sets about people, places, and the environment will be utilized to provide students additional practice. • Test Prep Fridays will be utilized for students to practice MCAP American Government sample questions for Standard 2.0. The teacher will provide feedback, sample responses, and test-taking strategies to students. • MCAP American Government public-released questions from itempra.org will be utilized as daily warm up activities for students for Standard 2.0. • Incorporation of DBQs focused on Standard 2.0 from DBQ Online will be utilized.
How will it be funded?	Not needed
Steps towards full implementation with timeline:	• Practice selected responses and constructed responses will be provided to students regularly throughout the school year. • District-created Knowledge Checks will be routinely administered to students on Edcite after each unit. • Teachers will analyze data during Supervisor Professional Development and department collaborative planning meetings.
Monitoring Procedure:	• Students' progress will be monitored by the teacher through formative and summative assessments and compared to the data from the district-created unit Knowledge Checks located in Edcite. • Trends and patterns from the Knowledge Checks data will be identified. • Specific topics and skills that are challenging to students will be identified through the Knowledge Checks. • The teacher will reinforce the specific topics and skills and evaluate student progress through additional formative assessments and summative assessments. • MCAP American Government Evidence Based Argument Set Rubric and Content Constructed Response Rubric will be utilized by the teacher to evaluate the progress of students.

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FOCUS AREA 2:	Economics
Focus Area Goal	By the end of the academic year, students will be able to determine the impact of resources on people and land, globalization, and factors of production using economic principles to become effective citizens, workers, and consumers. The number of beginning learners in Standard 4.0 will decrease by 10%, and the number of proficient learners in Standard 4.0 will increase by 10% on the MCAP American Government assessment.
Root Cause(s):	• Students struggle to grasp economic policy content and concepts. • The Government curriculum dictates that economic policy and content is delivered at the end of the last marking period and time constraints can impede instruction of the material. • Habitually truant students miss instruction of the concept. • Students are reading below grade level or approaching grade level. • Students struggle to understand the concept and lack exposure about economic policy.
Focus Content Standard(s):	Standard 4.0 Economics. Students will inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
Barriers:	• Over 50% of students are identified as beginning learners and developing learners. • Student economic experiences are limited. • Lack of common planning makes it difficult to determine ways to incorporate Standard 4.0 not only in Government, but also in United States History to strengthen foundational knowledge of the standard.
Needed Resources:	N/A
Strategies and/or evidence-based interventions:	• Teachers will provide instruction with I-Civics developed lessons on economic fiscal and monetary policy through simulations, WebQuests, DBQuests, role playing, and informal and formal instructional activities. • The Question Formulation Technique (QFT) will be utilized for students to develop their own questions about economic fiscal and monetary policy by applying critical thinking skills to each QFT topic.

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	- Formative assessments about economic policy will be provided to students through the Nearpod platform featuring open-ended questions, quizzes, polls, collaborative boards, and matching activities. - Evidence Based Argument Sets about economic principles will be utilized to provide students additional practice. - Test Prep Fridays will be utilized for students to practice MCAP American Government sample questions for Standard 4.0. The teacher will provide feedback, sample responses, and test-taking strategies to students. - MCAP American Government public-released questions from itempra.org will be utilized as daily warm up activities for students for Standard 4.0. - Teachers will attend and use resources provided by the Maryland Council on Economic Education.
How will it be funded?	Not needed
Steps towards full implementation with timeline:	- Practice selected responses and constructed responses will be provided to students regularly throughout the school year. - District-created Knowledge Checks will be routinely administered to students on Edcite after each unit. - Teachers will analyze data during Supervisor Professional Development and department collaborative planning meetings.
Monitoring Procedure:	- Students' progress will be monitored by the teacher through formative and summative assessments and compared to the data from the district-created unit Knowledge Checks located in Edcite. - Trends and patterns from the Knowledge Checks data will be identified. - Specific topics and skills that are challenging to students will be identified. - The teacher will reinforce the specific topics and skills and evaluate student progress through additional formative assessments and summative assessments. - MCAP American Government Evidence Based Argument Set Rubric and Content Constructed Response Rubric will be utilized by the teacher to evaluate the progress of students.

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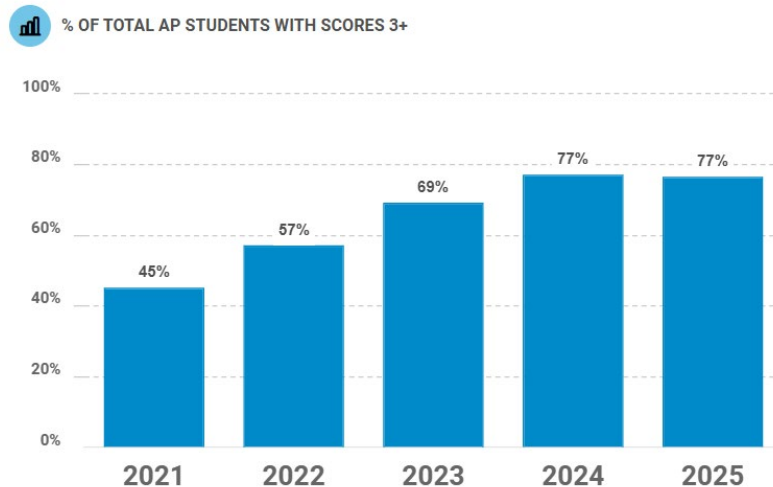
FOCUS AREA 3:	Geography
Focus Area Goal	By the end of the academic year, students will be able to analyze the impact of human activities on the environment and use geographic tools to consider the distribution and location of places, cultures, and technology. The number of beginning learners in Standard 3.0 will decrease by 10%, and the number of proficient learners in Standard 3.0 will increase by 10% on the MCAP American Government assessment.
Root Cause(s):	• Government curriculum focuses largely on domestic concepts, including the foundation, structure, and functions of American government systems. • Habitually truant students miss instruction of the concept. • Students are reading below grade level or approaching grade level.
Focus Content Standard(s):	Standard 3.0 Geography. Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate the significance of a place.
Barriers:	• Almost 60% of students are identified as beginning learners and developing learners. • Lack of vertical team planning with middle school geography teachers. • Lack of opportunities for Social Studies teachers to co-plan with Environmental Science teachers. • Lack of cultural experiences and geographic tools opportunities for students.
Needed Resources:	N/A
Strategies and/or evidence-based interventions:	• DBQ Online will be used as a form of instruction for students to analyze and group primary and secondary source documents while composing an essay with evidence to support the central question. • Evidence Based Argument Sets will be utilized to provide students with additional geographical practice. • Test Prep Fridays will be utilized for students to practice MCAP American Government sample questions for Standard 3.0. The teacher will provide feedback, sample responses, and test-taking strategies to students. • MCAP American Government public-released questions from itempra.org will be utilized as

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	daily warm up activities for students for Standard 3.0. - Teachers will provide students with individual feedback from district-created unit Knowledge Checks and reinforce concepts and skills with informational texts, questions, and homework assignments which reiterate the major concepts of the focus area. - Review sessions and additional supports for the sub group population of students will be utilized to provide students additional practice.
How will it be funded?	Not needed
Steps towards full implementation with timeline:	- Practice selected responses and constructed responses will be provided to students regularly throughout the school year. - District-created Knowledge Checks will be routinely administered to students on Edcite after each unit. - Teachers will analyze data during Supervisor Professional Development and department collaborative planning meetings.
Monitoring Procedure:	- Student's progress will be monitored by the teacher through formative and summative assessments and compared to the data from the district-created Knowledge Checks located in Edcite. - Trends and patterns from the Knowledge Checks data will be identified. - Specific topics and skills that are challenging to students will be identified through the Knowledge Checks. - The teacher will reinforce the specific topics and skills and evaluate student progress through additional formative assessments and summative assessments. - MCAP American Government Evidence Based Argument Set Rubric and Content Constructed Response Rubric will be utilized by the teacher to evaluate the progress of students.

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Advanced Placement Data



SCHOOL SUMMARY

	2021	2022	2023	2024	2025
Total AP Students	62	84	78	70	98
Number of Exams	95	148	169	147	212
AP Students with Scores 3+	28	48	54	54	75
% of Total AP Students with Scores 3+	45.16	57.14	69.23	77.14	76.53

1. State the goal and describe the plan to increase the number of students taking AP courses.

The goal is to increase student enrollment in AP classes for all groups of students. Our plan to achieve this goal includes partnering with middle school staff to begin informing students about AP options and benefits prior to selecting high school courses. Guidance counselors will also identify and encourage students that are likely to benefit from AP courses to enroll. Another strategy is to inform students that they will have access to free online resources, such as AP Classroom, to help them study and be successful in their AP courses. These resources will encourage students that may be intimidated by AP courses to give them a try, now knowing they have resources to help them complete the course.

2. In subgroups not historically well represented, state strategies used to raise awareness of and increase enrollment.

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To raise awareness and increase enrollment of these subgroups, we plan to remove barriers to AP courses like cost and access to resources. AP exam fees are now paid for by county funds, removing a financial barrier for many students. Also, students have access to peer mentoring programs for free, including tutoring by National Honors Society students, which allows students to receive individualized support to help them succeed in AP courses.

VIII. MD School Survey Results and Plan

The MD School Survey is given to students in grades 5 - 11. The survey is 10 points of the school's MD Report Card; 3 points from educators' survey and 7 points from the students' survey. It includes questions in 10 areas of the following domains/topics. The school will identify the 2 least favorably scored topics and create an action plan for improvement.

Community

- 1. Participation and Engagement
- 2. Respect for Diversity

Environment

- 3. Behavior and Academic Supports
- 4. Physical Environment

Relationships

- 5. Staff-student Relationships
- 6. Student-Student Relationships

Safety

- 7. Bullying
- 8. Physical Safety
- 9. Emotional Safety
- 10. Substance Abuse

2025 Educator Survey Results		
	2024	2025

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School's Educator Score	7.2	8.5
ACPS All EducatorScore	7.2	8.2

<i>Staff Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Relationships, Student-student Relationships, 5.92/10
Topic Description:	The student-student relationships topic describes the degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another.
Strategies: What steps will be taken in order to obtain the desired outcome?	Pay It Forward Initiative: Encourage students to donate school supplies, snacks, and personal care items for peers in need. Recognize students who contribute regularly. Monthly Recognition Program: Teachers nominate students who demonstrate kindness, teamwork, or leadership in promoting positive peer relationships. Recognized students are celebrated during morning announcements or PBIS events. “Campers in 3D” Culture Program: Continue building school culture around the “3D” values (Dependable, Dignified, Determined) Peer Tutoring Program: Expand National Honor Society (NHS) peer tutoring to promote supportive academic relationships and model collaboration. Cell Phone Policy Enforcement: Consistently enforce the county’s cell phone policy to reduce distractions, prevent social media–related conflicts, and promote respectful in-person interactions.

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Initiative leader and team: Who is responsible and involved in the work?	PBIS, Mental Health Counselors, Guidance Counselors, Project YES Coordinator, NHS Advisors, Administrators, Teachers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	School supplies donations Snacks Personal hygiene items Time for staff to nominate students Communication of initiatives through fliers and school announcements broadcasts
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Track number of student nominations and recognitions each month. Maintain "Pay It Forward" participation data (via Post-It or digital tracking system). Conduct midyear and end-of-year student/staff surveys to assess changes in perceived peer relationships. Monitor office referrals related to peer conflict for reduction trends. Review overall <i>Student-Student Relationship</i> survey score annually to see if the 2026 score is greater than 5.92.
Timeline: Include dates for implementation of action steps.	September 2025-May 2026, all activities will commence in September and continue throughout the school year Review survey results- Fall 2026
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Safety, Physical Safety, 6.35/10
Topic Description:	The Physical Safety topic reflects the degree to which instructional staff feel that students and adults are physically safe on school grounds. This includes perceptions of supervision, building security, emergency preparedness, and the overall climate of safety and order.
Strategies: What steps will be taken in order to obtain the desired outcome?	Increase Visible Supervision: Implement consistent hallway, cafeteria, and dismissal coverage schedules. Emergency Procedure Drills: Conduct regular safety drills (fire, lockdown, evacuation, severe weather) and debrief afterward to identify strengths and areas for improvement.

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	Positive Climate Reinforcement: Recognize and celebrate classes and students who demonstrate safe, respectful, and responsible behavior in hallways and common areas. Facilities and Maintenance Collaboration: Continue collaboration between administration and maintenance staff to identify and address physical safety concerns (lighting, doors, cameras, traffic flow)
Initiative leader and team: Who is responsible and involved in the work?	Assistant Principals (Lead) School Resource Officer (SRO) School Security Employee (SSE) PBIS Team Critical Incident Team Facilities and Maintenance Director Teachers on Duty Rotation
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Updated staff duty plan to supply teacher coverage for common areas PBIS awards for students that demonstrate safe and respectful behavior
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Completion rate and feedback from required safety drills Consistent staff participation in duty coverage Improvement in <i>Safety – Physical Safety</i> domain score to greater than 6.35 for the 2026 survey results
Timeline: Include dates for implementation of action steps.	September 2025 - May 2026, all activities will commence in September and continue throughout the school year Review survey results- Fall 2026

2025 Student Survey Results		
	2024	2025

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School's Student Score	3.48	3.64
ACPS High School Student Score	3.04	3.62
ACPS All Student Score	5.70	5.95

<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score out of 10	Safety: Substance Abuse 1/10
Topic Description:	The substance abuse topic describes the degree to which students believe students think that it is ok to use alcohol, drugs, and/or tobacco while at school and can do so without getting caught.
Strategies: What steps will be taken in order to obtain an improved outcome(s)?	• Restroom Monitoring • Vape sensors in bathrooms • School Safety Employee (SSE) checks • Health class- educating • Administration setting the tone and creating positive relationships • Administration impacting the daily overall school culture
Initiative leader and team: Who is responsible and involved in the work?	Mental Health Counselor (Allegany County Health Department) School Resource Officer, School Safety Employee, Administration

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Increased visibility of administration throughout the school Time for administration to address vaping violations Updated staff schedule for monitoring bathrooms
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Completion of survey to determine if our results increased as compared to the prior year's survey. More frequent faculty meetings to monitor student behavior.
Timeline: Include dates for implementation of action steps.	August 2025 - Provide staff with bathroom monitoring schedule for before and after school August 2025 - June 2026 Start and continue bathroom monitoring, collaboration with school safety employee, and education in health class May 2026 - Students complete school survey, review in Fall 2026 for improvements
Secondary Area of Need State the Domain, Topic, and Score	Safety: Physical Safety 2.27/10
Topic Description:	The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others property.
Strategies: What steps will be taken in order to obtain an improved outcome(s)?	Increase Adult Presence and Visibility: Implement hallway and common area supervision schedules for all staff during transitions, lunch, and dismissal. Reinforce Schoolwide Expectations: Reward positive behaviors through PBIS interventions, enforce cell phone policy to eliminate student conflicts arising during school hours, and remind students of school safety expectations through morning announcements Utilize Digital Hall Pass System: Prevent students that have been identified as having a potential conflicts with one

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	another from being out of the classroom at the same time
Initiative leader and team: Who is responsible and involved in the work?	Administrative Team (Lead) School Resource Officer (SRO) School Safety Employee (SSE) PBIS Team Teachers and Support Staff
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Staff time for supervision and training sessions PBIS materials for expectations and recognition
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Completion of survey to determine if our results increased as compared to the prior year's survey. School discipline data - determine if there has been a decrease in student disciplinary actions related to violence and/or theft compared to 2024-2025 data.
Timeline: Include dates for implementation of action steps.	August 2025 - Provide staff with bathroom, hallway, and common area monitoring schedule for before and after school August 2025 - June 2026 Start and continue schoolwide monitoring, collaboration with schoolsafety employees to address concerns, PBIS incentives for positive behaviors May 2026 - Students complete school survey, review in Fall 2026 for improvements

IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS
PBIS Tier I
PBIS Tier II
PBIS Tier III

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

The Allegany High School PBIS team continues to use the “Campers in 3D - Dependable, Dignified, and Determined,” PBIS slogan. In addition to the slogan, the PBIS team has created a Behavior Expectation Matrix used for the classroom and other areas of the school, including the restrooms, cafeteria, hallways, extracurricular activities, etc. This matrix displays behavior expectations for all Campers. In efforts to provide students with teacher feedback, each month a “Monthly Drawing” is completed by spinning a wheel of student names. These students are nominated by teachers and staff members for being Campers in 3D and displaying positive behaviors to their peers and within the Allegany community. This initiative promotes decision-making, perseverance, and random acts of kindness. This year at Allegany, the PBIS team will host four main events to reward and recognize positive student behavior, attendance, and academics. The “Campers in 3D” motto will be used as an on-going reminder for all Tier I, II, and III students.

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

The Peer Connections Program supports Tier II students. The enrollment into the program is through teacher referral and recommendation. This course entails executive function skills, study skills, critical thinking, mental health, and academic support. Leadership serves as a focus, allowing students to plan, coordinate, and host PBIS quarter events and initiatives. In the 2025-2026 school year, with 48 students enrolled, the Peer Connections Program serves as a mentoring opportunity. Students begin as mentees and work their way to becoming mentors. They begin as level 1 and work their way to level 4, usually starting as freshmen and finishing with their senior year. Students also have the opportunity to take the course as an honors class. Students will start as mentees and work their way to mentorship with gaining experience and application of skills learned. Peer Connections students share experiences with one another, learning to work together and support their peers. Mrs. Jenna Delaney serves as the staff mentor of the program.

Allegany High School provides Tier III support through intensive, research-based interventions designed for students with significant academic, behavioral, or social-emotional needs. These supports include regular Pupil Service Team (PST) meetings where student data are reviewed, root causes are identified, and individualized plans are adjusted based on progress. School administration plays an active role by building consistent, trusting relationships with the student and serving as a bridge between the student and classroom educators, helping to communicate strategies, repair relationships, and ensure fidelity of interventions. Through collaborative problem-solving, targeted instruction, and strong family and community partnerships, Allegany High School ensures Tier III students receive coordinated, personalized, and effective support.

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X. Family and Community Engagement

Parent/Community Involvement Needs

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

The Allegany Academic Endowment Committee is a parent run committee dedicated to enhancing the learning environment of the classroom through teachers' requests. They fund special requests from teachers that are outside their regular funding to better engage the students in lessons. These requests range from the cost of substitutes, buses, field trips, shortfalls in a student's ability to meet their costs and specific supplies for activities. They also organize and fund, in large part, college bus trips every year. One trip visits a small, private college and the other visits a large, public university to give students a taste of different schools to aid in their college decision making. Various parent groups aid in covering concession stands for various activities and events; all monies funnel directly back to the school. The annual Color Run and Camper Carnival are also supported by parent volunteers and donations.

Parent Involvement Plan

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

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

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Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I. Shared Decision Making ➤ The parent involvement plan is developed with input from parents.	Committee members will meet to discuss and plan activities, and initiatives Parent Advisory Council (school level) Endowment Committee meeting with each department about needs	monthly	Endowment President Endowment Committee Principal
II. Building Parental Capacity ➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments. ➤ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Provide full opportunities for participation of parents	● Parent conferences ● School newsletter ● Principal's weekly Activity Calendar ● Classroom syllabi ● School, System and MSDE websites ● ASPEN Online Grades ● College Road Trip ● Tri-State College Night at ACM ● Guides for parent conference day ● Bake sale for community service project ● Brochures, college information packets, local university and college applications were made available to parents ● Freshman orientation ● Coffee With Counselors ● Financial Aid Workshop ● Freshman Activities Orientation ● School newsletter ● Parent Advisory Committee ● Academic Endowment Foundation ● PBIS Camper Carnival ● Color Run	Ongoing Opening of School Opening of School Ongoing Ongoing Spring 2026 October 2025 Ongoing August 2025 Fall/Spring January 2026 August Monthly Monthly	Teachers Principal Teachers ST. Govt. Advisor Counselors St. Govt. Principal Endowment President PBIS Team

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of students from diverse backgrounds.		May 2026 November 2025	
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed.	Committee members will meet to assess the effectiveness of the parental involvement activities and initiate a plan for the 2025-26 school year. Evaluation of each activity as they occur	Monthly Meetings	Principal Endowment President Endowment Committee
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	• All athletic teams (parent coaches) • Band • Mock Trial • Drama Club • Student Dance Chaperones (Homecoming, Snowball, Prom) • Meet the Squad Night • Student Government canned food drives • Chaperones for FBLA conferences • Concession Stands • Blood Drive • Allegany "Open House" for Braddock parents	ongoing Fall Holidays Fall and Spring Late Summer	Athletic Director Band Director Mock Trial Advisor Drama Advisor Class Advisors Principal/Athletic Director FBLA Advisor Teacher Administration and Guidance Counselors

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

This year, Allegany is using the newly updated website to keep parents informed of happenings within the school. The website will allow parents to easily access information about the school, view our morning announcement broadcast, view posts from our guidance department, and see notifications about school events. The new website will be available from Fall 2025 and then be updated throughout the 2025-2026 year as new events/announcements occur. There is a drop-down menu specifically for parents to allow them access relevant information. Every spring, guidance counselors meet with incoming 8th grade students for scheduling. There is also an informational parent night at ALCO to help guide them through the scheduling process. In the spring 2026, administrators and counselors will hold “Coffee with the Counselors and Administrators” for rising junior parents.

XI. Professional Community for Teachers and Staff - Standard 7

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school’s achievement gaps? (Please include Title I funded professional development activities.)

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Professional Learning 1:	Building a Collaborative Relationship- Maryland Coalition for Inclusive Education
Professional Learning Title	Collaborative Relationships- Gen Ed. and Special Education Teachers
Date(s), Time, and Location	Monthly meetings to occur on: Oct.1, Nov. 5, Dec. 3, Jan. 7, 2026, Feb. 4, Mar. 4, Apr 8, May 13 The meeting days are structured using the following schedule: 10 AM- 11:45 AM: Special Ed teachers meet as a department to discuss barriers/needs and determine a central focus for the collaborative planning section. 12:45 PM 3 PM: Special Ed and General Ed collaborative planning teams meet to discuss the central focus of the day and co-plan upcoming lessons.
Intended Audience	Co-Teaching Teams Emily Hendershot (English) & Molly Winner (Special Ed.) Bobbie McIntyre (English) & Suzanne Taylor (Special Ed.) Anna Stewart (Algebra) & Kelly Sandok (Special Ed.) Pam McDonald (Government) & Brandon Reed (Special Ed.)
Method of Funding	Special Education Grant
Changes to occur as a result of Professional Learning	Teams will identify and implement steps within the co-teaching instructional cycle. Dedicated common planning times will be established within the school's Master Plan for the identified teams. Weekly opportunities for collaborative planning will be protected and available to promote data informed decisions for all students but giving priority to those students with disabilities. As teams begin to master the collaborative process within their identified team, special education teachers can branch out and begin working with secondary co-teachers in an effort to expand these practices throughout the school.

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Knowledge and skills the participant will attain	Teams will become proficient in the practices of co-planning, co-teaching, and co-assessing. General education teachers and special education teachers will identify their specific roles and responsibilities within each step in the collaborative process.
Method to measure implementation of knowledge and skills in the classroom	An instructional specialist with the special education department will make periodic visits for each team. These visits will consist of observation and debrief meetings to identify areas where co-teaching opportunities could be implemented, expanded, or improved.

Professional Learning 2:	Empowering EAL Learners in Secondary Schools a book study
Professional Learning Title	Empowering EAL Learners in Secondary Schools- a book study
Date(s), Time, and Location	May 19, 2025 through June 16, 2025. Every Monday and Tuesday after school from 2:45- 3:45 pm in our collaboration room. Also being offered again in January and February of 2026.
Intended Audience	General education and special education teachers in all content areas, support staff, and administrators.
Method of Funding	School funds used to purchase the books
Changes to occur as a result of Professional Learning	As a result of participating in the <i>Empowering EAL Learners in Secondary Schools</i> professional development course, instructional practices will be more intentionally inclusive of English as an Additional Language (EAL) students. Classroom strategies will emphasize language scaffolding, differentiated instruction, and culturally responsive teaching. Lesson planning will incorporate explicit language objectives alongside content objectives, and classroom materials will be adapted to support diverse linguistic needs. Greater collaboration with support staff and families will also be prioritized to strengthen communication and ensure a holistic approach to student success.

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Knowledge and skills the participant will attain	Through this course, the participant will develop a deeper understanding of the language acquisition process and the challenges EAL learners face in academic settings. They will gain practical strategies for supporting vocabulary development, promoting academic language, and designing accessible learning experiences. Additionally, the participant will strengthen their ability to use formative assessment data to monitor EAL student progress, differentiate instruction accordingly, and foster an inclusive classroom culture that values linguistic diversity and equity in learning.
Method to measure implementation of knowledge and skills in the classroom	Implementation will be measured through a combination of qualitative and quantitative methods, including classroom observations, lesson plan reviews, and analysis of student work samples. Reflective journals and self-assessment tools will be used to document changes in teaching practice and student engagement. Feedback from EAL students and co-teachers will also serve as an indicator of effectiveness. Over time, improved student outcomes in language proficiency and academic performance will demonstrate successful integration of the new knowledge and skills into daily classroom practice.

Professional Learning 3:	Every Teacher a Leader- a book study for local PD credit
Professional Learning Title	Every Teacher a Leader
Date(s), Time, and Location	April 14, 2025 through May 30, 2025. Every Monday after school from 2:45:45 pm in our school collaboration room. To be offered again in the spring of 2026.
Intended Audience	All general education and special education teachers, support staff and administrators.
Method of Funding	School funds for purchase of books
Changes to occur as a result of Professional Learning	Following participation in the <i>Every Teacher a Leader</i> professional development course, there will be a shift toward a more collaborative and empowered school culture. Teachers will take greater initiative in leading instructional improvement, sharing best practices, and contributing to schoolwide decision-making. The participant will demonstrate increased confidence in leading professional conversations,

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	mentoring colleagues, and fostering a collective sense of responsibility for student achievement and school improvement.
Knowledge and skills the participant will attain	Through this course, the participant will gain a deeper understanding of teacher leadership principles, including effective communication, collaboration, and influence without formal authority. They will develop skills in facilitating professional learning communities, leading data-driven discussions, and implementing strategies that promote continuous improvement. Additionally, the participant will strengthen their ability to inspire peers, build trust, and model reflective practice that enhances teaching and learning across the school.
Method to measure implementation of knowledge and skills in the classroom	Implementation will be measured through evidence of leadership in action—such as active participation or facilitation of professional learning communities, mentoring activities, and contributions to school initiatives. Observation notes, peer feedback, and reflective journals will document how leadership skills are applied to enhance classroom instruction and team collaboration. Improvements in student outcomes, as well as positive shifts in staff engagement and professional culture, will serve as indicators of the successful application of the course’s knowledge and skills.

XII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
The plan will be shared with faculty and staff via Google Docs. A copy of the plan will be available in the faculty lounge as well as online. As changes and/or updates are made to the plan, the faculty will be notified via email (December 2025). There will also be a faculty meeting to share the plan with a summary of the major points as well.
2. How will the plan be shared with parents and community members? Please include approximate dates.
A link to the plan will be on the school’s web page. A copy will be provided to the Academic Endowment Committee at its first meeting after the completion of the initial plan. The completed plan will also be mentioned in the weekly activity calendar. (January 2026)
4. How will student progress data be collected, reported, and evaluated by the SIT?

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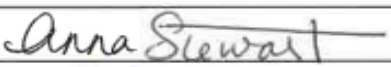
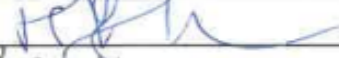
Milestone data will be collected by the content team chairs and brought before the SIT soon after the collection of the data. The SIT will then evaluate the data in regards to the targets given in the plan.

5. How will the administration monitor the plan?

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

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School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Scott BAUER		Principal
Amy Jo Lawrence		Assistant Principal
Morich M. Cohen		Other School Leader
Pamela McDonald		Teacher
Jenny Sagal		Teacher
Tracy DiNicola		Instructional Assistant
		ACPS/School Reading Coach or Specialist
Anna Stewart		ACPS/School Math Coach or Specialist
Suzanne Taylor		Reading Interventionist
		Title I School Support Specialist
		Title I Family Engagement Coordinator
Amy Smith		Parent/Family Member
John Kuris		Parent/Family Member
Kristen Miller		Community Member
Kristin Wigger		Community Member
TEDD ERICH		Other School Staff AD