

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

School: Center for Career and Technical Education

Principal: Richard King

Section	Table of Contents	Page
	Title Page	
I	Mission, Vision, Core Values	1-2
II	School Demographics	4
III	Attendance	5-9
IV	Graduation Rates (high school only)	10-11
V	School Safety/ Suspensions	14-13
VI	Early Learning (elementary only)	n/a
VII	Academic Progress	13-24
VIII	MD School Survey Results (student and staff)	24-31
IX	Positive Behavioral Intervention & Supports or Behavior Management Systems	31-33
X	Family and Community Engagement	33-35
XI	Professional Community for Teachers and Staff	35-38
XII	Management Plan	38-39

I. VISION, MISSION, AND CORE VALUE

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

Mission Statement

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

Vision

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

Core Values

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

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

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

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.

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

II. SCHOOL DEMOGRAPHICS

6

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	N/A	2	2
Teachers	N/A	29	29
Itinerant staff	1	8	9
Paraprofessionals	1	4	5
Support Staff	N/A	6	6
Other	5	12	17
Total Staff	7	61	68

Number of years the principal has been in the building?

B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	≤10	N/A
Hawaiian/Pacific Islander	N/A	N/A
African American	≤10	N/A
White	280	90.61%
Asian	N/A	N/A
Two or More Races	14	4.53%
Hispanic/ Latino	≤10	N/A
Special Education	39	12.6%
LEP	N/A	N/A
Males	207	66.99%
Females	102	33.01%
Gender X	N/A	N/A
Total Enrollment	309	309
FARMS Rate (2024-2025)	87.38%	69.03

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

III. ATTENDANCE

Table 4a	2022-2023	2023-2024	2024-2025
Grade Level – School Level	Attendance Rate	Attendance Rate	Attendance Rate
Grade 11	90.8%	89.3%	91.4%
Grade 12	90.5%	89.5%	88.2%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	90.7%	89.4%	89.6%
Hispanic/Latino of any race	89.6%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	93.4%	N/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
White	90.8%	89.7%	89.8%
Two or more races	87.6%	85.4%	89.5%
Male	91.2%	89.3%	89.4%
Female	89.7%	89.5%	90.2%
EL	N/A	N/A	N/A
Special Education	87.8%	84.8%	88.1%
Free/Reduced Meals (FARMS)	89.1%	87.6%	87.7%

Chronically Absent

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

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)	64.3	55.5	62
Report Card Points Earned (out of 15)	3	1	2

ATTENDANCE FOCUS AREA	
Grade Band (s) or Subgroup (s)	All students schoolwide
Focus Area Goal	Reduce chronic absenteeism from 38% to 30% by June 2026.
Root Cause(s):	Lack of consistent student engagement or connection to school. Social-emotional challenges such as anxiety, depression, or difficulty with peer relationships. Limited awareness or motivation regarding the importance of daily attendance. Barriers at home, including transportation, family challenges, or health concerns. Growing number of students who must work to help support their families.
Barriers:	Limited staff capacity to conduct individualized check-ins for all 300 students. Inconsistent communication between school and families regarding attendance expectations and support. Students and families unaware of available resources (counseling, SEL supports, peer mentoring). Some students' needs extend beyond Tier I supports, requiring Tier II interventions.
Needed Resources:	SEL Coach or designated staff for Check-In/Check-Out (CICO) and mentoring for Tier II and Tier III students.. Data tracking system to monitor attendance trends for Tier II students. Communication tools (phone/email templates, automated alerts) for parent outreach. Incentives or recognition programs to reinforce positive attendance. Training for staff on attendance intervention strategies.

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

Strategies	Check-In/Check-Out (CICO) System: Target chronically absent students for daily or weekly check-ins with the SEL coach. Tier II Mentoring & SEL Support: Provide small group or individual SEL skill-building sessions focused on relationship skills, self-regulation, and engagement. Positive Reinforcement: Use incentives, recognition, and social-emotional feedback to motivate students to attend regularly. Peer Support Programs: Utilize peer mediators and mentorship to increase students' sense of belonging. Family Engagement: Regular communication with families about attendance expectations and resources, including home visits if necessary. Data-Driven Monitoring: Weekly review of attendance data to identify at-risk students and adjust interventions.
How will it be funded?	Funding through school budget for SEL coach stipends, incentives, and materials. Funding through Concentration of Poverty (CoP) grants. Potential use of district PBIS or Title I funds for attendance support programs. Community partnerships for transportation or resource support.
Steps towards full implementation with timeline:	Month 1–2: Identify chronically absent students and establish baseline attendance data. Introduce CICO program and initial SEL check-ins. Month 2–3: Begin small group SEL sessions and peer mentoring programs. Train teachers/staff on attendance interventions and PBIS strategies. Month 3–6: Implement family engagement plan and positive reinforcement system for improved attendance. Month 6–9: Adjust interventions based on monitoring data; provide more intensive Tier II support for students not responding to initial strategies. Month 9–12: Evaluate outcomes, adjust strategies, and plan for sustainability into the next school year.
Monitoring Procedure:	Weekly review of attendance data for all students, with focused monitoring for Tier II students. Track CICO participation, student engagement in SEL sessions, and referral outcomes. Bimonthly PST meetings to discuss progress, barriers, and adjustments.

ATTENDANCE FOCUS AREA 2: Grade Band (s) or Subgroup (s)	All students schoolwide
Focus Area Goal	By the end of the 2025–2026 school year, reduce the percentage of students with 10 or more unexcused

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

	tardies per quarter by 20% (from the 2024–2025 baseline) by implementing proactive monitoring, enforcing parking pass policies, and providing early interventions to support students in developing time management skills.
Root Cause(s):	Students have not yet mastered time management and morning routines. Inconsistent enforcement of parking pass expectations can inadvertently encourage lateness. Students may not fully understand the academic and behavioral consequences of tardiness.
Barriers:	Transportation challenges (traffic, limited parking availability). Students balancing new responsibilities, such as part-time jobs or extracurriculars, with school arrival. Staff capacity to consistently monitor and intervene early for repeated tardies.
Needed Resources:	Updated parking and arrival policies tied to punctuality. Electronic or manual tracking system to monitor student tardies. Staff professional development on consistent enforcement and positive reinforcement strategies. Materials for teaching time management skills to chronically tardy students.
Strategies:	Early Identification and Support: Monitor tardy data weekly to identify students at risk of chronic tardiness. Provide targeted coaching on time management and morning routines for new drivers. Policy Enforcement: Limit parking pass eligibility to students meeting attendance and punctuality standards. Apply consistent consequences for repeated tardies across classrooms. Positive Reinforcement: Recognize and reward students and classes with improved punctuality. Encourage peer accountability through mentorship programs for new drivers. Family Communication: Inform families of tardy trends and strategies to support students' on-time arrival.
How will it be funded?	Local school funds for incentives and recognition programs. PBIS funds for positive behavior supports. Funding through Concentration of Poverty (CoP) grants. No-cost adjustments to parking and attendance policy enforcement managed by administration and support staff.

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

Steps towards full implementation with timeline:	Communicate parking pass rules and tardy expectations to new drivers and families at beginning of school. Begin enforcement of parking pass eligibility tied to punctuality in Sept 2025. Monitor tardy reports, provide coaching on time management ongoing throughout the year. Recognize students/classes with improved on-time arrival on a quarterly basis. Review tardy reduction outcomes and adjust interventions ongoing throughout the year.
Monitoring Procedure:	Weekly review of tardy reports to identify at-risk drivers. Documentation of coaching sessions, parent contacts, and interventions. Quarterly comparison of tardy rates to baseline. Evaluation of parking pass compliance and correlation with improved punctuality.

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	87.2	87.7	95.0

TABLE 7b: Five –Year Adjusted Cohort Graduation Rate
--

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

	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	Not Av. Yet
Allegany County Public Schools	92.94	88.83	93.2
School's All Students	96.6	96.4	98.6

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

We will continue to focus on improving student attendance and fostering a stronger sense of belonging to encourage consistent school participation. Although our current graduation rate of 98.6% reflects strong student achievement, we recognize that maintaining and improving attendance is essential to sustaining this success.

Planned Changes and Adjustments:

Increase Engagement: Continue implementing programs and activities that promote positive school culture and student connectedness driven by COP and SEL Coaches.

Targeted Support: Identify and support students with chronic absenteeism through mentorship and family outreach.

Communication: Strengthen communication between school staff, students, and families to emphasize the importance of daily attendance.

Recognition: Celebrate improvements in attendance and participation through incentive programs and recognition events.

Timeline and Ongoing Efforts:

Short-Term (Next 3–6 Months): Monitor attendance data regularly and identify early intervention opportunities.

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

Mid-Term (6–12 Months): Evaluate the effectiveness of engagement initiatives and make adjustments based on student feedback as they prepare for the job market.

Long-Term (Annually): Continue to sustain a culture of belonging and recognition that supports high attendance and contributes to maintaining or improving the graduation rate.

By continuing these efforts, we aim to strengthen student engagement, reduce absenteeism, and sustain our high graduation rate of 98.6%.

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2022-2023	2023-2024	2024-2025
Total Referrals	39	431	131
All Suspensions	30	53	18
In School	17	0	0
Out of School	13	53	18
Sexual Harassment Offenses	0	0	0
Harassment/Bullying Offenses	0	0	0

2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or 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.

Allegany County Public Schools

2025-2026 School Improvement Plan for High Schools

The previous several years prior to the 23 - 24 school year, discipline records remained below 100 office referrals. Juniors entering CCTE during the 23 - 24 school year were 8th graders during the COVID Years and lacked social maturity when entering CCTE. Students failed to interact appropriately with each other and numerous conflicts arose. Additionally, the student enrollment continually increased, adding more students within the walls of the school (Example - in 2019 - 200 students enrolled and in 2023 approximately 300 students enrolled).

Between the 2023–2024 and 2024–2025 school years, the total number of referrals decreased significantly from 431 to 131, indicating notable improvement in student behavior and school climate. This change demonstrates the school’s commitment to addressing behavioral issues within a supportive, structured environment that allows students to remain engaged in their education.

There were no reported incidents of sexual harassment or bullying offenses during either school year, which reflects a continued focus on maintaining a safe, respectful learning environment.

Plan to Reduce and Maintain Positive Results:

Restorative Approaches: Continue emphasizing restorative practices to resolve conflicts, build accountability, and strengthen relationships.

Proactive Support: Identify students showing early signs of behavioral or attendance challenges and provide timely interventions.

Professional Development: Offer ongoing staff training in positive behavior supports, classroom management, and trauma-informed practices.

Positive Reinforcement: Expand recognition programs that celebrate improved behavior, attendance, and academic effort.

Data Monitoring: Review discipline data quarterly to identify patterns and make necessary adjustments to intervention strategies.

By sustaining these strategies, the school will continue to reduce behavioral referrals, limit exclusionary discipline practices, and promote a sense of belonging—supporting both student well-being and continued academic success

VI. EARLY LEARNING (Elementary Only)

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

VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

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 in December)

2025 English Language Arts (ELA) Report Card Results (Completers)			
	2023	2024	2025
Percent of completers Proficient	38.5	43.2	48.7
Average Performance Levels for completers	2.4	2.4	2.48

ELA FOCUS AREA 1:	
Focus Area Goal	By May 2026, students will demonstrate improved performance on the Maryland Comprehensive Assessment Program (MCAP) English Language Arts (ELA) assessment, increasing the percentage of students meeting or exceeding expectations from 48.7% (2025 baseline) to 50%.
Root Cause(s):	Inconsistent implementation of evidence-based reading and writing strategies across classrooms. Limited alignment between classroom instruction and MCAP rigor. Gaps in students' ability to cite textual evidence and construct coherent written responses. Insufficient use of data to identify and address skill deficiencies in reading comprehension and vocabulary.
Focus Content Standard(s):	RL.1 / RI.1: Cite textual evidence to support analysis of what the text says explicitly and implicitly.

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

	W.1–W.9: Write arguments and informative texts using relevant evidence from texts. L.4–L.6: Determine or clarify the meaning of unknown words and phrases. R.10: Read and comprehend complex literary and informational texts independently.
Barriers:	Variability in instructional practices and student engagement. Inconsistent use of formative assessment data to adjust instruction. Limited time for targeted small-group intervention. Students’ limited familiarity with tier 2 and 3 vocabulary, content background knowledge for making inferences and retaining meaning of complex texts, as well as MCAP literary analysis and constructed response questions.
Needed Resources:	MCAP-aligned instructional materials and practice assessments. Professional development on data-driven instruction and evidence-based literacy strategies. Collaborative planning time for teachers to analyze data and align instruction. Technology resources for online MCAP practice (e.g., TestNav platform).
Strategies and/or evidence-based interventions:	Implement MCAP-style formative assessments each quarter to monitor progress. Provide targeted small-group instruction for students performing below grade level in reading and writing. Conduct data analysis meetings after each interim to inform instructional adjustments. Integrate explicit instruction for citing evidence, vocabulary, and writing constructed responses by increasing receptive and expressive oral language strategies to enhance language understanding and usage. ELA teachers participate in quarterly, county-wide collaborative meetings focused on sharing effective reading comprehension strategies and text-dependent questioning practices. These meetings are designed to support vertical and horizontal alignment across grade levels and schools, clarify instructional expectations, and ensure students are prepared for MCAP and successful transitions between grades and/or schools. Use digital tools and Google Classroom for extended practice and feedback.
How will it be funded?	School improvement or literacy grant funds for intervention resources. Local school budget for technology and assessment supports.
Steps towards full implementation with timeline:	Review 2025 MCAP data and identify priority standards in Sept 2025. Implement baseline ELA benchmark assessment in Oct 2025. Conduct quarterly MCAP-aligned formative assessments in Nov 2025, Feb 2026 and Apr 2026.

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

	Facilitate quarterly meetings to adjust instruction at the end of each quarter. Complete ongoing professional development on reading and writing rigor. Administer MCAP ELA assessment and review results in Dec 2025 and May 2026.
Monitoring Procedure:	Analyze quarterly benchmark data to track growth toward 50% proficiency. Conduct walkthroughs and lesson observations to support standards alignment. Review student writing samples and constructed responses for progress on evidence use. Adjust interventions and instructional supports based on data trends.

ELA FOCUS AREA 2:	
Focus Area Goal	By May 2026, students will demonstrate measurable growth in reading proficiency, with at least 70% of students meeting or exceeding their projected growth targets on the HMH (Houghton, Mifflin & Harcourt) Growth Measure (Reading Inventory) as reported in the spring 2026 Growth Report.
Root Cause(s):	Inconsistent implementation of differentiated reading instruction based on student data. Limited use of HMH data to inform small-group or targeted interventions. Students below grade level struggle with comprehension, vocabulary, and stamina with complex texts. Inconsistent integration of literacy strategies across content areas.
Focus Content Standard(s):	RL.10 / RI.10: Read and comprehend complex literary and informational texts independently and proficiently. RL.1 / RI.1: Cite textual evidence to support analysis of text meaning. L.4–L.6: Acquire and use academic and domain-specific vocabulary. W.9: Draw evidence from texts to support analysis and reflection.
Barriers:	Lack of time for individualized reading instruction and intervention. Inconsistent data review practices across grade levels. Limited student ownership of reading goals and progress. Insufficient teacher familiarity with interpreting and applying HMH data to instruction.
Needed Resources:	Access to HMH Growth Measure Reports and teacher dashboards. Professional development on data-driven instruction and using HMH resources effectively. Collaboration time for teachers to analyze growth data and plan interventions.

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

	Supplemental reading materials and intervention resources aligned to students' Lexile levels.
Strategies and/or evidence-based interventions:	Conduct HMH Growth Measure assessments three times per year (fall, winter, spring). Use growth data to provide targeted small-group instruction for below-grade-level readers. Implement Tier 2 and Tier 3 interventions using HMH resources and guided reading strategies. Set individualized reading growth goals with students and review progress quarterly. Provide professional learning on using HMH data dashboards to inform instruction. Integrate vocabulary and comprehension strategies across all content areas
How will it be funded?	Local literacy funds for intervention materials and supplemental reading programs. Existing HMH licensing through district curriculum funding.
Steps towards full implementation with timeline:	Administer baseline HMH Growth Measure in Sept-Oct 2025. Analyze baseline data and identify intervention groups by Oct 2025. Implement targeted instruction based on data from Nov 2025 through May 2026. Administer midyear Growth Measure and adjust instruction as needed by the beginning of Feb 2026. Conduct quarterly data meetings and progress monitoring at the end of each marking period. Administer end-of-year Growth Measure and review results in May 2026.
Monitoring Procedure:	Review HMH Growth Reports after each testing window to track student progress toward 70% growth goal. Monitor lesson plans and small-group instruction for alignment with HMH data. Conduct quarterly data meetings to adjust interventions and reassign supports as needed. Use student conferences and reflection tools to increase student ownership of reading growth.

FOCUS AREA 3:	
Focus Area Goal	By May 2026, students will demonstrate improved writing proficiency, with at least 70% of students meeting or exceeding expectations on school-based writing rubrics assessing organization, evidence, and grammar, as measured by quarterly writing samples scored in Schoology.
Root Cause(s):	Inconsistent use of a common writing rubric across grade levels. Limited opportunities for students to engage in structured writing practice and feedback cycles. Insufficient targeted instruction in grammar and evidence-based writing skills. Lack of collaborative data analysis to inform instructional adjustments.

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

Focus Content Standard(s):	W.4–W.10: Write routinely over extended and shorter time frames for various purposes and audiences. L.1–L.2: Demonstrate command of the conventions of standard English grammar and usage. W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
Barriers:	Variability in teacher implementation of writing instruction strategies. Limited time for professional collaboration and calibration of writing assessments. Inconsistent student engagement and motivation in writing tasks.
Needed Resources:	Common school-wide writing rubric aligned to the Advanced Placement six-point rubric. Professional development on evidence-based writing instruction and feedback strategies. Collaboration time for ELA teachers and instructional coach. Access to digital tools (Google Classroom, online writing supports).
Strategies and/or evidence-based interventions:	Implement a school-wide writing rubric for all writing assignments using the six-point AP rubric. Conduct quarterly writing assessments and data analysis meetings to guide instruction. Provide targeted mini-lessons on organization, evidence, and grammar. Facilitate peer and teacher feedback cycles. Offer professional learning sessions on effective writing instruction and rubric calibration. Utilize writing conferences and small-group instruction for students below proficiency.
How will it be funded?	Existing technology resources.
Steps towards full implementation with timeline:	Review and finalize school-wide writing rubric by Jan 2026. Quarterly writing samples collected and scored in Feb and Apr 2026. Data analysis and instructional planning meetings at the end of each quarter. Professional learning on writing instruction and feedback- ongoing. Final assessment and proficiency report in May 2026.
Monitoring Procedure:	Quarterly analysis of rubric-scored writing samples to track progress toward the 70% proficiency goal. Instructional coach observations and feedback on writing instruction practices. Review of data to ensure student participation and submission rates. Adjust instructional strategies based on data trends and identified skill gaps.

B. MATHEMATICS

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

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 in December)

2025 Math Report Card Results (Completers)			
	2023	2024	2025
Percent of completers Proficient	9.1	16.5	10.9
Average Performance Levels of Math for completers	2.1	2.0	1.89

MATH FOCUS AREA 1:	
Focus Area Goal	By May 2026, students will demonstrate improved performance on the Maryland Comprehensive Assessment Program (MCAP) Mathematics assessment, increasing the percentage of students meeting or exceeding expectations from 10.9% (2025 baseline) to 15%.
Root Cause(s):	Inconsistent alignment of classroom instruction and tasks to the rigor of MCAP standards. Gaps in students' conceptual understanding of foundational math skills. Limited use of formative and benchmark assessment data to drive instruction. Student difficulty with multi-step problem solving and math reasoning.
Focus Content Standard(s):	MP.1: Make sense of problems and persevere in solving them. MP.3: Construct viable arguments and critique the reasoning of others. MP.4: Model with mathematics. MP.6: Attend to precision.
Barriers:	Inconsistent differentiation for students performing below grade level. Limited intervention time for reteaching and enrichment. Students' lack of confidence and stamina in problem-solving.

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

	Students' limited familiarity with MCAP question types and constructed responses. Inconsistent collaboration and planning around MCAP-aligned instruction.
Needed Resources:	MCAP-aligned instructional materials and practice assessments. Professional development on high-quality math instruction and conceptual understanding. Data-analysis tools and benchmark assessments. Technology resources for online MCAP practice (e.g., TestNav platform).
Strategies and/or evidence-based interventions:	Implement MCAP-style formative assessments each quarter to monitor progress. Use data-driven small-group instruction to target gaps in foundational math skills. Integrate real-world problem-solving tasks and math discourse routines. Conduct quarterly data analysis meetings to identify trends and adjust instruction. Provide professional development on effective questioning and conceptual teaching strategies. Use math intervention programs and after-school tutoring to support below-grade-level students.
How will it be funded?	Title I and Title II funds for professional development and instructional materials. School improvement budget for tutoring and data-driven instruction supports. Local school budget for technology and assessment supports.
Steps towards full implementation with timeline:	Review 2025 MCAP data and identify priority standards in Sept 2025. Implement baseline benchmark assessment in Oct 2025. Conduct quarterly MCAP-aligned formative assessments in Nov 2025, Feb 2026 and Apr 2026. Facilitate quarterly meetings to adjust instruction at the end of each quarter. Complete ongoing professional development on reading and writing rigor. Administer MCAP assessment and review results in Dec 2025 and May 2026.
Monitoring Procedure:	Analyze quarterly benchmark data to track growth toward 15% proficiency. Conduct walkthroughs and lesson observations to support standards alignment. Review student work samples for evidence of conceptual understanding. Adjust interventions and instructional supports based on ongoing data review.
MATH FOCUS AREA 2:	
Focus Area Goal	By May 2026, students will demonstrate measurable growth in math proficiency, with at least 70% of students

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

	meeting or exceeding their projected growth targets on the ALEKS platform, as reported in the spring 2026 ALEKS Growth Report.
Root Cause(s):	Inconsistent use of ALEKS data to drive targeted small-group instruction and intervention. Limited differentiation to address individual learning gaps in foundational math skills. Students struggle to apply conceptual understanding to multi-step and real-world problems. Inconsistent integration of mathematical practices and problem-solving across classrooms.
Focus Content Standard(s):	MP.1: Make sense of problems and persevere in solving them. MP.3: Construct viable arguments and critique the reasoning of others. MP.4: Model with mathematics. MP.6: Attend to precision. Grade level domains.
Barriers:	Inconsistent student use of ALEKS for independent practice and remediation. Variability in teacher comfort with analyzing and applying ALEKS data. Limited time for focused math intervention during the instructional day. Gaps in students' foundational number sense and problem-solving fluency.
Needed Resources:	Access to ALEKS data reports and teacher dashboards. Professional development on data-driven instruction and using ALEKS resources effectively. Collaboration time for teachers to analyze ALEKS data and plan interventions. Supplemental math manipulatives, intervention materials, and online supports aligned to ALEKS topics..
Strategies and/or evidence-based interventions:	Administer ALEKS baseline, midyear, and end-of-year assessments to measure growth. Use ALEKS reports to identify students not meeting growth targets and provide targeted small-group or one-on-one instruction. Implement daily or weekly ALEKS practice goals to reinforce skill development. Set individualized math growth goals with students and monitor progress biweekly. Conduct quarterly data analysis meetings to adjust instruction and intervention groups. Provide professional learning on integrating ALEKS insights into classroom instruction and intervention planning
How will it be funded?	Title I and Title II funds for professional development and instructional supports. School improvement funds for extended learning or tutoring supports.

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

	Existing ALEKS licensing and district technology resources.
Steps towards full implementation with timeline:	Administer baseline ALEKS assessment data in Sept-Oct 2025. Identify growth targets and establish student goals by Oct 2025. Implement targeted instruction based on data from Nov 2025 through May 2026. Administer midyear ALEKS and adjust instruction as needed by the beginning of Feb 2026. Conduct quarterly data meetings and progress monitoring at the end of each marking period. Administer end-of-year ALEKS assessment and review results in May 2026.
Monitoring Procedure:	Review ALEKS Growth Reports after each assessment to track student progress toward 70% growth target. Review class and grade-level data trends during quarterly meetings to adjust supports. Monitor student engagement and usage data within ALEKS to ensure consistent participation. Conduct student check-ins on ALEKS usage, progress, and mastery.

MATH FOCUS AREA 3:	
Focus Area Goal	By May 2026, students will demonstrate improved mathematical reasoning and application skills across all Career and Technical Education programs, with at least 70% of students meeting or exceeding expectations on cross-curricular performance tasks that integrate mathematical modeling and real-world problem solving, as measured by common rubrics and student projects.
Root Cause(s):	Limited integration of mathematics instruction with CTE course content and technical problem-solving. Inconsistent collaboration between math and CTE instructors to connect academic standards to trade applications. Students often view math as disconnected from real-world or career-based contexts. Lack of a common rubric to assess applied math reasoning in CTE settings.
Focus Content Standard(s):	MP.1: Make sense of problems and persevere in solving them. MP.3: Construct viable arguments and critique the reasoning of others. MP.5: Use appropriate tools strategically. MP.6: Attend to precision. Apply algebraic reasoning, geometry, measurement, and data analysis in engineering design, IT coding, welding

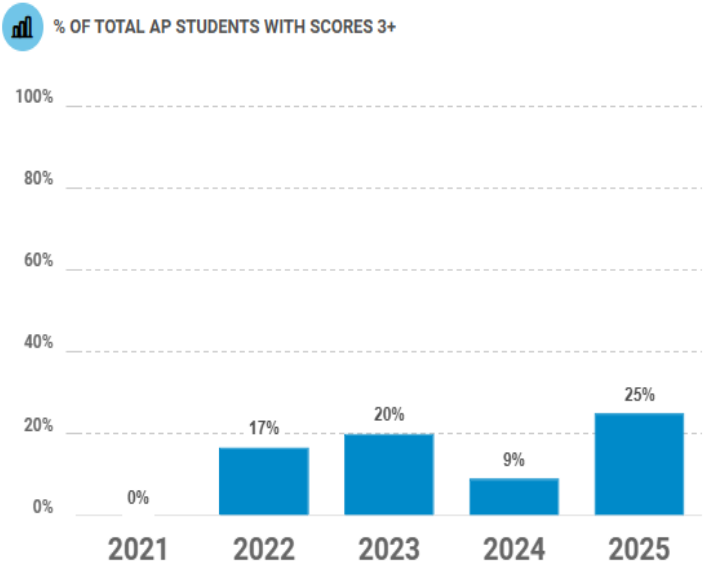
Allegany County Public Schools
2025-2026 School Improvement Plan for High Schools

	measurements, electrical calculations, and medical dosage applications. Interpret and analyze data to solve industry-specific problems and make informed decisions.
Barriers:	Limited planning time between academic and CTE instructors. Variability in how math concepts are reinforced in technical classes. Students' difficulty transferring abstract math skills to hands-on trade applications. Need for consistent, authentic performance tasks that assess reasoning within CTE contexts.
Needed Resources:	Cross-curricular math/CTE performance rubric aligned to MCCRS Mathematical Practices and CTE competencies. Professional development on math integration within technical programs (e.g., applied geometry, ratios, and measurement). Collaboration time for math and CTE instructors to co-design performance tasks and assessments. Access to digital tools and trade-specific software (AutoCAD, electrical simulation software, nursing dosage calculators, etc.).
Strategies and/or evidence-based interventions:	Develop quarterly cross-curricular math performance tasks embedded in CTE coursework (e.g., measuring voltage, calculating dosage, or designing scaled models). Facilitate co-teaching or collaborative planning sessions between math and CTE instructors. Integrate real-world data and modeling problems into both math and technical lessons. Conduct student reflection activities linking mathematical reasoning to their trade. Provide targeted mini-lessons on trade-specific math skills identified through CTE teacher feedback. Offer professional learning sessions on integrating academic standards into CTE instruction. Use Schoology to collect, score, and provide feedback on interdisciplinary performance tasks.
How will it be funded?	Title I and Title II funds for professional development and instructional materials. Perkins V CTE funds for cross-curricular project development and professional learning. School improvement funds for common planning time and assessment calibration. Existing CTE and technology resources for hands-on instructional materials and software.
Steps towards full implementation with timeline:	Develop and finalize math/CTE performance rubric by Jan 2026. Conduct professional learning on cross-curricular math integration during the 3rd quarter. Implement 1st quarter interdisciplinary performance task by the end of the 3rd quarter. Conduct quarterly project-based assessments and data reviews by end of each quarter.. Provide ongoing collaboration and instructional coaching.

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

Monitoring Procedure:	Quarterly review of project data to track progress toward 70% proficiency on applied reasoning rubric. Collaborative scoring sessions between math and CTE instructors to ensure consistency and rigor. Classroom observations focusing on evidence of applied mathematical reasoning in trade-based contexts. Student feedback and reflections on how math supports technical problem-solving in their programs. Data meetings after each project cycle to adjust instructional strategies and strengthen integration.
-----------------------	--

E. Advanced Placement Data



SCHOOL SUMMARY

	2021	2022	2023	2024	2025
Total AP Students	8	12	15	11	4
Number of Exams	11	12	15	12	5
AP Students with Scores 3+		2	3	1	1
% of Total AP Students with Scores 3+	0.00	16.67	20.00	9.09	25.00

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

Increase student participation in AP courses by addressing the reluctance to take the AP exams, and by positioning AP courses as a valuable academic option despite scheduling limitations.

Allegany County Public Schools

2025-2026 School Improvement Plan for High Schools

Provide students with the option to take AP courses without the requirement of taking the exam at the end. This can address the concern of students not wanting to commit to the exam while still allowing them to gain the benefits of the AP coursework.

Emphasize that they will still receive the rigor of AP-level learning, which can boost their GPA, and they can still benefit from the critical thinking and academic skills gained, even without the exam.

For students who want to avoid the pressure of the exam, offer a compromise where they can take the AP exam but with less stress by emphasizing the option to self-assess and decide later whether they want to sit for the exam.

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

Run an awareness campaign that outlines the long-term value of taking AP courses, such as improving college applications, potentially earning college credits, and gaining skills in writing, analysis, and problem-solving.

Focus on the personal growth aspect, emphasizing that AP courses provide opportunities for students to challenge themselves and build resilience, which will benefit them no matter the path they take.

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

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

Safety

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

2025 Educator Survey Results		
	2024	2025
School's Educator Score	7.60	8.70
ACPS All EducatorScore	7.20	8.20

<i>Staff Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Safety, Substance Abuse, 6.50 out of 10
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies:: What steps will be taken in order to obtain the desired outcome.	Schedule professional development sessions for all staff: Recognizing substance abuse warning signs, behavioral changes, and verbal cues. Identifying drug paraphernalia and understanding protocols for student referral. Using trauma-informed approaches when addressing substance use. Provide resources for teachers on how to integrate brief check-ins or observations into their classroom routines. Proactive Student Support

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

	Continue existing protocols for students found with substance paraphernalia: Mandatory Health Department visit with verification required to return to school. Offer school-based counseling for affected students, including harm reduction and motivational interviewing approaches. Implement peer mentoring or student support groups to encourage healthy coping strategies and positive decision-making. Data-Driven Monitoring Track office referrals, attendance patterns, and survey results to identify trends in substance use. Collect and analyze participation in counseling sessions, workshops, and peer support activities. Adjust intervention strategies based on data to target students at higher risk.
Initiative leader and team: Who is responsible and involved in the work?	Primary Leaders: Social- Emotional Coach, Community School Coordinator, School Counselor, PPW Supporting Team: SIT Team members, Student Services Team, Administration
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	MD State Police Staff training Drug Addiction Counselors from Health Department Guest speakers or training modules for staff Counseling resources, including action plan templates for students Time for staff professional development, counseling sessions, and follow-ups Materials for parent workshops and student peer support programs
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Maintain the low number of office referrals related to substance abuse. Increased staff confidence and ability to recognize and address substance abuse concerns. Number of students engaged in counseling or peer support initiatives. Parent participation rates in engagement workshops. Observable improvement in student coping skills and peer relationships.
Timeline: Include dates for implementation of action steps.	Implementation Duration: One year Quarter 2: Staff training, parent engagement planning, and student outreach. Quarter 3: Begin student counseling sessions, peer support groups, and follow-up interventions. Monitor metrics and adjust strategies as needed; provide refresher staff development. Quarter 4: Evaluate overall outcomes, collect feedback from staff, students, and parents, and prepare end-of-year report.

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

Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Student to Student Relationships, 6.85 out of 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..	Peer Mediation and Conflict Resolution Programs Train selected students in peer mediation to help classmates resolve conflicts constructively. Provide teachers with resources to support mediation efforts in classrooms & common areas. Classroom and School-Wide Relationship-Building Activities Implement weekly activities that encourage cooperation, kindness, and teamwork (e.g., “Yay Day,” gratitude journals, shared positive expression boards). Display student-created projects around school to celebrate inclusivity and positive peer interactions. Social-Emotional Learning (SEL) Integration Incorporate SEL lessons that teach empathy, communication skills, and emotional regulation. Encourage teachers to embed brief SEL check-ins in the classroom, promoting respectful peer interactions. Recognition and Incentive Programs Recognize students who demonstrate respect, cooperation, and helpfulness toward peers. Offer small rewards (e.g., healthy treats, praise boards) to reinforce positive social behaviors. Parent and Community Engagement Share strategies with parents to encourage students to develop respectful and caring relationships outside of school. Provide resources on addressing bullying and fostering empathy at home. Data-Driven Monitoring Track office referrals related to bullying or conflict. Collect feedback from students and staff via surveys on school climate and peer relationships. Monitor participation in peer mediation, SEL activities, and school-wide relationship-building programs.
Initiative leader and team: Who is responsible and involved in the work?	Primary Leaders: Social- Emotional Coach, School Counselor, PPW Supporting Team: SIT Team members, Student Services Team, Administration

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

Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Training for peer mediators Materials for SEL and relationship-building activities (journals, posters, boards) Incentives for student recognition programs Time for staff development and student programming Parent workshop materials
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Reduction in office referrals for conflicts or bullying Increased student participation in peer mediation and SEL activities Positive feedback from staff regarding student interactions Evidence of increased peer support and inclusivity (observations, surveys, project participation)
Timeline: Include dates for implementation of action steps.	Quarter 2: Staff training on SEL and peer mediation; identify and train student mediators; introduce initial relationship-building activities. Quarter 3: Implement weekly classroom and school-wide activities; launch recognition programs Monitor progress, collect feedback, adjust activities as needed; provide refresher training. Quarter 4: Evaluate outcomes, review survey data, and prepare report summarizing improvements in student-to-student relationships.

2025 Student Survey Results		
	2024	2025
School's Student Score	3.13	4.41
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	Safety Substance Abuse 2.06 out of 10

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

of 10	
Topic Description:	The substance use topic describes the degree to which students believe students think that it is okay 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).	Implement school-wide substance abuse awareness sessions, including presentations and interactive workshops. Provide individual counseling sessions for students identified as at-risk or currently struggling with substance use. Create peer-support groups and student-led initiatives to promote healthy decision-making. Ensure students know how to report concerns and access resources confidentially. Collaborate with community organizations and the Health Department for educational programming and resources.
Initiative leader and team: Who is responsible and involved in the work?	Social-Emotional Coach Community School Coordinator Student Services Team School Counselor Administration School Intervention Team (SIT) Health Department Counselors
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time allocated for workshops and counseling sessions Guest speakers and facilitators from community and health organizations Educational materials and handouts Meeting spaces for peer-support groups Staff training on substance abuse recognition and intervention
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Decrease in substance-related office referrals by 15% by the end of the school year Increased student participation in substance abuse prevention programs and counseling sessions Student surveys indicating increased awareness and understanding of substance abuse risks Documentation of peer-support group participation and engagement

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

Timeline: Include dates for implementation of action steps.	Fall 2025: Identify at-risk students and plan awareness sessions Fall/Winter 2025–2026: Conduct workshops, begin counseling, and launch peer-support groups Spring 2026: Evaluate participation and survey data End of 2025–2026 school year: Assess overall impact and adjust programming as needed
Secondary Area of Need State the Domain, Topic, and Score	Environment Physical Environment 3.38 out of 10
Topic Description:	The physical environment topic describes the degree to which students feel the school is kept clean, comfortable, and in good repair.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	Conduct a school-wide assessment of physical spaces to identify areas needing improvement (e.g., lighting, cleanliness, furniture, decor). Implement student-led initiatives to personalize and beautify classrooms and common areas (e.g., murals, bulletin boards, collaborative art projects). Establish a maintenance request protocol for staff and students to report environmental concerns. Create designated “welcoming spaces” for students to relax, collaborate, or access resources. Integrate regular recognition and incentive programs for students and staff who contribute to maintaining a positive environment.
Initiative leader and team: Who is responsible and involved in the work?	Community School Coordinator Administration Facilities/Maintenance Team Student Council or Leadership Groups School Counselor Teachers and Staff Volunteers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Budget for materials (paint, furniture, bulletin boards, plants, decorations) Staff and student time for clean-up and beautification projects Tools and equipment for minor repairs and improvements Survey tools for gathering feedback on physical environment needs

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

Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Increase in student and staff survey scores related to the physical environment Number of student-led improvement projects completed Reduction in maintenance issues reported as unresolved Observational data showing improved engagement in classrooms and common areas
Timeline: Include dates for implementation of action steps.	Fall 2025: Conduct assessment of school facilities and identify priority areas Fall/Winter 2025–2026: Implement initial improvement projects and student-led initiatives Spring 2026: Evaluate impact through surveys and observations End of 2025–2026 school year: Review progress, document successes, and plan next-year improvements

IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I

PBIS Tier II

PBIS Tier III

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

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

“Stars Breakfast” Student Recognition Program

Beginning this year, each teacher will select one student per quarter to recognize:

This recognition may honor a student who has shown significant improvement in behavior, effort, or engagement, or a student who consistently meets expectations and contributes positively to the school community.

Allegany County Public Schools

2025-2026 School Improvement Plan for High Schools

Students selected in Quarters 1–3 will be honored at a Stars Breakfast celebration in the middle of the 4th quarter, with families invited to attend. This event reinforces the PBIS focus on acknowledging growth, effort, and consistent positive behavior over time.

Quarterly Staff Recognition Program:

To strengthen adult morale and model PBIS values across the school community, we are implementing a quarterly staff recognition system. Each quarter, one staff member will be nominated and celebrated for demonstrating dedication, positive relationships with students, and commitment to PBIS practices.

Quarterly Student Recognition Assembly:

Each quarter, we will hold a school-wide assembly in the auditorium to recognize students for their achievements. Awards will include Perfect Attendance, Honor Roll, Shining Stars, and other special recognitions that highlight students' hard work, growth, and positive contributions to our school community.

Check-In/Check-Out (CICO) System:

Individualized daily check-ins with the SEL coach or another trusted adult provide monitoring, encouragement, and feedback for students exhibiting behavioral or attendance challenges.

Research shows that CICO is effective for students at risk for behavioral issues because it increases adult attention, reinforces positive behaviors, and improves accountability.

Small Group or Individual SEL Skill-Building:

Conducting small group activities focused on self-awareness, emotional regulation, and social skills helps students develop competencies needed to succeed in the general education environment.

Evidence supports that explicit teaching of social-emotional skills in small groups reduces problem behaviors and improves peer relationships.

Targeted Mentoring and Relationship-Building:

Allegany County Public Schools

2025-2026 School Improvement Plan for High Schools

Daily check-ins and relationship development with the SEL coach provide consistent adult support and guidance, which research links to improved behavioral outcomes.

Mentoring strategies help students develop self-regulation, problem-solving skills, and resilience, which are critical for students at Tier II.

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.).

Our school demonstrates strong community and family engagement through a variety of partnerships, outreach programs, and direct student support initiatives. We partner with the Western Railway Food Bank to operate an on-site food pantry, supplemented through the community school budget, serving dozens of families each month. Additionally, our newly established clothing pantry provides professional attire for students participating in mock interviews, where first-, second-, and third-place winners receive career-related prizes and school-branded gear.

To support attendance and student success, we have implemented attendance incentive programs—including rewards such as football or homecoming tickets and small personal items—which have contributed to improved student attendance rates. Monthly Student of the Month and Perfect Attendance recognitions further reinforce positive engagement.

Community involvement extends to school-wide events such as SkillsUSA competitions, where we provide food and updated materials, and school improvement projects, including new murals, carpets, bulletin boards, and logoed uniforms for each vocational program. Partnerships with local businesses like Cintas and Uniform Village provide discounted uniforms and embroidery services for students in programs such as Cosmetology, Auto Tech, and Health Academy.

Family communication is maintained primarily through the Remind app, which currently reaches approximately 112 parents and students—representing about one-third of our total student population and 65% of students living below the poverty line (171 students). Parent and family engagement also occurs through open houses and parent-teacher conferences, with an estimated 20% of parents having direct communication with school staff.

Allegany County Public Schools

2025-2026 School Improvement Plan for High Schools

In terms of community partnerships, we collaborate with organizations such as Habitat for Humanity, Maryland DSS, and local farms to provide housing assistance, furniture, and fresh produce distributions for families. We also provide targeted support for students experiencing homelessness, including groceries, clothing, transportation, and winter gear to ensure consistent attendance and academic success.

Although traditional evening family events have lower turnout due to work and transportation barriers, our ongoing outreach and community partnerships effectively bridge the gap between home and school—ensuring that all students, particularly those in vulnerable situations, receive the resources and support needed to thrive.

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.

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.

1. Remind App Communication and Digital Outreach – Use the Remind app and social media updates to share academic information, community resources, and school events with families. Currently, over 100 parents and students are enrolled, with new participants added during open house and conferences.

Timeline: Ongoing throughout the 2025–2026 school year, with new sign-ups encouraged each quarter.

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

2. Community Partnerships for Family Support – Continue partnerships with Western Railway Food Bank, local farms, and organizations such as Habitat for Humanity to provide groceries, clothing, furniture, and other essential resources to students and their families. These supports increase family stability, which in turn improves student attendance, engagement, and academic success.

Timeline: Maintain throughout the year, with expanded outreach during the winter and spring months when needs are greatest.

3. Parent Involvement through School Events and Recognition Programs – Engage families through school-based events such as mock interviews, SkillsUSA competitions, and award recognitions (e.g., Student of the Month, attendance incentives). Parents will be invited to participate or attend through digital communication and school announcements.

Timeline: Begin in October 2025, with events held quarterly through June 2026.

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.)

Professional Learning 1:	
Professional Learning Title	Collaboration Across Academic and Skilled/Technical Classrooms through PLCs
Date(s), Time, and Location	Ongoing during the 2025–2026 school year; bimonthly PLC meetings, 3:00–3:30 PM
Intended Audience	Academic teachers, Skilled/Technical teachers, Instructional coaches

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

Method of Funding	School professional development budget
Changes to occur as a result of Professional Learning	Increased alignment between academic and technical instruction Improved continuity in foundational skills instruction for students Stronger teacher-to-teacher relationships and collaboration Enhanced student engagement and comprehension in both academic and technical content
Knowledge and skills the participant will attain	Understanding of foundational skills required for technical courses Ability to collaboratively plan lessons that integrate academic and technical learning objectives Strategies to support student engagement across diverse learning pathways Skills in observing and analyzing classroom practices to inform instruction
Method to measure implementation of knowledge and skills in the classroom	Observation and feedback during PLC peer visits Review of collaboratively developed lesson plans Monitoring student performance data to assess improvements in comprehension and engagement Teacher reflections and post-observation discussions to evaluate instructional adjustments

Professional Learning 2:	
Professional Learning Title	Implementing a Universal School-Wide Focus on Social-Emotional Learning and Positive Behavior
Date(s), Time, and Location	Ongoing during the 2025–2026 school year; Monthly workshops
Intended Audience	All instructional staff, support staff, and administrators
Method of Funding	School professional development budget and district PBIS/SEL resources

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

Changes to occur as a result of Professional Learning	Consistent implementation of SEL strategies and PBIS across all classrooms Increased student engagement, positive behavior, and emotional regulation Unified school culture focused on supportive relationships and social-emotional growth Reduction in behavior incidents and office referrals
Knowledge and skills the participant will attain	Understanding of SEL frameworks and trauma-informed practices Strategies for integrating SEL mini-lessons and positive reinforcement into daily instruction Ability to support students' emotional and social needs while maintaining high academic expectations Methods for tracking and reinforcing positive student behavior
Method to measure implementation of knowledge and skills in the classroom	Classroom observations to monitor SEL integration and PBIS strategies Analysis of school-wide behavior data, including office referrals and suspensions Teacher and student surveys to assess perception of school climate and culture Staff reflections and collaborative discussions during PLCs and faculty meetings

Professional Learning 3:	
Professional Learning Title	Peer-to-Peer Collaboration and Classroom Observation for Academic and Skills Integration
Date(s), Time, and Location	Ongoing during the 2025–2026 school year; scheduled observation periods during class hours, with follow-up meetings in PLC meetings
Intended Audience	Academic teachers and skills/technical teachers
Method of Funding	School professional development budget; time allocated during PLC and planning periods
Changes to occur as a result of Professional Learning	Improved collaboration between academic and skills teachers Creation of lesson plans that integrate foundational academic skills into trade/technical courses Increased understanding of student needs across different learning pathways Stronger relationships between teachers and students through consistent teaching approaches

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

Knowledge and skills the participant will attain	Strategies for observing peer teaching practices and providing constructive feedback Methods for aligning academic instruction with skills-based learning Enhanced ability to differentiate instruction based on students' trade-specific needs Techniques to reinforce student comprehension, engagement, and performance in both academic and skills areas
Method to measure implementation of knowledge and skills in the classroom	Teacher reflections and collaborative feedback reports following observations Student performance data and engagement metrics in both academic and skills classes PLC discussions documenting lesson improvements and shared strategies Surveys measuring teacher perception of collaboration effectiveness and student outcomes

XII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.

The SIT Team will collaboratively review the plan, making any necessary additions or deletions before sharing it with the full faculty. Once finalized by the SIT Team, the plan will be distributed to all faculty members. Updates on the development of the school improvement plan will be provided during future school-based professional development sessions and/or faculty meetings. The final plan will be reviewed with faculty prior to its evaluation by the central office team. Each faculty member will receive an electronic copy of the monthly SIT meeting minutes, as well as relevant updates from faculty or team/department meetings. The implementation and ongoing evaluation of the plan will be discussed at regularly scheduled faculty meetings.

2. How will the plan be shared with parents and community members? Please include approximate dates.

At parent conference sessions, copies of the school improvement plan will be available for review by the parents. A copy of the SIT plan will be placed on the school website. Any interested person may request a copy of the plan, and faculty will be available to discuss it at any time.

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

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

Collection: Student progress data will be gathered from grades, assessments, attendance, behavior referrals, and participation in interventions.

Reporting: Data will be compiled monthly and shared with faculty via electronic reports, meetings, and visual summaries.

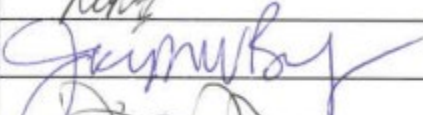
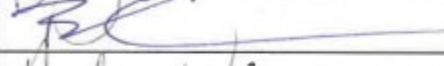
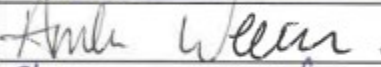
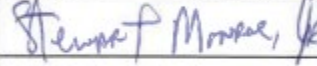
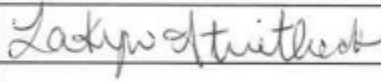
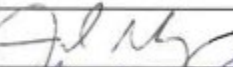
Evaluation: The SIT Team will analyze trends, measure progress against goals, and recommend instructional adjustments. Findings will be communicated to faculty to guide teaching and interventions.

5. How will the administration monitor the plan?

Administration will oversee implementation by reviewing SIT meeting minutes, observing classroom practices, tracking progress toward goals, and meeting regularly with the SIT team. Updates and adjustments will be communicated to faculty during professional development sessions and staff meetings.

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

School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Richard King		Principal
Joseph Brewer		CTE Supervisor
Jessica Durr		Other School Leader
Ben Cianelli		Teacher
Amber Weimer		Teacher
Stewart Monroe, Jr		Instructional Assistant
		ACPS/School Reading Coach or Specialist
		ACPS/School Math Coach or Specialist
		Reading Interventionist
Lakyn Strietbeck		Community School Coordinator
		Title I Family Engagement Coordinator
James Moran		Parent/Family Member
Cheray Moran		Parent/Family Member
Abby Ringler		Community Member
Bethany Gross		Community Member
Jensen Fazenbaker		Other School Staff