

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

School: MOUNTAIN RIDGE HIGH SCHOOL

Principal: Dr. Kendra Kenney

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I. VISION, MISSION, AND CORE VALUE

Mission Statement

Motivate students to achieve excellence,
Inspire lifelong learning,
Nurture strong character,
Empower critical thinking,
Ready every learner for college, career, and life, and
Strengthen their commitment to becoming productive, contributing members of society.

Vision

Our vision is to empower students to become confident, compassionate, and globally engaged individuals—rooted in strong character and tradition, guided by excellence, and inspired to learn, lead, and contribute. We strive to prepare every graduate to thrive in an ever-changing world and to shape the future with purpose and integrity.

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Core Values

We believe that...

- each student should be academically challenged and motivated to fulfill their role in society with integrity, perseverance, and excellence.
- collaboration among schools, families, and community partners is essential to foster respect, responsibility, and shared accountability for every student's success.
- each student deserves equitable opportunities to reach their full potential as critical thinkers and lifelong learners.
- a safe, supportive environment built on trust, respect, and inclusion is vital for students to grow, take risks, and achieve their goals.

As educators and administrators, we will...

- provide engaging instruction that meets the diverse academic, social, and emotional needs of all students.
- model integrity, commitment, and accountability in all we do to inspire these same values in our students.
- use innovative strategies and equitable practices that encourage critical thinking, perseverance, and personal excellence.
- build strong partnerships within our school and community to create a culture of respect, collaboration, and continuous growth.

2024-2025 MD Report Card Star Rating (the number represents stars earned)	1	2	3	4	5
	No			Yes	
Is this school identified asTarget Support of Improvement (TSI) ?				Yes	
If yes, state the identified subgroup(s).	Economically Disadvantaged				
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				

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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.

II. SCHOOL DEMOGRAPHICS
A. Staff Demographic

Number of years the principal has been in the building? 0
B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	≤10	n/a
Hawaiian/Pacific Islander	≤10	n/a
African American	≤10	n/a
White	695	93.32%
Asian	≤10	n/a

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		3	3
Teachers		43	43
Itinerant staff		2	2
Paraprofessionals	1	9	10
Support Staff		8	8
Other		24	24
Total Staff	1	88	89

Two or More Races	31	4.07%
Hispanic/ Latino	13	1.70%
Special Education	72	9.46%
LEP	0	n/a
Males	370	48.62%
Females	391	51.38%
Gender X	0	n/a
Total Enrollment	761	
FARMS Rate (2024-2025)	383	53.12%

III. ATTENDANCE

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Table 4a	2022-2023	2023-2024	2024-2025
Grade Level – School Level	Attendance Rate	Attendance Rate	Attendance Rate
Grade 9	90.6%	89.5%	89.3%
Grade 10	88.4%	89.8%	87.9%
Grade 11	88.8%	87.3%	89.3%
Grade 12	88.3%	86.1%	86.8%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	89.1%	88.5%	88.4%
Hispanic/Latino of any race	89.6%	82.7%	82.1%
American Indian or Alaska Native	95.6%	91.7%	96.6%
Asian	95.0%	96.8%	96.9%
Black or African American	83.0%	79.9%	82.8%*
Native Hawaiian or Other Pacific Islander	83.3%	92.8%	91%
White	89.1%	88.5%	88.5%
Two or more races	88.7%	91.1%	87.2%
Male	89.2%	88.3%	88.2%
Female	88.9%	88.6%	88.6%
EL			70.2%
Special Education	83.9%	85.5%	87.1%
Free/Reduced Meals (FARMS)	85.9%	84.9%	84.7%

*Second lowest subgroup but an increase from the previous year.

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.

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Table 5	2023	2024	2025
Not Chronically Absent (percentage)	59.7	59.6	59.6
Report Card Points Earned (out of 15)	1.0	1.0	1.0

ATTENDANCE FOCUS AREA 1: Grade Band (s) or Subgroup (s)	All students, including a focus on economically disadvantaged students
Focus Area Goal	During the 2025-2026 school year, the total attendance percentage for all students, as measured by ACPS Attendance summary, will increase by 3%.
Root Cause(s):	• Limited engagement and involvement in school academics and/or other activities • Students may lack a connection to school because of their past experiences in schools, poor or no relationships with staff and/or other students • Students may have health challenges that prevent them from attending school on a regular basis • The importance of school and in-person learning has been minimized. Since most assignments are posted on Schoology, students can complete coursework electronically and still get credit • There are few meaningful consequences for students who have poor attendance
Barriers:	There is a lack of consequences for poor attendance. Students can be chronically absent, complete their assignments online, pass their classes and receive credits.
Needed Resources:	N/A
Strategies	• Attendance calls will be made to all students who are absent for three consecutive days. • Chronic absences will be discussed at Pupil Service Team Meetings

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	• Pupil Personnel workers will make home visits to students who have been absent for 5 consecutive days. • Attendance meetings with students and parents • Involvement of Career Coach • Monthly attendance incentives will continue (positive recognition, monthly snacks, passes to sporting events, etc.)
How will it be funded?	District and school funds
Steps towards full implementation with timeline:	Individual student attendance is monitored weekly at PST meetings and whole class attendance is monitored monthly with attendance percentages. Attendance incentives will continue monthly with the addition of semester attendance incentives. Building positive relationships with students, so they feel comfortable at school will continue to be a priority with Mountain Ridge staff.
Monitoring Procedure:	2025 - 2026 ACPS Attendance Summary Consecutive Absence Lists Weekly PST Meetings Homevisit Data Student Grades

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 number of students not chronically absent to a minimum of 60.6%
Root Cause(s):	• Students may have physical or mental health challenges that prevent them from attending school on a regular basis • Students may have responsibilities at home such as child care of younger siblings • Students may have transportation issues - if they miss the bus there are no alternative ways for them to be transported to school
Barriers:	Socioeconomic challenges Limited resources and supports for families Inconsistent attendance incentives

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Needed Resources:	N/A
Strategies:	• Attendance calls will be made to all students who are absent for three consecutive days. • Chronic absences will be discussed at Pupil Service Team Meetings • Pupil Personnel workers will make home visits to students who have been absent for 5 consecutive days. • Attendance meetings with students and parents • Involvement of School Counselors, Mental Health Specialist, and School Psychologist • Involvement of Career Coach • Monthly attendance incentives will continue (positive recognition, monthly snacks, passes to sporting events, etc.)
How will it be funded?	District and school funds
Steps towards full implementation with timeline:	Individual student attendance is monitored weekly at PST meetings and whole class attendance is monitored monthly with attendance percentages. Attendance incentives will continue each month with the addition of semester attendance incentives. Building positive and supportive relationships with students and families will be a year long priority.
Monitoring Procedure:	2025 - 2026 ACPS Attendance Summary

IV. GRADUATION RATE AND 9TH GRADE ON TRACK

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TABLE 7a: Four –Year Adjusted Cohort Graduation Rate			
Subgroup	2021-2022 (indicated on 2023 Report Card)	2022-2023 (indicated on 2024 Report Card)	2023-2024 (indicated on Dec 2025 Report Card)
	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	89	88.6	92.05

TABLE 7b: Five –Year Adjusted Cohort Graduation Rate			
Subgroup	2021-2022 (indicated on 2023 Report Card)	2022-2023 (indicated on 2024 Report Card)	2023-2024 (indicated on Dec 2025 Report Card)
	Grad Rate (%)	Grad Rate (%)	Grad Rate (%)
Maryland Graduation	89.02	87.45	89.20
Allegany County Public Schools	92.94	88.83	93.2
School's All Students	89.0	87.6	92.8

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

To continue increasing the graduation rate at Mountain Ridge we will make sure that all students are aware of the requirements placed upon them to graduate. We will also make sure that students are aware if they are not meeting these requirements in a timely manner. Mountain Ridge guidance counselors along with the school's career coach will be meeting with all grade 10 students who are not on track to graduate. They will be reviewing these students' 9th grade credit earnings, discipline data, and attendance. After these meetings each student will receive a letter that details how these students can get "back on track" to graduate. School counselors will meet with the 10th grade students not on track to graduate at the end of each quarter. If the student is eligible for credit recovery, they will be encouraged to either attend the after school credit recovery or summer school programs.

Grade 11 students who are behind in graduation requirements and/or deemed not college and career ready will also meet with the school counselors and the career coach to develop an individualized plan to help them earn college and career status and to graduate on time. Parents will also be aware of these plans through phone calls or conferences. Each plan will be sent home for parent signature. School counselors and the career coach will also meet with the students after the second and at the end of the fourth marking periods.

Students who have failed a class for the nine weeks will be offered quarterly credit recovery after the nine weeks have ended. This opportunity will help the students' chances of receiving a passing grade for the class and thus, help increase their chances of gaining credits throughout the school year.

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)	87.5	84.8	87.5

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

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The Guidance Department will apprise students and parents of requirements for graduation throughout the school year. Counselors hold an informational meeting each February for parents to explain the graduation requirements and academic opportunities available in high school. Counselors also meet with incoming freshmen during February of the eighth grade year to explain graduation requirements and opportunities in high school. The Career Coach visits 9th grade classes in the Fall to again explain graduation requirements and potential tracks for students. Guidance counselors post graduation requirement information on the Schoology Guidance pages. This information explains how 9th graders can stay on track for graduation throughout their four years of high school. After each quarter, failure letters are mailed to 9th grade parents/students who have failed classes. The guidance counselors will also meet with these students to create a plan to improve grades. Each 9th grade student will receive a letter explaining how to stay on track for graduation. This letter is also emailed to each parent/guardian and is posted on Schoology.

Should students find themselves not on track to graduate after completion of ninth grade, they are offered the opportunity, if eligible, to enroll in credit recovery summer school. Successful completion of the credit recovery summer school program enables the student to be back on track for graduating within four years.

V. SCHOOL SAFETY/ SUSPENSIONS

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2022-2023	2023-2024	2024-2025
Total Referrals	403	660	560
All Suspensions	83	107	113
In School	0	0	0
Out of School	83	107	113
Sexual Harassment Offenses	2	8	3
Harassment/Bullying Offenses	4	7	4

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During the 2024 - 2025 school year, the total number of referrals at Mountain Ridge decreased by 100. Sexual harassment and bullying referral numbers also decreased. All of the school's most common offenses for the 2024 - 2025 school year saw a decrease in overall numbers from the previous year except class cutting. Class cutting increased by 41 referrals, tobacco/vaping decreased by 44 referrals, disruption by 26 referrals, and disrespect by 3 referrals. Reasonings as to why the top three referral offenses increased or decreased are discussed separately below.

Tobacco/Vaping

During the 2024 - 2025 school year, vape detectors were installed in all bathrooms throughout the building. These detectors alert administration and school security to the potential of students vaping or smoking the restroom. One barrier to an additional decrease of tobacco/vaping offenses could be the concealment of the vape or smoking device. Student searches are limited and students have become aware of the search procedures. Knowing this information, students conceal devices in areas that cannot be searched.

Class Cutting

Contributing to the decrease in class cutting referrals is the class attendance policy. All staff must take attendance each period, and if a student is missing they report this to the attendance office. The attendance instructional assistant begins to locate these students in alternate locations (academic village, nurse, guidance etc.) and checks to see if they were dismissed early. If the student cannot be located, administration or the school security officer is notified and they begin to locate the student. Restorative conversations with students regarding expectations and why they are expected to be in class, follow as a way to explain to students the importance of being present for their own education. Class cutting referrals are also communicated to parents and they are also explained the reasons as to why being in class is important for students' education.

Disruption

Teachers were provided professional development opportunities to increase their understanding of the importance of relationship building. When a relationship between a student and staff member has been broken, attempting to repair the relationship can decrease future incidents of disruption in the classroom. If a solid relationship already exists, potential disruptions can be managed in an alternative way rather than a referral. Implementation of the county-wide PBIS referral form that incorporates three classroom warnings before being sent to the office also provides an opportunity for the teacher to meet with the student to discuss the occurrence of behavior and to make a parent contact to increase the chance that the behavior will improve. Students who have repeated occurrences of disruptive behavior are often referred to the guidance office, mental health counselor, behavior specialist, or ACHD for counseling services.

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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.

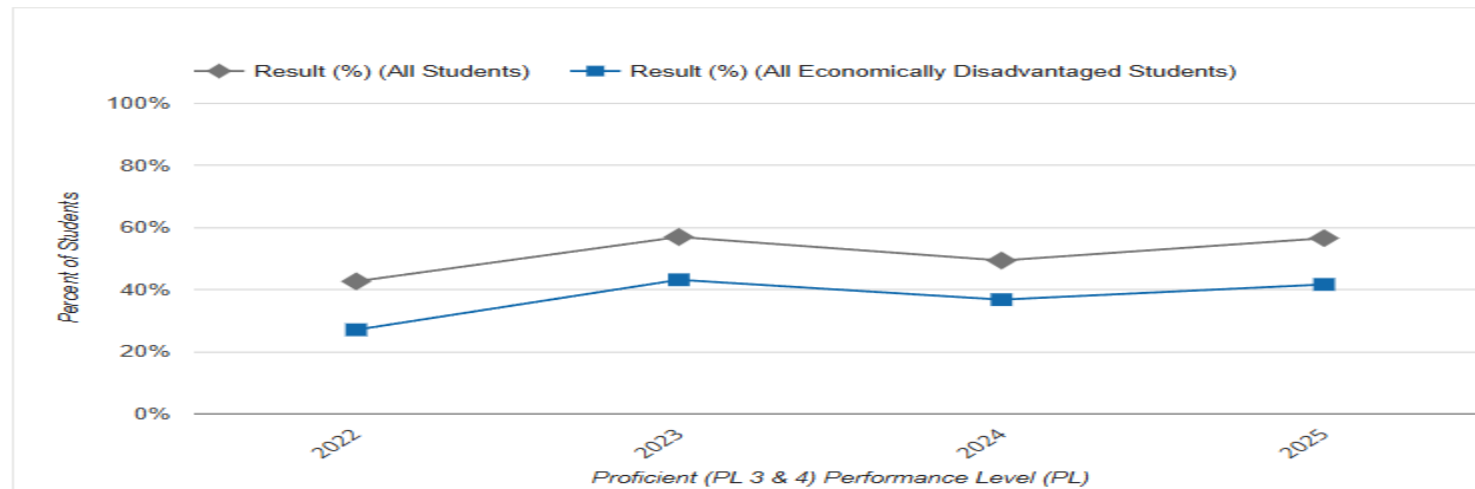
Short Term Goal: to increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

2025 English Language Arts (ELA) Report Card Results (Completers)			
	2023	2024	2025
Percent of completers Proficient	57.7	74.8	74.8
Average Performance Level (out of 4)	2.7	2.8	2.8

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English Language Arts Trend Data (2022 - 2025) ⓘ

Data Last Updated: 8/7/2025



ELA FOCUS AREA 1:	To help economically disadvantaged students meet expectations for passing the MCAP English 10
Focus Area Goal	By the end of the 2025 - 2026 academic year, students who are economically disadvantaged will improve their proficiency rates on the MCAP assessment by a minimum of 5%.
Root Cause(s):	• Students may have early ELA achievement gaps • Students may have a high absenteeism rate • Students may lack adequate background knowledge • Students may have limited access to academic resources outside of school • Students may have greater responsibilities at home • Students may struggle to read and comprehend grade level text
Focus Content Standard(s):	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and

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	information clearly and accurately through the effective selection, organization, and analysis of content RI3 Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Barriers:	• Understanding complex reading passages requires prior knowledge and advanced vocabulary • Understanding different comprehension skills required for various genres requires focus and practice • Basic comprehension of organizational frameworks and structural elements in both informational and literary texts is necessary • Readily accessible practice materials aligned with MCAP is limited
Needed Resources:	• Time for collaboration amongst school ELA staff • Time for collaboration amongst feeder school ELA staff to align methods, subject matter, expectations, and to address specific student concerns. • Smaller class sizes for meaningful groupings and to avoid distractions. • Access to additional MCAP practice tests and related materials (specifically paired passages).
Strategies and/or evidence-based interventions:	• Teachers will utilize UDL, GRR, collaborative groups, small groups, and literacy centers to focus on the needs of special education students. • Teachers will consistently utilize graphic organizers, SOAPSTone, RACES strategies, as well as exemplars. • NewsELA, CommonLit, DBQ, consumable workbooks, Into Literature online textbook resources, including independent reading selections, will be used to help students practice reading and writing skills at their Lexile level. • Vertical team collaboration between building ELA staff and middle school feeder schools to align curricular skill expectations will occur. • Targeted small group instruction with the classroom and special education teacher to practice strategies needed to actively engage and analyze texts. • More explicit instruction regarding content-area vocabulary. • Implementation of strategies learned from the Science of Reading course. • Teachers will provide a balance of individual, small group, and large group instruction and activities.

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How will it be funded?	Central Office has provided half-day substitutes for English Language Arts teachers to collaborate
Steps towards full implementation with timeline:	- Monthly collaborative planning will allow teachers to review benchmark data and determine needs. It will also provide English Language Arts teachers time to collaborate and develop strategies for their students. - Bi-monthly afterschool collaboration time to allow teachers to share strategies and resources. - Communication and collaboration with literacy coach, classroom teachers, and special education teachers will occur as needed. - Use of graphic organizers, Soapstone, RACES strategies, and skill for accessing and engaging with texts. - During Supervisor Professional Development and Team Planning Times, ELA will evaluate data, explore evidence-based strategies, and develop plans to optimize classroom instruction. - Teachers will follow county curriculum pacing guide including use of supplemental resources provided by the curriculum. - Continued Professional Development will occur.
Monitoring Procedure:	- Unit and lesson assessments - End-Of-Marking Period grades - County benchmarks - DBQs - MCAP rubrics for writing - Communication with administration, coaches/advisers, fellow teachers, guidance, and special education department

ELA FOCUS AREA 2:	Students receiving special education services are not meeting expectations for passing the MCAP English 10. Nineteen percent of students who have IEPs showed proficiency on the MCAP testing for ELA.
Focus Area Goal	By the end of the 2025 - 2026 academic year, students who receive special education services will improve their proficiency rate on the MCAP by 5% through targeted support and individualized strategies.

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Root Cause(s):	• Students may lack background knowledge needed for success on MCAP English 10 • Students may struggle with the complexity of the text and vocabulary used on the MCAP • Students may not have strong foundational skills needed to read and write successfully. • Students often experience difficulty reading grade level texts
Focus Content Standard(s):	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W2 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 RI3 Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them..
Barriers:	• The reading level of the test is above the independent reading level for students with ELA services • Reading passages on state assessments can be viewed as long and complex • Understanding complex reading passages and questions requires prior knowledge and advanced vocabulary • Knowledge of basic comprehension of organizational frameworks and structural elements in both informational and literary texts is needed • Different comprehension skill sets required for various genres • There is a lack of readily accessible practice materials aligned with MCAP
Needed Resources:	• Time for collaboration among school ELA staff as well as with Special Education staff is needed to practice reading strategies and skills that will help students on all assessments • Time for collaboration amongst feeder school ELA staff to align methods, subject matter, and expectations • Smaller class sizes for meaningful groupings and to avoid distractions. • Access to additional MCAP practice tests and related materials (specifically paired passages)
Strategies and/or evidence-based interventions:	• Teachers will utilize UDL, GRR, collaborative groups, small groups, and literacy centers to focus on the needs of special education students • Teachers will consistently utilize graphic organizers, SOAPSTone, RACES strategies, as well as exemplars • NewsELA, CommonLit, DBQ, consumable workbooks, Into Literature online textbook resources,

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	including independent reading selections, will be used to help students practice reading and writing skills at their Lexile level • Planning and collaboration between classroom teachers and special education teachers to ensure implementation of individual needs occurs • Vertical team collaboration between building ELA staff and middle school feeder schools to align curricular skill expectations • Targeted small group instruction with the classroom and special education teacher to practice strategies needed to actively engage and analyze texts • More explicit instruction regarding content-area vocabulary • Implementation of strategies learned from the Science of Reading course. • Teachers will provide a balance of individual, small group, and large group instruction and activities.
How will it be funded?	• Central Office has provided half-day substitutes for English Language Arts teachers to collaborate • Classroom and Special Education Teacher Collaborative Planning is funded through Special Education
Steps towards full implementation with timeline:	• Monthly collaborative planning will allow teachers to review benchmark data and determine needs. It will also provide English Language Arts teachers time to collaborate and develop strategies for their students • Bi-monthly afterschool collaboration time to allow teachers to share strategies and resources • Communication and collaboration with literacy coach, classroom teachers, and special education teachers to occur as needed • Teachers will constantly review the use of graphic organizers, Soapstone, RACES strategies, and skill for accessing and engaging with texts. • During Supervisor Professional Development and Team Planning Times, ELA will evaluate data, explore evidence-based strategies, and develop plans to optimize classroom instruction. • Teachers will follow county curriculum pacing guide including use of supplemental resources provided by the curriculum. • Continued Professional Development will occur.
Monitoring Procedure:	• Unit and lesson assessments • End-Of-Marking Period grades • County benchmarks

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	• DBQs • MCAP rubrics for writing • Communication with administration, coaches/advisers, fellow teachers, guidance, and special education department
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B. MATHEMATICS

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

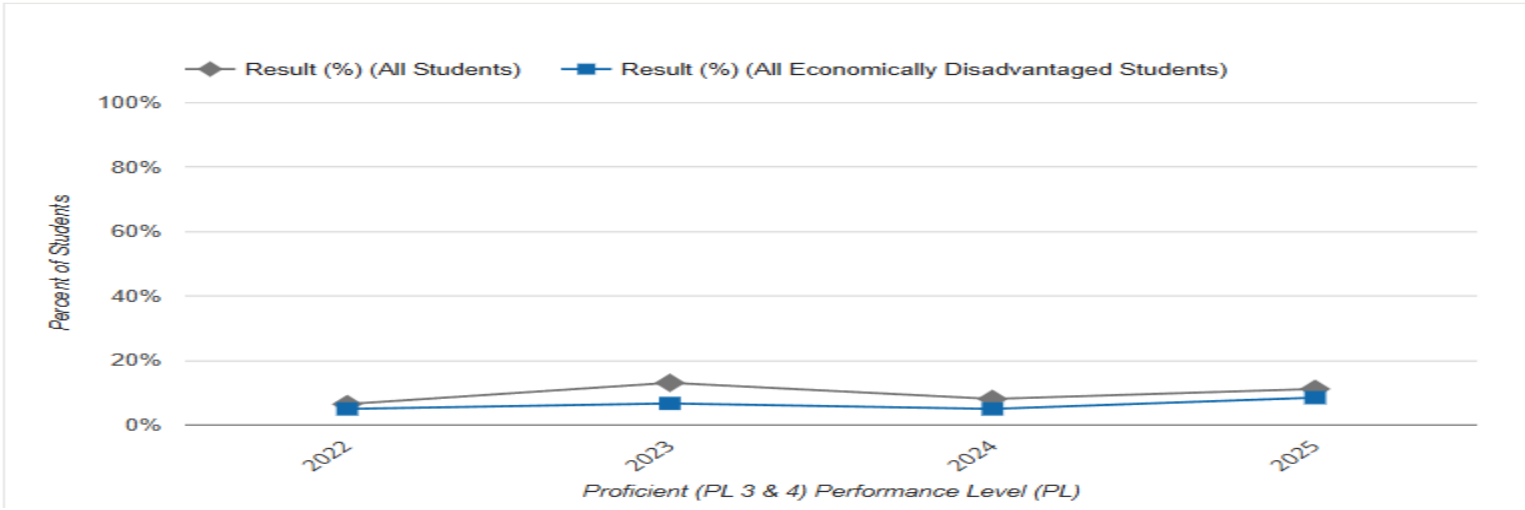
Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

2025 Math Report Card Results (Completers)			
	2023	2024	2025
Percent of completers Proficient	33.3	33.3	23.7
Average Performance Levels of Math for completers	2.1	2.2	2.04

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Mathematics Trend Data (2022 - 2025)

Data Last Updated: 8/7/2025



MATH FOCUS AREA 1:	Students receiving special education services are not meeting expectations on the MCAP Algebra 1 Assessment
Focus Area Goal	Increase the outcomes of students with special needs by decreasing the percentage performing at Level 1 by 10% on the Algebra 1 MCAP Test during the 2025-2026 school year.
Root Cause(s):	Students may lack the foundation needed to solve math problems successfully, especially due to complexity of text and vocabulary used on questions

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	- Students are coming to High School Mathematics classes without the prerequisite skills that enable them to solve problems successfully - Students often struggle to retain processes and procedures to effectively use technology such as graphing calculators(TI-84 and Desmos) on a daily basis
Focus Content Standard(s):	- A.REI.A Understand solving equations as a process of reasoning and explain the reasoning - F.LE.A Construct and compare linear, quadratic, and exponential models and solve problems - SMP (Standards of Mathematical Practice) #1: Make sense of problems and persevere in solving them - MCAP high frequency standards(Standards that are accessed on 50% or more of students tests)
Barriers:	- Students may have significant deficits in prior knowledge needed for success in Algebra 1 - Poor attendance rates - A lack of high school intervention programs for Mathematics - Limited school-day and after school tutoring opportunities - Limited opportunities for planning and collaboration between special education and general education teachers
Needed Resources:	- Specially designed instruction at appropriate times - More small group instruction focusing on students' needs - Content and vocabulary break-downs stated clearly in daily objectives and language purposes (mathematics vocabulary) - Opportunities to co-plan and collaborate between special education and general education teachers
Strategies and/or evidence-based interventions:	As a department, we must take time to show students how math concepts apply in real-world

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	situations • Small Group/Differentiated Instruction • Consistent and focused review of academic vocabulary through daily language goals and spiral reviews • Students are given weekly topic goals on ALEKS that address both current and prior skills • Make regular use of Miners Math Methods to aid student when solving modeling and reasoning tasks • Teachers will utilize UDL, GRR, collaborative groups, and small groups to focus on students' needs
How will it be funded?	• Use ACPS funded resources currently available
Steps towards full implementation with timeline:	• Students are given regular practice at modeling and reasoning tasks to utilize Miners Math Methods. • Discussion at Monthly Department meetings where current progress for students is monitored • Progress of students is discussed and updated between Special Education and General Education Instructors • Algebra 1 and special education Instructors will use after school collaborative planning time to analyze data from assessments and discuss instructional strategies
Monitoring Procedure:	• Analysis of Results on the following: ○ Analysis of NWEA MAP results ○ MCAP Modeling and Reasoning Tasks ○ ALEKS Individualized Progress • Administrative Walk-Throughs - ongoing/year-long • Communication with Special Needs Case Managers - ongoing/year-long
MATH FOCUS AREA 2:	Students who are economically disadvantaged are not meeting expectations on the MCAP Algebra 1 Assessment

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Focus Area Goal	Increase the outcomes of students who are economically disadvantaged by decreasing the percentage performing at Level 1 by 10% on the Algebra 1 MCAP Test during the 2025-2026 school year.
Root Cause(s):	• Students may have early math achievement gaps • Students may have a high absenteeism rate (possibly due to increased responsibilities at home, and/or lack of transportation) • Students may lack adequate background knowledge • Students may have limited access to academic resources outside of school • Students lack the foundation needed to solve math problems successfully, especially due to complexity of text and vocabulary used on questions. • Students are coming to High School Mathematics classes without the prerequisite skills that enable them to solve problems successfully. • Insufficient Fact Fluency
Focus Content Standard(s):	The focus standards for this goal will be the high frequency Algebra 1 standards assessed by MCAP. This LINK will take you to a list of those standards.. These standards have been assessed by 50% or more of test takers. • SMP #1 (Make sense of problems and persevere in solving them) • SMP #7(Look for and make use of Structure) • A.REI.A Understand solving equations as a process of reasoning and explain the reasoning • F.LE.A Construct and compare linear, quadratic, and exponential models and solve problems • F.BF.A Build a function that models a relationship between two quantities
Barriers:	• Students have significant deficits in prior knowledge needed for success in Algebra 1 • Lack of high school intervention programs for Mathematics • As more challenging problems are presented, students have difficulty comprehending why they need to learn the concepts • As students become frustrated, they become less motivated and do not put forth their best efforts

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	• Word problems can be confusing because they often contain extra words, numbers and descriptions that detract from key information • Many students struggle with word problems because they have an idea of why they need to perform certain steps to get an answer, but they lack a true understanding of the concepts necessary for solving them in all forms • Students with a high absenteeism rate which leads to the lack of opportunities to learn and practice mathematical skills
Needed Resources:	• High School math intervention • Content and vocabulary break-downs • Common planning time for Algebra I Teachers
Strategies and/or evidence-based interventions:	• As a department, we must take time to show students how math concepts apply in real-world situations • Small Group Instruction/Differentiated instruction • Students are given Weekly topic goals on ALEKS that address both current and prior skills • Demonstrate for students how math concepts apply to real-world situations • Consistent and focused review of academic vocabulary through daily language goals, spiral reviews, and discourse between peers • Make regular use of Miners Math Methods to aid special needs students to solve modeling and reasoning tasks • Teachers will utilize UDL, GRR, collaborative groups, and small groups to focus on the needs of special education students
How will it be funded?	ACPS funds
Steps towards full implementation with timeline:	• Monthly department meetings as designated in SIP Management Plan • Students are given regular practice at modeling and reasoning tasks to utilize Miners Math Methods. Student responses are evaluated by the department to gauge whether students are

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	solving these types of problems using the Miner Math Method. • Discussion at Monthly Department meetings where the current progress for Algebra 1 students based on daily instruction, assessments and MCAP practice prompts.
Monitoring Procedure:	• Benchmarks • NWEA MAP • ALEKS Progress Mastery • Evaluation of students monitoring and reasoning tasks • Administrative Walk-Throughs

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	31.0	36.2	32.9
ACPS Percent Proficient	31.0	29.9	36.2
All Maryland Schools Percent Proficient	34.0	38.0	44.2

FOCUS AREA 1:	Students receiving Special Education Services
Focus Area Goal	To decrease the achievement gap between students with special education services and students without these services by 10% on the MISA test.
Root Cause(s):	• Students with special education services are having difficulty reading the test items and knowing how to answer them.

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Focus Content Standard(s):	All HS-LS standards
Barriers:	• Students may struggle to read and comprehend complex texts • Students may have difficulty maintaining attention and staying focused throughout the test. • Non-science instructional staff are providing reading accommodations and may struggle with vocabulary and pronunciation • Students do not have experiences in answering the types of questions included on the MISA assessment
Needed Resources:	• Reading intervention classes • In-school and after school tutoring • Co-planning and collaboration with inclusion teachers
Strategies and/or evidence-based interventions:	• Use more real-world examples that show the importance of learning life science concepts • More test preparation and more exposure to MISA-like questions • Inquiry based lessons to develop students' inquiry and research skills • Use a variety of assessment methods including, student led labs and discussions, interactive notebooks, teacher modeling, demonstrations, and personal interest research projects • Utilize multiple means of representation when presenting content to students. (Lectures, notes, videos, listening activities, and hands on inquiry) • Teachers should utilize the availability of during and after school tutors, by referring students for additional assistance • Science teachers will provide reading accommodations on the MISA test
How will it be funded?	• ACPS coplanning for teachers • ACPS funding for tutoring program
Steps towards full implementation with timeline:	• MISA test preparations throughout the year • MISA practice in weeks leading up to test date • Refer students to tutoring programs throughout the year as needed • Science teachers provide reading accommodations during test administration
Monitoring Procedure:	• Using MISA scores, monitor proficiency rates for all students including students receiving special education services • Student performance on MISA prep questions

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	• Administrative walk-throughs • Lesson reflections and modifications
FOCUS AREA :2	Students who are economically disadvantaged
Focus Area Goal	The goal for the academic school year is to increase the proficiency of students who are economically disadvantaged by 5% on the high school MISA biology test.
Root Cause(s):	"Socio-economically disadvantaged students across OECD countries are almost three times more likely than advantaged students not to attain the baseline level of proficiency in science," PISA reported in a 2018 paper. Los Angeles Times. (2019, December 27) <i>Why do U.S. schoolchildren underperform academically compared with students in other countries?</i> Los Angeles Times. https://www.latimes.com/opinion/story/2019-12-27/why-do-u-s-schoolchildren-underperform-academically-compared-to-students-in-other-countries For the 2024-2025 school year, Mountain Ridge's economically disadvantaged students had a proficiency rating of 25%.
Focus Content Standard(s):	• All HS-LS standards
Barriers:	• Students having difficulty seeing the value of science in their everyday lives • Students need to be better prepared with reading for information skills • Economically Disadvantaged students typically have a lower attendance rate
Needed Resources:	• Co-planning between science teachers • In school and after school tutoring programs
Strategies and/or evidence-based interventions:	• Use more real-world examples that show the importance of learning life science concepts. . • More test prep and more exposure to MISA questions • Inquiry based lessons to develop students inquiry skills. • Use a variety of assessment methods including, student lead labs and discussions, interactive notebooks, teacher modeling, demonstrations, and personal interest research projects. • Teachers should increase the use of tutors during and after school by referring students when they are struggling in class.

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How will it be funded?	• ACPS Professional Development funds • ACPS funding for tutoring program
Steps towards full implementation with timeline:	• MISA test prep • MISA exposure before test date • Refer students to tutoring programs throughout the year as needed.
Monitoring Procedure:	• Using MISA scores, monitor proficiency rates for all students including students who are economically disadvantaged • Student performance on MISA prep questions • Administrative walk-throughs • Lesson reflections and modifications

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	7.0	42.5	47.4
ACPS Percent Proficient	20.0	41.1	46.2
All Maryland Schools Percent Proficient	42.0	42.0	44.5

FOCUS AREA 1:	Students who are economically disadvantaged
Focus Area Goal	Increase the outcomes of students who are economically disadvantaged by decreasing the percentage performing at Level 1 by 10% on the Government MCAP Test during the 2025-2026 school year.

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Root Cause(s):	• Limited access to tutoring, technology, and educational materials at home • Economic hardships which may affect stability and parental involvement • Higher absenteeism and stress related to family circumstances • Lack of school-based targeted supports to fill these gaps
Focus Content Standard(s):	Standard 6.0: Skills and Processes Students will inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action 1. Developing Questions & Planning Inquiries – constructing compelling and supporting questions, planning inquiries, and determining helpful sources. 3. Evaluating Sources & Using Evidence – evaluating sources, identifying credible, relevant information contained in sources, using evidence to support and develop claims.
Barriers:	• Students may have significant deficits in prior knowledge needed for success in Government. • Students may have low attendance rates • Lack of High School Intervention Program for Government. • Lack of school-day and after school tutoring opportunities. • Lack of exposure to MCAP-like questions and prompts (EBAS) • Lack of opportunities to plan between special education and general education teachers
Needed Resources:	• Collaborative department planning time • Collaborative planning time between general education and special education teachers
Strategies and/or evidence-based interventions:	• Strengthen Tier 1 core instruction by teachers through the use of RACE strategy • Increase availability of technology and internet access for FARMS students • Help build awareness of available resources to help families • Implement strategies to reduce absenteeism and improve student engagement

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	• Offer counseling and stress management resources • Use of MSDE released practice test items from previous MCAP exams and the website (itempura.org)
How will it be funded?	ACPS funds
Steps towards full implementation with timeline:	Professional development- Throughout the school year Co-Planning- Wednesday sessions after school, and half day sessions with supervisor Student related- Unit Tests/ Knowledge Checks Throughout the school year
Monitoring Procedure:	• Quarterly Projects • Knowledge Checks • 2026 MCAP Data • Students' performances and grades

FOCUS AREA 2:	Students with Disabilities
Focus Area Goal	Increase the outcomes of students with special needs by decreasing the percentage performing at Level 1 by 10% on the Government MCAP Test during the 2025-2026 school year.
Root Cause(s):	• Students' performances on a single assessment does not reflect consistent progress with year-long academic standards • Supports in place may not effectively bridge the gap between their individualized needs and the standardized testing expectations • Scheduling limitations that can prevent consistent implementation of inclusive instructional frameworks and adaptive assessment practices. • Students may not have the background knowledge or content specific vocabulary skills to be successful on the MCAP exam. • Students may have a high absentee rate
Focus Content Standard(s):	Standard 6.0: Skills and Processes Students will inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically

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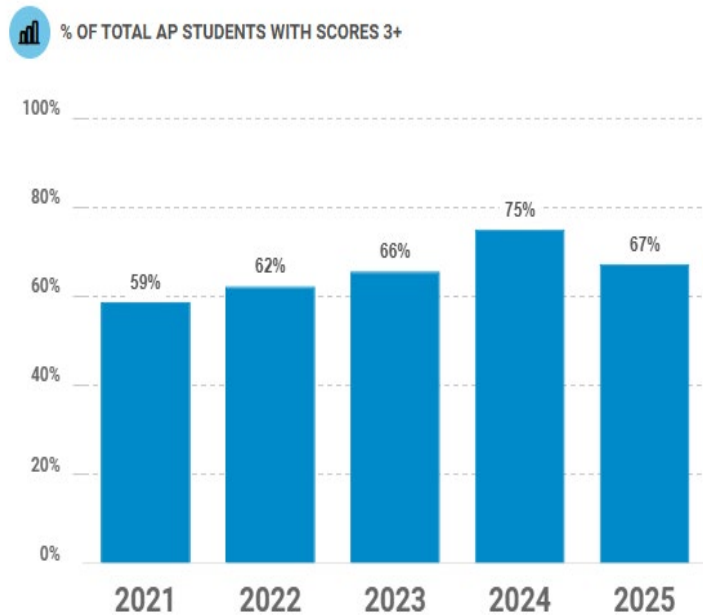
	evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action 1. Developing Questions & Planning Inquiries – constructing compelling and supporting questions, planning inquiries, and determining helpful sources. 3. Evaluating Sources & Using Evidence – evaluating sources, identifying credible, relevant information contained in sources, using evidence to support and develop claims.
Barriers:	• The reading level of the test is above the independent reading level for students • Reading passages on state assessments are long and complex for some students • Understanding complex reading passages requires prior knowledge and advanced vocabulary • A lack of attendance negatively affects students' opportunities to learn and practice government skills
Needed Resources:	• Specially designed instruction at appropriate times • More small group instruction focusing on students' needs • Content ideas and vocabulary meanings are stated clearly in daily objectives and language purposes (government vocabulary). • Opportunity to co-plan between special education and general education teachers • In-school and after school tutoring opportunities
Strategies and/or evidence-based interventions:	• UDL • GRR • RACE, SOAPSTONE • Read 180, System 44, Orton-Gillingham • System 44 • DBQ Online (Modified Lexile Levels) building independent readers • Newsela with modifications

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How will it be funded?	ACPS funds
Steps towards full implementation with timeline:	• Specialized instruction with case managers- year long • After School Department co-planning - bi-weekly • Collaborative Planning with Content Supervisor and Administration - monthly • Professional development throughout the school year, • Adhering to the student's IEP - year long
Monitoring Procedure:	• Quarterly Projects • Knowledge Checks • 2026 MCAP Data • Students' performances and grades

E Advanced Placement Data

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 SCHOOL SUMMARY

	2021	2022	2023	2024	2025
Total AP Students	75	82	90	76	119
Number of Exams	128	132	141	120	227
AP Students with Scores 3+	44	51	59	57	80
% of Total AP Students with Scores 3+	58.67	62.20	65.56	75.00	67.23

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

The School Counselors will review with all students in classroom scheduling presentations the AP courses that are in the 2026-2027 Program of Study. During individual student conferences, School Counselors will encourage students to take AP courses when appropriate.

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

The AP courses offered will be reviewed with all students and a classroom presentation by the guidance staff. The counselors meet with all academic levels (including inclusion classes) to encourage AP enrollment. All students will receive the ACPS Maryland AP Options flyer.

VIII. MD School Survey Results and Plan

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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
School's Educator Score	5.0	5.5
ACPS All EducatorScore	7.20	8.20

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Staff Engagement Action Plan:	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Instructional Support, Instructional Feedback Avg. Score 4.28
Topic Description:	The quality of instructional feedback topic for instructional staff describes the degree to which they receive useful, actionable, adequate feedback from school leadership to improve their teaching.
Strategies:: What steps will be taken in order to obtain the desired outcome..	Staff members who are due for an observation will be provided with more comments on their observation forms about what administration saw in their classrooms. Administration will also conduct more in depth post-observation conferences with staff members who are identified in the evaluation cycle. These conferences will be held before the staff members supervisor comes for the formal evaluation conference. Pre- and Post conferences for SLO's will be held to discuss staff's SLO attainment levels. Administration will continue with "walk-throughs" observations, and make staff aware when documentation is added to the Teacher Principal Evaluation website. Staff members always have the opportunity to engage with administration when needed.
Initiative leader and team: Who is responsible and involved in the work?	Administration & 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)?	Teacher Principal Evaluation Website Observation, Evaluation, SLO, and Walkthrough Documentation
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	2025 - 2026 Staff Engagement Survey

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Timeline: Include dates for implementation of action steps.	2025 - 2026 School Year
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Safety, Substance Abuse, Avg. Score 3.65
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..	Prior to the start of each school year, staff are informed of the procedures, consequences, and support in place to help students who have been caught with or have substance abuse issues. This includes students' access to the school's mental health specialists. If students do get caught with or have substance abuse issues, administration makes sure to explain this same information to parents. Staff and parents will also be made aware of the referral process to the health department specifically for substance abuse issues. Professional development time will be used to explain substance abuse issues to staff and to give staff the refresher on opiates and administering Narcan. Staff will be made aware of the installation of vape detectors in restroom areas and the new electronic bathroom pass system, Securly.
Initiative leader and team: Who is responsible and involved in the work?	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)?	Nursing staff, mental health professionals, school resources officers, and school security employees will be utilized to help plan and conduct the professional development. No other resources are needed.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	2025 - 2026 Staff Engagement Survey
Timeline: Include dates for implementation of action steps.	2025 - 2026 School Year

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2025 Student Survey Results		
	2024	2025
School's Student Score	3.12	3.49
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, Avg. Score 1.0
Topic Description:	The substance abuse 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).	When students receive a referral for vaping, a student is provided a worksheet with questions to understand the hidden dangers of vaping. Parents are provided a list of resources for smoking cessation classes they can enroll their children in. Vape detector installation in the restroom areas. Electronic bathroom passes to monitor the number of students out of class, in a restroom, and in other locations at one time. Using the vape detectors and the bathroom pass administration can gauge more closely which students are abusing bathroom privileges.
Initiative leader and team: Who is responsible and involved in the work?	Administration, Classroom Teachers & Staff

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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)?	N/A
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	2025 - 2026 Staff Engagement Survey
Timeline: Include dates for implementation of action steps.	2025 - 2026 School Year
Secondary Area of Need State the Domain, Topic, and Score	Safety, Bullying, Avg. Score 2.41
Topic Description:	The bullying topic describes the degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	At their start of year class meetings, students will be informed on what bullying actually is and is not. Students will be given examples of what to do in a bullying situation, ways to remove yourself from the immediate situation, steps for reporting, what happens when bullying is reported, etc. When bullying is reported students will be given the opportunity to participate in restorative practices in an attempt to rebuild the broken relationship. As a school, kindness to all will be a message that is conveyed to all students throughout the school year. Bulletin boards on kindness will be displayed throughout the school. Kids who are "caught" being kind will be rewarded with positive referrals.
Initiative leader and team: Who is responsible and involved in the work?	Administration, Guidance, Mental Health Specialists

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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)?	N/A
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	2025 - 2026 Staff Engagement Survey
Timeline: Include dates for implementation of action steps.	2025 - 2026 School Year

IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I

PBIS Tier II

PBIS Tier III

Mountain Ridge High School utilizes a PBIS framework of a three tiered system of behavior support.

Tier I supports are embedded into the school day. Students follow the Ridge Rules of Respect (Give It To Get It), Responsibility (You Control Your Success), and Ready To Succeed (Preparation Leads to Achievement). Students will be recognized for displaying excellence in one or more school-wide expectations through Positive Office Referrals. Students receiving Positive Office Referrals are given a copy of the positive referral, a certificate, and a complimentary dessert from the cafeteria. The names of students receiving positive office referrals are read on the morning announcements. Mountain Ridge has started to play monthly class trivia where students and staff work together to answer trivia questions to win prizes. This PBIS activity has proved to boost morale and build relationships between staff and students.

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

Students needing more rigorous support are referred to the Pupil Services Team (PST). Once the student is referred to the team, their academics, conduct, SRSS results, and reason for referral are reviewed. Students are then deemed a Tier II or Tier III student. Weekly PST meetings are held to discuss these students and make decisions as to which of the following Tier II or Tier III strategies might be put in place

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to assist these students. Some of these strategies include students checking in each morning and afternoon with a guidance counselor or a staff member. This allows staff to start the students day off with a positive attitude or give support if the student had had a difficult morning. Students can also be placed in the Project Y.E.S. program that offers daily support for school issues as well as home life situations. If a student continues to struggle with academics, tutoring can be made available to help support the student's academic needs. Behavior Intervention Plans (BIP) or Integrated Support Plans (ISP) may be put into place with students who continuously do not adhere to the rules at Mountain Ridge. These plans are designed to look at the students' disruptive behaviors and provide strategies and support to help them learn various ways to make better choices regarding their behaviors. If a student needs to go beyond the support of school guidance, Mountain Ridge has mental health services that can be provided by a Mental Health Specialist or through the Allegany County Health Department. We also can offer behavioral counseling with the county's Behavioral Specialist.

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.).

X. FAMILY AND COMMUNITY ENGAGEMENT

Parent/Community Involvement Needs

Mountain Ridge High School recognizes that fostering **strong character**, cultivating **lifelong learners**, and developing **academically challenged students** into successful young adults requires strong partnerships with families and the community. To empower parents and community members, MRHS actively encourages participation in programs and activities that support student achievement and promote **collaboration**, **perseverance**, and **excellence**.

Parent and Family Involvement Data & Activities

- **Counseling and Academic Support:**
 - Annual **FAFSA Workshop** each December for students and parents to support **college and career readiness**.
 - **Parent Night – Welcome to High School** in the spring introduces incoming freshmen and families to academic

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expectations, fostering a sense of **global engagement** with the broader school community.

- **Summer Guided Tours** for incoming ninth graders to empower students and families to navigate high school successfully.
- Counselors send **end-of-marking-period letters** to support students who are **academically challenged**, ensuring timely interventions and guidance.

- **Community Partnerships and Student Support:**

- Local churches and organizations sponsor multiple **graduation scholarships** to celebrate excellence and perseverance in students.
- **Project YES**, the **Pupil Services Team**, and local restaurants coordinate holiday meal donations, promoting a culture of **collaboration** and community care.
- The **Miners Pail** program, supported by community donors, provides food and hygiene items to students each week, ensuring equitable access to essential resources.
- The **Safe and Snug** program, administered by DHS, supplies winter coats to students in need.
- Donations from community partners include:
 - **First United Methodist Church of Lonaconing** – sweatshirts
 - **Grace United Methodist of Midland** – gift cards
 - **First English Baptist Church of Frostburg** – food
 - **Local business donors** – holiday meals

- **Parent Volunteers and School Spirit:**

- Parents support school dances, homecoming, fundraising events, and athletic programs, helping students develop **strong character** and **teamwork skills**.

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- Local restaurants (Toasted Goat, LG's Pizzeria, Mario's, Guiseppes) provide meals for sports teams before state playoff games.
- **First responders** from surrounding communities participate in team send-offs, fostering **globally engaged** and community-minded students.
- **Arts and Extracurricular Involvement:**
 - **Band parents** assist with fundraising, concessions, uniforms, and chaperoning competitions, promoting **perseverance** and **excellence** in student musicians.
 - **Drama parents** support ticket sales, concessions, costumes, backstage work, and photography, encouraging students to embrace creative challenges.
 - The **Art Department** designs posters and programs, which parents assemble and display, fostering a shared commitment to excellence.
 - The annual **Thanksgiving Turkey Trot** fundraiser for the track team encourages student **collaboration** and community engagement, supported by local businesses.

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

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activities and processes. Please include a timeline for implementation.

I. Shared Decision-Making Opportunities

- Provide parents with **opportunities to empower school decision-making**, participate in advisory committees, and give feedback through surveys.

II. Building Understanding, Communication, and Support Between Home and School

- Guidance counselors maintain regular communication with parents/guardians to ensure students meet **CCR (College and Career Readiness)** graduation requirements.
- **Mentor teachers** follow up with students identified as **academically challenged**, promoting growth, perseverance, and strong character.
- School communication platforms—including the **MRHS website, Facebook page, newsletter, and Guidance Schoology page**—highlight positive achievements, upcoming events, and ways families can engage in the learning process.

III. Evaluation of Family Engagement Activities

- The effectiveness of parent/family engagement will be evaluated **quarterly**, using participation data, surveys, and attendance metrics to ensure ongoing improvement.

IV. Promoting a Positive Environment of High Expectations

- Special Education case managers send **quarterly progress notes** on IEP goals, academics, behavior, and attendance to strengthen parent understanding and support of student growth.
- Consistent recognition of student achievement fosters a school culture grounded in **excellence, perseverance, and collaboration**.

Timeline for Implementation:

All strategies will be implemented and evaluated **quarterly throughout the 2025–2026 school year**, with a focus on empowering

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parents, engaging the community, and promoting students as **lifelong learners with strong character** ready to succeed in a globally connected world.

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:	How Trauma Impacts Students in the Educational Setting
Professional Learning Title	Trauma Informed Teaching
Date(s), Time, and Location	February 2026
Intended Audience	All Staff
Method of Funding	N/A
Changes to occur as a result of Professional Learning	From this professional learning experience, teachers will be taught how to build positive relationships with their students. They will be given tools to make positive and productive connections with students and learn how to deescalate student-teacher situations rather than react to the situation. Teachers will be instructed on how to be proactive in their approaches to situations, and learn 'help now' activities such as; walk, count, and listen.

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Knowledge and skills the participant will attain	Staff will be learning about how trauma is expressed by students in the school setting. They will be made aware as to how a student's personal trauma can lead to decreasing academic success, and how it can impact mental health. They will also learn why the connection between trauma and behavior is important for school staff to recognize and understand. If we can change the understanding of student behavior, educators can amend their beliefs and assumptions about their students. They will then better understand that behaviors seen in the classroom can be environmental behaviors learned at home and used to survive. Kids are wired for fear and survival, and are always going to go into defense mode. School staff need to be aware of this and aware of what to do in these situations.
Method to measure implementation of knowledge and skills in the classroom	Disrespect Referral data decreasing Maryland School Student Survey rating for staff and students relationships increasing Frequency of restorative circles/ /mediation

Professional Learning 2:	
Professional Learning Title	Tier 1 Show and Tell
Date(s), Time, and Location	On-Going throughout the 2025 - 2026 school year
Intended Audience	All Staff
Method of Funding	N/A
Changes to occur as a result of Professional Learning	All staff were provided county wide professional development on strengthening Tier 1 instruction during the 2024-2025 school year as well as at the start of the 2025-2026 school year. As a way to actually see how staff implements this professional development in their classrooms they were all tasked with sharing one lesson with their other content teachers that demonstrates good Tier 1 instructional practices. From there staff were/will be able to learn or expand on good pedagogical

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	practices from each other. There can be dialogue about what has worked or hasn't worked in teacher's lessons/classrooms.
Best Practices	The knowledge or skills that staff will learn from this professional development will be the best practices of Tier 1 instruction.
Method to measure implementation of knowledge and skills in the classroom	Walkthrough Data

Professional Learning 3:	
Professional Learning Title	Refresher on High School Programs of Study
Date(s), Time, and Location	October 2025, Mountain Ridge High School
Intended Audience	All Staff
Method of Funding	NA
Changes to occur as a result of Professional Learning	Staff often ask why they need to strengthen Tier 1 instruction. They can be of the fixed mindset that what has always worked will still work, or do not see the value in changing up their instructional practices. Staff will be made aware of how the grades students receive in their classes can affect the rest of their high school experience. By updating all staff on the requirements for students to participate in the various programs at Mountain Ridge, we are reinforcing the need for the strengthening of Tier 1 instruction.

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Knowledge and skills the participant will attain	Staff will gain insight into all the different programs that are offered to High School students. They will be reminded of the programs of study that students need to graduate, what students are required to complete before applying to CCTE, and introducing all programs that are designed to further the education of our students. During this time they will also be going over the specifics about credit recovery both after-school and the new in-school quarterly credit recovery.
Method to measure implementation of knowledge and skills in the classroom	Measuring the progress or importance of this professional development will be the number of students who pass classes, the number of students in afterschool and in-school credit recovery, the number of students who will enroll in these programs during the 2026 - 2027 school year, and summer school enrollment.

XII. MANAGEMENT PLAN

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

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

The draft document will be reviewed by the members of the School Improvement Team as they collaborate towards its completion. The completed document will be reviewed with the faculty and staff during department meetings after it is submitted and approved by the Central Office. The projected time frame for sharing the document with staff will be January.

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

The full document will be available on the Mountain Ridge High School website, so parents, students and community members may access it at their leisure. Once the plan has final approval from the central office, it will be made available.

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

Classroom and content area teachers will be responsible for collecting benchmark and mid-year testing data. Departments will meet to discuss and analyze the data during monthly co-planning sessions. Instructional leaders will submit data to the administration and SIT chairperson. Such data will be used to evaluate the progress of the identified target groups and to revise and update the School Improvement Plan as necessary.

5. How will the administration monitor the plan?

With the submission of analyzed data by the instructional leaders, administration will evaluate the progress of the plan by looking for progress or regression in the targeted areas. Administration will also continue with regular classroom observations, both informal (walk-throughs) and formal, to monitor the implementation of the School Improvement Plan. Regular SIP meetings will be held to analyze the available data and dialogue about determining if the SIP is being successful.