



School Improvement Plan 2019-2020

Northern Garrett High School

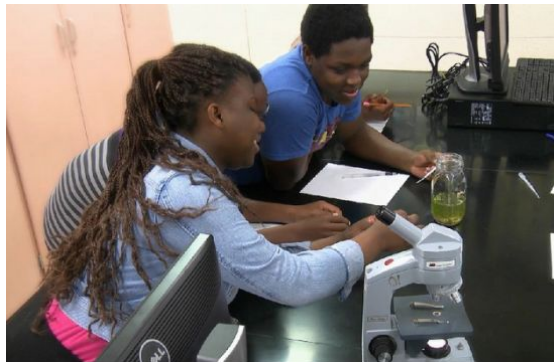


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Overview

All Garrett County Schools are required to complete a needs assessment, root cause analysis, intervention plan, budget, and attestation. The needs assessment, root cause analysis, intervention plan and budget must be developed collaboratively with stakeholders and approved by the school and district.

The purpose of the needs assessment and intervention plan is to:

(1) identify and reflect on strengths and challenges in order to identify prioritized needs based on data analysis and root cause analysis findings; and (2) develop SMART intervention goals as the driver for an intervention plan that contains evidence-based strategies to address prioritized needs.

The needs assessment and intervention plan are designed to be completed by a team and informed by data. The steps in the school improvement process, as outlined above, must be completed in partnership with stakeholders, including, but not limited to: the principal, other school leaders, teachers, representatives of teacher bargaining unit, community members, Local Education Agency (LEA) content specialists, parents.

Questions about the needs assessment, root cause analysis, intervention plan, and budget development process for School Improvement may be directed to:

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Background

Maryland's Consolidated State Plan under the Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. It replaces No Child Left Behind (2002) and revises the Elementary and Secondary Education Act of 1965 (ESEA). Each state was charged with writing a Consolidated State Plan for ESSA implementation.

Maryland's ESSA Consolidated Plan identifies long-term goals for academic achievement, graduation rate, and English language proficiency. Maryland's ESSA Consolidated Plan can be found here:

<http://www.marylandpublicschools.org/about/Documents/ESSA/ESSAMDSUBMISSIONConsolidatedStatePlan011018.pdf>

Identification of Comprehensive Support and Improvement (CSI) Schools

Under the Every Student Succeeds Act (ESSA), Maryland is required to identify schools for Comprehensive Support and Improvement (CSI). The State must use the state-level accountability system developed under ESSA to identify CSI schools. CSI schools will be identified using all indicators in the State's accountability system, including academic achievement, academic progress, English language proficiency, and school quality/student success.

There are four categories of CSI schools identified in Maryland's Consolidated Plan. They are:

- **Lowest performing CSI schools: the lowest achieving five percent of Title I schools in the State based on the "all students" group.**
- **Low graduation rate CSI schools:** all public high schools in the State failing to graduate one third or more of their students (i.e. less than 67% of students are graduating) based on the four-year adjusted cohort graduation rate.
- **School Improvement Grant (SIG IV) Schools:** Existing SIG IV schools will be included in the Maryland 2018-2019 CSI School list. The five Maryland SIG IV schools began implementation of a five-year SIG grant in 2016-2017. They will continue to utilize the Maryland Turnaround principles model, per the original grant application.
- **Chronically low-performing:** Any Title I school identified for targeted support and improvement for a low-performing or consistently underperforming student group that did not improve over three years. These schools will be identified for the first time in the 2021-2022 school year.

CSI schools will be identified for the 2018-2019 school year and will be identified at least once every three years. Schools will be required to update their Needs Assessment and Intervention Plan on an annual basis.

Support for Comprehensive Support and Improvement (CSI) Schools

The MSDE will reserve seven percent of its annual Title I, Part A allocation for use in the 2018-2019 school year to support its CSI schools. For the 2018-2019 school year, these funds will be allocated by formula to LEAs with identified CSI schools for the implementation of their intervention plans based on a Per Pupil Allocation (PPA). Year 1 will focus on intervention planning/pre-implementation activities, implementation activities, and robust parent and family engagement.

Maryland is committed to the continuous improvement of the state's CSI schools. The MSDE will support LEAs and schools in identifying and prioritizing school needs through a needs assessment, including the third party root cause analysis; developing an intervention plan with evidence-based strategies; and implementing and monitoring intervention plans. The MSDE will participate in LEA Central Support Team and Turnaround Executive Support Team meetings and conduct learning walks to view evidence-based strategies in action. The MSDE will also leverage cross-divisional support to aid in the implementation of approved school intervention plans.

Needs Assessment

Research says that a needs assessment is a systemic process that is used to:

- Determine strengths and weaknesses of a school and/or LEA,
- Understand the context and constraints of the school and/or LEA,
- Perform a root-cause analysis, and
- Develop an improvement plan outlining changes considered most likely to bolster or build on strengths and remediate weaknesses.

A needs assessment should be part of an ongoing performance management cycle that includes both longer-range performance goals and shorter-cycle implementation targets. A needs assessment is not an isolated tool or practice, but should be part of a continuous improvement process. ([Reference](#))



School Profile			
School Name	Northern Garrett High School		
School Address	86 Pride Parkway, Accident, MD 21520		
Local Education Agency (LEA)	Garrett County		
Grades Served	Grades 9 - 12		
Principal's Name	Mr. James Maddy		
Principal's Email Address	jim.maddy@garrettcountyschools.org		
School Phone Number	301-746-8668		
Principal Supervisor's Name	Mr. Paul Edwards		
Principal Supervisor's Email	paul.edwards@garrettcountyschools.org		
<p>Needs Assessment and Intervention Plan Planning Team: The needs assessment and intervention plan are designed to be completed by a team, in partnership with stakeholders, and must align with school and LEA priorities and goals. In the space below, identify team members who contributed to completing the needs assessment and intervention plan. Mandatory stakeholder participants are listed in the position column. Add other participants based on individual school team composition, which should be driven by school context/need (i.e. school's with a high special education population should have a special education representative on the team).</p>			
Name of Team Member	Position	Years at this School for School Based Staff <i>or</i> Organization/ Affiliation for non-School Based Staff	Email
Mr. James Maddy	Principal	7	jim.maddy@garrettcountyschools.org

Ms. Y. Michelle Harman	Assistant Principal	24	yolanda.harman@garrettcountryschool.org
Mrs. Kaitlin Shirko	Guidance Counselor	5	kaitlin.shirko@garrettcountryschools.org
Mrs. Deann Kennell	School Nurse/Parent Member	1	deann.kennell@garrettcountryschools.org
Mrs. Carrie Glass	Science	6	carrie.glass@garrettcountryschools.org
Mrs. Elizabeth Deem	Mathematics	42	betsy.deem@garrettcountryschools.org
Mrs. April Fleming	English	20	april.fleming@garrettcountryschools.org
Ms. Melody Logan	Social Studies	14	melody.logan@garrettcountryschools.org
Mr. Robert Moranduzzo	CTE	23	robert.moranduzzo@garrettcountryschools.org
Ms. Samantha Roller	Humanities/Media Center	6	samantha.roller@garrettcountryschools.org
Mr. Philip Carr	PE/JROTC/Athletic Director	30	philip.carr@garrettcountryschools.org
Mr. Timothy Yoder	Special Education	10	timothy.yoder@garrettcountryschools.org
Mrs. Cindy Garlitz	Teacher Bargaining Unit Rep	15	cindy.garliz@garrettcountryschools.org
Mrs. Kerrie Margroff	Community/Business	NA	kerrie.margroff@garrettcountryschools.org
Mr. Ryan Wolf	LEA Content Support - Math/Science	4	ryan.wolf@garrettcountryschools.org
Mrs. Stephanie Wesolowski	LEA Content Support - ELA/SS	3	stephanie.wesolowski@garrettcountryschools.org
Jared Bittinger	Student - Senior	4	
Raegan Yutzy	Student - Junior	3	
Sophia Maust	Student - Sophomore	2	
Leah McKenzie	Student - Freshman	1	

<p>State Long Term Goals: Maryland’s Every Student Succeed Act (ESSA) Consolidated Plan identifies long-term goals for academic achievement, graduation rate, and English language proficiency. Listed below are long-term goals and the page numbers in ESSA where the goals are located. Maryland's ESSA Consolidated Plan can be found here: http://www.marylandpublicschools.org/about/Documents/ESSA/ESSAMDSUBMISSIONConsolidatedStatePlan011018.pdf</p>	
<p>Academic Achievement</p>	<p>Reduce the number of non-proficient students by half by the year 2030 as measured by PARCC assessments. PARCC assessments have five performance levels. Maryland is proposing a proficiency level of four or five for the English Language Arts (ELA) and mathematics assessments; or a performance level of three or four on the Alternate Assessments. Accomplishing this goal will mean that the number of students across the state demonstrating grade-level proficiency in ELA and mathematics will nearly double.</p>
<p>Graduation Rate</p>	<p>In 2011, Maryland established a goal to reduce the percentage of non-graduating students by half by 2030. Maryland is currently in a re-setting process. Data from 2019-2020 will be used as a baseline to determine the appropriateness of using a similar methodology as in 2011 of reducing the non-graduating students by half or to set a State goal for all students and student groups.</p>
<p>English Language Proficiency</p>	<p>All Maryland English Learners to attain the State English language proficiency (ELP) level within a maximum of six years as measured by ACCESS 2.0. ACCESS 2.0 is an English language proficiency assessment administered to students who have been identified as English language learners. Proficiency attainment is an overall score of 5.0 or higher.</p>
<p>Local Educational Agency's Vision, Mission, and Goals: School improvement must align with the vision, mission, and goals for the local educational agency. In the space below, record the local educational agency's vision, mission, and goals for the 2019-2020 school year.</p>	
<p>Vision</p>	<p>The Garrett County Public School System maintains an environment in which staff, students, parents, and the community work collectively for a brighter tomorrow. The schools create an environment where students are nurtured to become productive, enthusiastic, and successful members of society. Students will be active and engaged learners who enjoy school. They will meet the challenges of robust curricula in a climate that is open, fair, honest, and respectful to all people. Schools as learning communities will offer opportunities for students to achieve excellence in their academics and compassion in their interactions and relationships with others.</p> <p>Partnerships are integral to building a culture of rigorous, high-quality instruction in which excellence in student achievement is normative and ensures learning and success for all students. Community contributions are encouraged and valued. Partnerships support tangibly the innovation and creativity</p>

	<p>embedded in the school system and will energize the achievement of all students.</p> <p>Highly-qualified employees will be recruited and hired who –Value students, parents, and the larger community. Create and sustain learning environments in which students can realize their dreams. Seek continuous improvement through staff development and curriculum implementation. Immerse themselves within the schools to produce vibrant learning communities. Demonstrate stewardship of the school system’s resources.</p> <p>Parents and families are critical to the success of students. Their involvement, participation, and engagement in the school system will benefit teaching and learning for all students. In cooperation with school staff, parents and family are important in building their children’s self-confidence and assisting them in acquiring the skills necessary for lifelong success and public engagement.</p>
Mission	<p>The mission of Garrett County Public Schools, in partnership with our community, is to inspire and foster student growth by providing rigorous instruction and learning opportunities, sustaining a culture of excellence, and preparing our students for life in an ever-changing world.</p>
Goals	<ul style="list-style-type: none"> ● All students will be challenged with a rigorous instructional environment preparing them to become life-long learners and responsible citizens. ● Partnerships with all members of our community will be fostered and strengthened by engaging them in the education of our children. ● All students and staff will learn in a safe, secure, and caring environment where everyone is valued and respected. ● Every department and school will be a good steward of system resources and will manage them in a cost-effective manner. ● All employees will be highly qualified and effective in their jobs contributing to a self-renewing organization. ● Reduce the number of non-proficient students by half by the year 2030 as measured by MCAP assessments.
<p>School's Vision, Mission, and Goals: School improvement must align with the vision, mission, and goals for the school. In the space below, record vision, mission, and goals for the 2018-2019 school year.</p>	
Vision	<p>(PSEL 1 & 2)</p> <p>We, the faculty and administration of Northern Garrett High School, believe that education must help develop the individual's potential to meet and solve problems and to assume responsibilities as a contributing member of a complex changing world. We believe that our school, along with the home, the church, and other community organizations and agencies, is responsible for promoting a program which</p>

	<p>emphasizes understanding, learning, inquiry, creativity, and the development of skills, both mental and physical. We believe our school provides an environment for training students to live in a democratic society. Moreover, our school endeavors to create an environment in which the student can become aware of his own abilities and can develop self-confidence and respect for himself and others, regardless of cultural and economic differences.</p> <p>The success of education depends upon the mutual efforts of teachers, administrators, students, parents, and the community. Therefore, we are committed to the task of making our school a center of awareness and learning which will prepare students for a continuous life-long education.</p>
<p>Mission</p>	<p>(PSEL 1 & 2)</p> <p>The mission of Northern Garrett High School is to embrace our local heritage while creating twenty-first century, career and college-ready citizens. In a safe and caring environment, each student is challenged to develop personal excellence through varied curricular and extracurricular activities tailored to meet his or her individual needs. We acknowledge that the success of education depends upon the combined efforts of teachers, administrators, students, parents, and the community. Therefore, we are committed to the task of making our school a center of awareness and learning, which will prepare students for a continuous, life-long education.</p>
<p>Goals</p>	<p>(PSEL 1 & 2)</p> <p>In accordance with our stated philosophy, we believe our school should help each student:</p> <ol style="list-style-type: none"> 1. Learn to practice critical and logical thinking. 2. Attain basic skills in reading, writing, mathematics, and communication. 3. Acquire the knowledge necessary to, and understand the responsibilities of living and functioning as a citizen in a democratic society. 4. Participate in creative activities and develop an aesthetic appreciation of the Arts. <p>Additionally, in accordance with our stated philosophy, as a school we shall attempt:</p> <ol style="list-style-type: none"> 1. To structure curriculum so as to provide academic, vocational, and technological skills which coincide with those of a changing society. 2. To recognize differences of each student consistent with student ability levels.

Student Profile Data				
School Year		2018-2019	2017-2018	2016-2017
Total Student Enrollment: Identify the total number of students enrolled for each school year.		439	416	433
<i>NOTE: All enrollment data below reflects the number of students enrolled in the school as of September 30 of each year as reflected on Maryland Report Card. http://reportcard.msde.maryland.gov/ The number includes ungraded special education and pre-kindergarten students.</i>				
Grade Level Enrollment: Identify the number of students enrolled in each grade level.	Pre-Kindergarten	N/A	N/A	N/A
	Kindergarten	N/A	N/A	N/A
	Grade 1	N/A	N/A	N/A
	Grade 2	N/A	N/A	N/A
	Grade 3	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A
	Grade 9	123	116	99
	Grade 10	116	92	103
	Grade 11	96	103	107
	Grade 12	104	105	124
Gender: Identify the number of male and female students.	Male	227	216	221
	Female	212	200	212
Race/Ethnicity: Identify the number of students in each group.	Black/African American	2	0	0
	Hispanic/Latino	6	3	1
	Asian	2	3	3
	White	423	407	424
	Multi-Racial/Other	5	2	3
	American Indian/Alaska Native	0	0	1
	Native Hawaiian/Other Pacific Islander	0	1	1

Special Services: Identify the percentage of students in each group	English Learners	0.68 .	Data not available at this time.	Data not available at this time.
	Migrant	0	Data N/A at this time.	Data N/A at this time.
	Economically Disadvantaged	36.22	Data N/A at this time.	Data N/A at this time.
	Students with Disabilities	6.15	Data N/A at this time.	Data N/A at this time.
	Gifted and Talented	3.42	Data N/A at this time.	Data N/A at this time.
	Homeless	0	Data N/A at this time.	Data N/A at this time.
Additional Data: Identify requested data for each category.	Student Mobility - Percentage of students that move from one school community to another as reflected on http://reportcard.msde.maryland.gov/	10.3%	8.8%	9.1%
	Student Attendance - Percentage of students in school for at least half of the average school day during the school year, as reflected on http://reportcard.msde.maryland.gov/	93.3%	94.3%	93.4%
	Chronic Absenteeism – Percentage of students absent 10 percent or more school days during the school year in membership at least ten days as reflected on Maryland Report Card. http://reportcard.msde.maryland.gov/ .	19.3%	11.4%	11.6%
	Student Promotion - Percentage of students promoted to grade six as reflected on http://reportcard.msde.maryland.gov/ . The Promotion rate reflects the percentage of students promoted during the school year. Students that advanced from one grade to a higher level are defined as promoted.	N/A	N/A	N/A
	Student Promotion - Percentage of students promoted to grade nine as reflected on http://reportcard.msde.maryland.gov/ . The Promotion rate reflects the percentage of students promoted during the school year. Students that advanced from one grade to a higher level are defined as promoted.	N/A	N/A	N/A
	Student Promotion - Percentage of students promoted to grade ten as reflected on http://reportcard.msde.maryland.gov/ . The Promotion rate reflects the percentage of students promoted	92.9%		

Additional Data: Identify requested data for each category.	during the school year. Students that advanced from one grade to a higher level are defined as promoted.				
	Dropout Rate - Percentage of students dropping out of school in grades 9 - 12 in a single year as reflected on Maryland Report Card.	Grade 9	0 (Data not available at this time).	0 (Data not available at this time).	0 (Data not available at this time).
		Grade 10	0 (Data not available at this time).	0 (Data not available at this time).	0 (Data not available at this time).
		Grade 11	0 (Data not available at this time).	0 (Data not available at this time).	0 (Data not available at this time).
		Grade 12	7.48% all students	5.47% all students	5.74% all students
	Graduation Rate - Percentage of students who graduate from high school as 4-year cohort as reported on http://reportcard.msde.maryland.gov/ The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.		89.72%	92.97%	93.44%
	Graduation Rate - Percentage of students who graduate from high school as 5-year cohort as reported on http://reportcard.msde.maryland.gov/ The five-year adjusted cohort graduation rate is the number of students who graduate in five years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.		94.49% -	93.44%	94.06%
Certificate Rate - Percentage of students who receive a certificate of completion as reflected on http://reportcard.msde.maryland.gov/		<1%	<1%	<1%	
Disproportionality Rate: The determination based on school discipline data whether school practices are having a disproportionate impact on students of color and students with	Risk Ratio: The risk ratio measure captures whether the “risk” of removal for a student in one student group is lower or higher than the risk of removal for a student in the comparison group. Risk, in	Risk Ratio for Black/African American Students =	0%		N/A

<p>disabilities. <i>If the Maryland State Department of Education identifies a school's discipline process as having a disproportionate impact on students of color or a discrepant impact on special education students, the local school system shall prepare and present to the State Board a plan to reduce the impact within 1 year and eliminate it within 3 years (school year 2019-20Root Cause Analysis; school year 2020-21 Full Implementation) COMAR 13A.08.01.21.</i> The Maryland model will analyze out-of-school suspension and expulsion (removal) data using two complementary measures, risk ratio and State comparison.</p>	<p>this context, refers to the likelihood that a student will receive an out-of-school suspension or expulsion. A risk ratio of 1.0 means the risk of removal is proportionate. A risk ratio below 1.0 means the risk is lower, while a risk ratio above 1.0 means the risk is higher and, therefore, disproportionate to some degree.</p>				
		<p>Risk Ratio for Students with Disabilities =</p>	<p>0%</p>		<p>N/A</p>

Student Profile Data	
<p>Student Opportunities for Enrichment and/or Remediation: List academic programs that provide opportunities for student enrichment and/or remediation available in the 2018-2019 school year. Example programs include: Credit Recovery, Extended Learning, etc.</p>	<p>Remediation and/or Enrichment Opportunities:</p> <ul style="list-style-type: none"> ● Credit Recovery ● Extended Learning ● Intervention ● Bridge Project Classes and Interventions ● Evening High School ● Save our Students (SOS) ● AP Programs ● Dual Enrollment/College Credit ● MVLO ● Extracurricular Activities: robotics, SGA, NHS, CTE Skills USA, FFA, Mock Trial, Rachel’s Challenge FOR, Fine Arts/Theater, Athletics, Band/Choir, etc.
<p>Student Opportunities for Acceleration and/or Enhancement: List academic programs that provide opportunities for student acceleration and/or enhancement for the 2018-2019 school year. Example programs include Gifted and Talented, Advanced Placement, Dual Enrollment, etc.</p>	<p>Acceleration and/or Enhancement Opportunities:</p> <ul style="list-style-type: none"> ● Advanced Placement Course Offerings ● Gifted and Talented ● Dual Enrollment ● College Course Offerings ● MVLO ● Competitive Clubs and Organizations: robotics, FFA, Skills USA, Math Competition, Envirothon
<p>Student Engagement: List programs that focus on fostering supportive culture and climate within the school for the 2018-2019 school year. Example programs include Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.</p>	<ul style="list-style-type: none"> ● Follows the PBIS model <ul style="list-style-type: none"> ○ DAWGS - D=Dependable, A=Attentive, W=Working, G=Gritty, S=Safe) ● Continuous staff development and implementation of positive behavior interventions ● All teachers complete safe school training annually (bullying, harassment, suicide prevention, etc) ● Academic and Behavior intervention through the multi-tiered system of support ● Department collaboration and growth through Professional Learning Communities ● Collaboration with local mental health agencies (Garrett County Health Department, Dove Center, DSS, DJS, etc) ● Looking at alternatives to suspension - Lunch Detention, SOS (Support Our Students) Intervention room, SWAP (Saturday Work Alternative Program), Restorative Practices, etc. ● All staff and students are trained annually in ALICE (Active Shooter Response Training) ● A team of administrators, counselors, teachers and nurses are annually trained in de-escalation strategies and are certified in CPI (Crisis Prevention Institute) ● Regular drills for safety are conducted

	<ul style="list-style-type: none"> ● MSAP referral system for student, teacher, parent concerns re: students ● Wellness day for students and staff on October 11, 2018 ● School-wide activities (War of the Classes, Staff/Student Volleyball and Basketball, Pep Rallies, etc) ● Students of the Month ● Staff Social Committee ● Assemblies and Special Guest Speakers ● Alternative Lunch Structure
<p>Opportunities for completion of and access to a well-rounded curriculum:</p> <p>Elementary: Percent of 5th grade students enrolled in science, social studies, fine arts, physical education, and health.</p> <p>Middle: Percent of 8th grade students enrolled in fine arts, physical education, health, and computational learning.</p> <p>High schools: Percent of students graduating or exiting with a certificate of program completion: enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course; participating in dual enrollment; or enrolled in an MSDE-approved Career and Technical Education program at the CTE concentrator level or higher.; For students pursuing a certificate of program completion-enrollment in a general education core academic and/or elective course.</p>	<p>Well-rounded completion and access for 2018 was 93.9% access to and a rate of 99% for completion of.</p> <p>Percent of students graduating or exiting with a certificate of program completion: enrolled in</p> <ul style="list-style-type: none"> ● an Advanced Placement (AP) or International Baccalaureate (IB) course (29%); ● participating in dual enrollment (43%); or ● enrolled in an MSDE-approved Career and Technical Education program at the CTE concentrator level or higher (88%).; ● For students pursuing a certificate of program completion- enrollment in a general education core academic and/or elective course.
<p>Credit for Completion of a Well-Rounded Curriculum:</p> <p>Elementary: Percent of 5th grade students passing one each of coursework in Social</p>	<p>Percent of students who</p> <ul style="list-style-type: none"> ● Scored 3 or better on an Advanced Placement (AP) Exam or 4 (57%); ● Met a standard set by the College Board on the SAT examination (score of 530 or higher (math) and 480 or higher (reading) (71%/90%);

<p>Studies, Fine Arts, Physical Education, and Health.</p> <p>Percent of students proficient on the Maryland Integrated Science Assessment (MISA)</p> <p>Middle: Percent of 8th grade students passing each- English Language Arts, Math, Social Studies and Science courses.</p> <p>Percent of students proficient on the Maryland Integrated Science Assessment (MISA)</p> <p>High Schools: Percent of students who</p> <ul style="list-style-type: none"> -Scored 3 or better on an Advanced Placement (AP) Exam or 4 -Met a standard set by the College Board on the SAT examination (score of 530 or higher (math) and 480 or higher (reading) - Met a standard set by ACT. on the ACT examination (score of 21), - Earned credit for Dual Enrollment, - Met the University of Maryland entry requirements, - Completed an MSDE-approved Career and Technology Program, - Completed an industry certification from a Career and Technology Program, - Completed a youth apprenticeship from a Career and Technology Program, - Met a standard on the ASVAB examination (standard to be determined pending study). <p>Students obtaining a Maryland High School Certificate of Program Completion</p>	<ul style="list-style-type: none"> ● Met a standard set by ACT. on the ACT examination (score of 21) (91% math/82% reading); ● Earned credit for Dual Enrollment (100%) ; ● Met the University of Maryland entry requirements (100%); ● Completed an MSDE-approved Career and Technology Program (70%/85%); ● Completed an industry certification from a Career and Technology Program (--); ● Completed a youth apprenticeship from a Career and Technology Program (0%); ● Met a standard on the ASVAB examination (standard to be determined pending study); ● Students obtaining a Maryland High School Certificate of Program Completion (2.4%).
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Student Achievement Data					
		School Year	2018-2019	2017-2018	2016-2017
State Assessment (PARCC): English Language Arts /Literacy Identify the percentage of students that have met or exceeded expectations as reflected on http://reportcard.msde.maryland.gov/	Grade 3		N/A	N/A	N/A
	Grade 4		N/A	N/A	N/A
	Grade 5		N/A	N/A	N/A
	Grade 6		N/A	N/A	N/A
	Grade 7		N/A	N/A	N/A
	Grade 8		N/A	N/A	N/A
State Assessment (PARCC): Mathematics Identify the percentage of students that have met or exceeded expectations as reflected on http://reportcard.msde.maryland.gov/	Grade 3		N/A	N/A	N/A
	Grade 4		N/A	N/A	N/A
	Grade 5		N/A	N/A	N/A
	Grade 6		N/A	N/A	N/A
	Grade 7		N/A	N/A	N/A
	Grade 8		N/A	N/A	N/A
State Assessment (PARCC): Identify the percentage of students that have met or exceeded expectations as reflected on http://reportcard.msde.maryland.gov/	State Assessment (PARCC) English 10		50.4%	58.3%	60.2%
	Bridge Plan for Academic Validation ELA - Identify the percent of students who fulfilled testing requirements using Bridge.		7.48% 2019	N/A	
	State Assessment (PARCC) Algebra I		12.4%	26.6%	27.8%
	Bridge Plan for Academic Validation Mathematics - Identify the percentage of students who fulfilled state requirements using Bridge.		15.89% 2019	N/A	N/A
Service-Learning Hours	Percentage of students that have completed less than 50% of service-learning hour requirements by grade 11.		5.15%	N/A	N/A
	Percentage of students that have completed service-learning requirements by grade 11.		73.2%	N/A	N/A

On-track in 9th Grade	Percentage of 9 th grade students passing “core” coursework – students earning at least four credits in any of: mathematics, English Language Arts, science, social studies, and/or world language	82.54%	N/A	N/A
Course Performance	Percentage of students that did not pass two or more courses in grade 9.			
	Percentage of students that did not pass two or more courses in grade 10.			
	Percentage of students that did not pass two or more courses in grade 11.			
English Language Proficiency Assessment Identify the percentage of students who have met the proficiency attainment goal of an overall score of 4.5 on ACCESS for ELLs 2.0..		N/A	N/A	N/A
Student Growth/Progress Data				
State Assessment (PARCC): English Language Arts /Literacy Identify the percentage of students that have met or exceeded expectations as reflected on http://reportcard.msde.maryland.gov/	Grade 3	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A
State Assessment (PARCC): Mathematics Identify the percentage of students that have met or exceeded expectations as reflected on http://reportcard.msde.maryland.gov/	Grade 3	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A
State Assessment (PARCC): Identify the percentage of students that have met or exceeded growth targets	PARCC English 10	52.5%	50.4%	58.3%
	PARCC Algebra I	24.1%	12.4%	32.9%

Student Growth/Progress Data									
LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY)) <i>Example assessments include: ELA, Fountas & Pinnell, Dibels, ISME, KRA, Reading Inventory, Math Inventory</i>		2018-2019							
		Total % of Students Tested		% Above or On Grade Level		% One-Two Grade Levels Below		% More Than Two Grade Levels Below	
Assessment Selected:		BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Reading Inventory									
Student Achievement and Growth: English Language Arts Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Kindergarten	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 9	123	122	51%	58%	28%	25%	1.6%	1.7%
	Grade 10	5	6	20%	17%	0%	0%	80%	83%
	Grade 11	2	4	0%	0%	0%	0%	100%	100%
Grade 12	3	3	0%	0%	33.3%	33.3%	66.7%	66.7%	
LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))		2018-2019							
		Total % of Students Tested		% Above or On Grade Level		% One-Two Grade Levels Below		% More Than Two Grade Levels Below	
Assessment Selected:		BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Math Inventory									
Student Achievement and Growth: Mathematics Record the percent of students who are above, on, or below grade level.	Algebra 1 (Gr 9-12)	107	121	23%	34%	25%	27%	52%	39%
	Grade 10								
	Grade 11								
	Grade 12								

Staff Profile Data			
Principal and Administrators			
Number of years of experience as a principal	11 years		
Number of years at current school as an administrator	2 years		
Number of Assistant Principals	1 year		
School Year	2018-2019	2017-2018	2016-2017
Administrator Attendance (Average Daily Rate – Percent)			
Teachers			
School Year	2018-2019	2017-2018	2016-2017
Number of Unfilled Vacancies	1	0	0
Percentage of first year teachers	0%	2.4%	15.4%
Percentage of teachers with 1-3 years of experience	15.8%	2.4%	25.7%
Percentage of teachers that meet applicable State Certification and Licensure requirements	100%	100%	100%
Percentage of teachers with Conditional Certification or Uncertified	2.6%	2.4%	0%
Percentage of teachers teaching one or more classes outside of their certification area	0%	0%	0%
Percentage of teachers rated ineffective	0%	0%	0%
Teacher Attendance (Average Daily Rate – Percent)	89.9%	89.2%	93.8%
Resource Inequities – Staff Disparities			
School Year	2018-2019	2017-2018	2016-2017
Percent of Ineffective Teachers in the LEA	0.06%	0%	0.03%
Disparity of Ineffective Teachers in this school compared to LEA	0%	0%	0%
Percent of Inexperienced Teachers in the LEA (0-3 years of experience)	14%	17%	20%
Disparity of Inexperienced Teachers in this school compared to the LEA	1.9%	0.33%	5.2%
Percent of Out-of-Field Teachers in the LEA (teaching one or more classes outside of their certification area)	0%	0%	0%

Disparity of Out-of-Field Teachers in this school compared to the LEA	0%	0%	0%
Paraprofessionals			
School Year	2018-2019	2017-2018	2016-2017
Number of paraprofessionals	4	4	
Percent of instructional paraprofessionals who are qualified	100%	100%	100%
Staff to Support Student Services			
Staff to Support Student Services List type and quantity of the licensed staff positions providing support services. Examples include social workers, psychologists, nurses, professional school counselors, etc.	1 - Social Worker (part-time) 2 - Psychologists 2 - Nurses (1 on site; county coordinator) 2 - Professional School Counselors 1 - Pupil Service Worker (part-time) 2 - Assistant to Vision Impaired 1 - Assistant to Hearing Impaired 3+ - Health Department Agency Connections		

Strengths

Directions: Based on the data gathered in the needs assessment and other available quantitative and qualitative data, identify and explain the strengths in each domain using data to justify each response. Select school strengths from the domain practices and focus areas for each domain. Provide evidence from the needs assessment or another data source to support the selection of the identified strength.

Domain for Rapid School Improvement	School Strengths	
<p align="center">Turnaround Leadership</p> <p>Domain Practices:</p> <ul style="list-style-type: none"> ● Prioritize improvement and communicate its urgency ● Monitor short- and long-term goals ● Customize and target support to meet needs <p>Focus areas of this Domain:</p> <ul style="list-style-type: none"> ● Prioritize improvement ● Communicate urgent need and vision ● Policies, structures, personnel, resources ● Organize coordinated efforts ● Develop and execute data-informed plans that are customized for the school ● Guide and monitor plans ● Accept responsibility for results 	<p>School Strength #1 Leadership - experienced leadership team, designated departmental leadership, and committees to meet the needs of school</p>	<p>Evidence to Support Strength #1</p> <ul style="list-style-type: none"> ● Experience in years and training ● Knowledge of MSDE programs and COMAR ● Instructional Leadership
	<p>School Strength #2 Structures in Place - committees and various teams in place and trained to respond to specific needs of the student population.</p>	<p>Evidence to Support Strength #2</p> <ul style="list-style-type: none"> ● SIT ● Faculty Advisory ● Department Chairs ● Social Committee ● PBIS ● MSAP ● PST
	<p>School Strength #3 Materials and Resources - a component of School Strength #2, these materials and resources support student learning</p>	<p>Evidence to Support Strength #3</p> <ul style="list-style-type: none"> ● Master Schedule ● Intervention ● County Framework
	<p>School Strength #4 Staff Familiarity - longevity of staff as well as involvement in community and school enhance relationships</p>	<p>Evidence to Support Strength #4</p> <ul style="list-style-type: none"> ● Staff know each other and students ● Community Outreach and Involvement
	<p>School Strength #5 Process for monitoring - many monitoring tools are in place including PowerSchool, MD Report Card, and GCPS data provided by our LAC.</p>	<p>Evidence to Support Strength #5</p> <ul style="list-style-type: none"> ● Assessments - county and school ● Walk-throughs ● Observations

		<ul style="list-style-type: none"> ● SIT ● 504s and IEPs
<p style="text-align: center;">Talent Development</p> <p>Domain Practices:</p> <ul style="list-style-type: none"> ● Recruit, develop, retain, and sustain talent ● Target professional learning opportunities ● Set clear performance expectations <p>Focus areas of this Domain:</p> <ul style="list-style-type: none"> ● Identify, select, place, retain, and sustain competent and committed personnel at all levels and in all positions ● Develop/revise/update policies and procedures for identification, selection, placement, retention, and sustaining staff (as needed) ● Approach talent development with equity in mind ● Review and utilize turnaround competencies to select and develop ALL staff ● Building capacity – balancing support with accountability 	<p>School Strength #1 Highly qualified staff in certificated areas of instruction</p>	<p>Evidence to Support Strength #1</p> <ul style="list-style-type: none"> ● 100% ● Certified in areas of instruction ● Ongoing training as needed
	<p>School Strength #2 SLO Process provides quality conversation between administrative staff and faculty</p>	<p>Evidence to Support Strength #2</p> <ul style="list-style-type: none"> ● Systematic approach to SLO ● 1:1 conversations scheduled and held ● Quality Communication
	<p>School Strength #3 Expectations for rigor - high standards for instruction and performance, accountability</p>	<p>Evidence to Support Strength #3</p> <ul style="list-style-type: none"> ● High expectations for instruction and student achievement ● Blue Ribbon Status 2014 - ● Green School ● Various awards and recognition ● 5 stars
	<p>School Strength #4 PD Structure and Recording</p>	<p>Evidence to Support Strength #4</p> <ul style="list-style-type: none"> ● PD is provided as directed by county and ● as selected by the majority of staff members to meet needs and wants
<p style="text-align: center;">Instructional Transformation</p> <p>Domain Practices:</p> <ul style="list-style-type: none"> ● Diagnose and respond to student learning needs ● Provide rigorous evidence-based instruction ● Remove barriers and provide opportunities <p>Focus areas of this Domain:</p> <ul style="list-style-type: none"> ● GOAL: Increased student learning outcomes ● Effective Practices ● Standards-based instruction ● Data-based planning ● Differentiation and individualization 	<p>School Strength #1 Intervention</p>	<p>Evidence to Support Strength #1</p> <ul style="list-style-type: none"> ● Continued evolution of Intervention period to meet the needs of core content instruction and tier 2 & 3 interventions
	<p>School Strength #2 Support Our Students (SOS)</p>	<p>Evidence to Support Strength #2</p> <ul style="list-style-type: none"> ● Qualified personnel supervise and assist students in a structured learning environment to

<ul style="list-style-type: none"> ● Evidence-based strategies – pedagogical approaches ● Classroom management ● Cultivate high expectations for all combined with support for all ● Focused on in-school factors and non-school based factors 		make up work, as a disciplinary consequence, and for extra Tier 2 support/credit recovery...
	School Strength #3 Tier 1	Evidence to Support Strength #3 <ul style="list-style-type: none"> ● Diagnostic assessments ● UDL ● In and out of classroom adjustments for students
	School Strength #4 Tutoring and Flooding for AP and MCAP	Evidence to Support Strength #4 <ul style="list-style-type: none"> ● Teachers are provided support to conduct extra sessions outside of the school day for interested students
	School Strength #5 Tutoring in other areas as requested	Evidence to Support Strength #5 <ul style="list-style-type: none"> ● Funds are made available for teachers asking to provide tutoring to students before or after school hours
<p style="text-align: center;">Culture Shift</p> <p>Domain Practices:</p> <ul style="list-style-type: none"> ● Build a strong community intensely focused on student learning ● Solicit and act upon stakeholder input ● Engage students and families in pursuing education goals <p>Focus areas of this Domain:</p> <ul style="list-style-type: none"> ● Culture shift depends on many people working together to achieve extraordinary results ● Needs both high academic expectations and effort ● Work towards common goals ● Creating a culture of mutual respect ● Shared responsibility ● Focus and attention on student learning ● Engage families and school community to support culture both in and out of the school ● Create or maintain a culture that values trust, respect, and high expectations 	School Strength #1 School Enrollment (445)	Evidence to Support Strength #1 <ul style="list-style-type: none"> ● Smaller population ● Staff Stability/Retention ● Knowledge of student population
	School Strength #2 Extensions of learning through experiences, field trips, and opportunities	Evidence to Support Strength #2 <ul style="list-style-type: none"> ● College Expo ● Real Deal ● MD College Application Campaign
	School Strength #3 Programs in place for striving and thriving students	Evidence to Support Strength #3 Read and Math 180 Delta Math Advanced programs

	School Strength #4 Communication and Outreach	Evidence to Support Strength #4 <ul style="list-style-type: none"> ● FB, School News, Husky Notes ● Parent/Guardian Contact Program
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Challenges		
<i>Directions:</i> Based on the data gathered in the needs assessment and other available quantitative and qualitative data, identify and explain the challenges in each domain using data to justify each response. Select school challenges from the domain practices and focus areas for each domain. Provide evidence from the needs assessment or another data source to support the selection of the identified challenge.		
Domain for Rapid School Improvement	School Challenges	
<p style="text-align: center;">Turnaround Leadership</p> <p>Domain Practices:</p> <ul style="list-style-type: none"> ● Prioritize improvement and communicate its urgency ● Monitor short- and long-term goals ● Customize and target support to meet needs <p>Focus areas of this Domain:</p> <ul style="list-style-type: none"> ● Prioritize improvement ● Communicate urgent need and vision ● Policies, structures, personnel, resources ● Organize coordinated efforts ● Develop and execute data-informed plans that are customized for the school ● Guide and monitor plans ● Accept responsibility for results 	School Challenge #1 Real-time data/timeliness	Evidence to Support Challenge #1 <ul style="list-style-type: none"> ● Current state data is generally 1-2 years lagging behind
	School Challenge #2 Staff buy-in to focus on assessed areas - ESSA	Evidence to Support Challenge #2 <ul style="list-style-type: none"> ● ESSA focus on ELA and Mathematics ● MISA not included until 2021
	School Challenge #3 Evidence-based/research-based ongoing assessment processes to inform instruction	Evidence to Support Challenge #3 Need for: <ul style="list-style-type: none"> ● Professional development ● PLCs ● Book studies
	School Challenge #4 Ways to reach striving learners and ways to enrich for thriving learners	Evidence to Support Challenge #4 <ul style="list-style-type: none"> ● Non-existent, identified GT program aside from advanced programs ● 5-7 courses implemented out of AP menu ● Growth in Tier 2 and 3 interventions ● Need for UDL ● Use of GCPS RTI resources

<p style="text-align: center;">Talent Development</p> <p>Domain Practices:</p> <ul style="list-style-type: none"> ● Recruit, develop, retain, and sustain talent ● Target professional learning opportunities ● Set clear performance expectations <p>Focus areas of this Domain:</p> <ul style="list-style-type: none"> ● Identify, select, place, retain, and sustain competent and committed personnel at all levels and in all positions ● Develop/revise/update policies and procedures for identification, selection, placement, retention, and sustaining staff (as needed) ● Approach talent development with equity in mind ● Review and utilize turnaround competencies to select and develop ALL staff ● Building capacity – balancing support with accountability 	<p>School Challenge #1 Systematic process for observations</p>	<p>Evidence to Support Challenge #1</p> <ul style="list-style-type: none"> ● add IFVs, walkthroughs, rotation of visitation and pre/post observation process
	<p>School Challenge #2 Universal Design for Learning</p>	<p>Evidence to Support Challenge #2</p> <ul style="list-style-type: none"> ● Need for focus on research-based resources to strengthen initial instruction in every classroom
	<p>School Challenge #3 Full, vested buy-in to excellent initial instruction and the SIP</p>	<p>Evidence to Support Challenge #3</p> <ul style="list-style-type: none"> ● Currently, SIT members focus on plan but little percolates to full staff
<p style="text-align: center;">Instructional Transformation</p> <p>Domain Practices:</p> <ul style="list-style-type: none"> ● Diagnose and respond to student learning needs ● Provide rigorous evidence-based instruction ● Remove barriers and provide opportunities <p>Focus areas of this Domain:</p> <ul style="list-style-type: none"> ● GOAL: Increased student learning outcomes ● Effective Practices ● Standards-based instruction ● Data-based planning ● Differentiation and individualization ● Evidence-based strategies – pedagogical approaches ● Classroom management ● Cultivate high expectations for all combined with support for all ● Focused on in-school factors and non-school based factors 	<p>School Challenge #1 Meeting the Needs of All Learners</p>	<p>Evidence to Support Challenge #1</p> <ul style="list-style-type: none"> ● Intervention with fidelity - MSAP, PST, PBIS, Intervention, PLCs
	<p>School Challenge #2 Academic Interventions w/Fidelity</p>	<p>Evidence to Support Challenge #2</p> <ul style="list-style-type: none"> ● Academic Interventions - IEPs, 504s, dedicated time for blended learning, UDL (Tier 1 instruction)
	<p>School Challenge #3 Employing RTI - Response to Intervention across the core content areas +</p>	<p>Evidence to Support Challenge #3</p> <ul style="list-style-type: none"> ● Tier 2 and Tier 3 layered instruction
	<p>School Challenge #4 Use of Universal Screeners to inform instruction</p>	<p>Evidence to Support Challenge #4</p> <ul style="list-style-type: none"> ● Currently underutilizing reports as well as tool ● Reports show little growth between BOY and EOY for both ELA and Mathematics

<p style="text-align: center;">Culture Shift</p> <p>Domain Practices:</p> <ul style="list-style-type: none"> ● Build a strong community intensely focused on student learning ● Solicit and act upon stakeholder input ● Engage students and families in pursuing education goals <p>Focus areas of this Domain:</p> <ul style="list-style-type: none"> ● Culture shift depends on many people working together to achieve extraordinary results ● Needs both high academic expectations and effort ● Work towards common goals ● Creating a culture of mutual respect ● Shared responsibility ● Focus and attention on student learning ● Engage families and school community to support culture both in and out of the school ● Create or maintain a culture that values trust, respect, and high expectations 	School Challenge #1 Communication	Evidence to Support Challenge #1 <ul style="list-style-type: none"> ● Publicizing positive news in area publications ● Improved county perception
	School Challenge #2 Instituting PBIS with fidelity	Evidence to Support Challenge #2 <ul style="list-style-type: none"> ● Only minimal use of PBIS over 2018-2019 school year - mid year and end of year
	School Challenge #3 Restorative Practices	Evidence to Support Challenge #3 <ul style="list-style-type: none"> ● Not currently a part of NHS culture
	School Challenge #4 Handle with Care (HWC) Network	Evidence to Support Challenge #4 <ul style="list-style-type: none"> ● Use of resources and supporting agencies to expand HWC ● Consists of identification and sharing of HWC at present
	School Challenge #5 Intervention with fidelity - MSAP, PST, PBIS, Intervention, PLCs	Evidence to Support Challenge #5 <ul style="list-style-type: none"> ● Some staff do not know the purposes of various supports in place at NHS ● Requires staff development

Intervention Planning Guide

The Maryland State Department of Education (MSDE) uses The Center on School Turnaround at West Ed's [Four Domains for Rapid School Improvement: A Systems Framework](#) as the State framework for school improvement. Comprehensive Support and Improvement (CSI) school leaders will use this framework along with the templates on the following pages to prioritize needs and identify evidence-based strategies and action steps to address identified needs. Intervention plans must be collaboratively developed with stakeholders and approved by the school, the Local Education Agency (LEA), and the MSDE.



Prioritized Needs

Directions: Following analysis of the qualitative and quantitative data in the needs assessment and root cause analysis and identification of the school strengths and challenges, school teams should identify the 3-4 highest-leverage prioritized needs that will increase student achievement for all students. Prioritized needs should focus on areas that will increase achievement for all students and narrow the scope for the development of SMART intervention goals, outcomes, and action steps. A justification, based on data analysis from the needs assessment and root cause analysis, should be provided for each prioritized need.

Identify Prioritized Needs What are the 3-4 highest-leverage prioritized needs that must be addressed to increase student achievement?	Justification through Data Analysis What data or findings from the needs assessment and 3rd party root cause analysis led the team to identify this prioritized need?
1. Increase in MCAP Achievement - Use of Diagnostic Tools/Universal Screeners (Read 180, Math 180 and Delta Math) to identify and support struggling/striving learners for the ultimate goal of increased MCAP performance.	<ul style="list-style-type: none"> ● Scores on MCAP/PARCC ● Data from current diagnostic tests/universal screeners
2. Enhanced and Strengthened Community Connections and Increased Communication with Parents and Guardians	<ul style="list-style-type: none"> ● Increase positive presence in community ● Build and expand relationships with CTE PACS and LACS ● School to Business partnerships ● Positive support for school ● Continue practices from last school year but quantify
3. <i>Improve Implementation of Positive Behavioral Intervention and Supports (PBIS)</i>	<ul style="list-style-type: none"> ● <i>Review team progress from 2018-2019</i> ● <i>Determine Fidelity Inventory for 2018-2019</i> ● <i>Revisit 2018-2019</i>
4. <i>Adequate access to reliable technology and related resources.</i>	<ul style="list-style-type: none"> ● <i>Statistics related to technology use</i> ● <i>On-line resources</i> ● <i>Assessment</i> ● <i>Limited data collection when not using technology</i> ● <i>Need in Humanities</i> ● <i>Limited use of tech-enhanced features</i> ● <i>Technology still limited in some homes/regions of county</i>

*** GOALS 3 and 4 are internal goals that rely on factors outside of the control of the NHS SIT and faculty so these are secondary goals for attention but possibly not inclusion in the School Improvement Plan.

SMART Intervention Goals

Directions: Based on the prioritized needs, the school should develop 3-4 SMART intervention goals. Goals must be specific, measurable, achievable, realistic, and time-bound (SMART). Provide a rationale, supported with data, for each SMART intervention goal. For each SMART intervention goal, identify one or more domains to which the goal aligns.

Domains for Rapid School Improvement	SMART Intervention Goal	What data will be gathered and analyzed to measure this goal annually? (Outcomes)	What data will be gathered and analyzed to measure this goal quarterly/ monthly? (Progress Indicators)	Rationale <i>Provide a detailed rationale, supported with qualitative and quantitative data, justifying the selection of the specific SMART intervention goal.</i>
<input type="checkbox"/> Turnaround Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Transformation <input type="checkbox"/> Culture Shift	<p>EXAMPLE: During the 2019-2020 school year, the percent of 3rd through 5th graders that will be reading on or above grade level will increase from 30% to 35% as measured by the RI end-of-year assessment.</p> <p>Specific: Is the goal clearly defined? Measurable: Are concrete criteria identified for measuring progress toward attainment of the goal? Achievable: Does the goal stretch the school while still being attainable? Realistic: Does the goal relate to student learning and achievement? Is it data-based? Time-bound: Is the timeframe appropriate for accomplishment of the goal?</p>	<p>The goal will be measured annually using the percent of 3rd, 4th and 5th grade students reading on or above grade level via the RI end of year assessment.</p>	<p>Quarter 1: Baseline data is collected via RI.</p> <p>Quarter 2: Middle of year RI data collected to determine student growth. 2% growth is expected by mid-year.</p> <p>Quarter 3: End of year RI data collected. Target of 35% increase in reading on or above grade level should be met or exceeded.</p>	<p>The grade 3, grade 4 and grade 5 RI reading scores show significant decreases compared to grades 1 and 2, with 75% of the students reading at least two grade levels below. Additionally, the teaching teams in grades 3, 4, and 5 have almost 80% inexperienced teachers, who need additional support scaffolding and differentiating the curriculum for all learners.</p>
<input checked="" type="checkbox"/> Turnaround Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Transformation <input type="checkbox"/> Culture Shift	<p>1. During the 2019-2020 school year, the number of NGHS students achieving a passing score on MCAP ELA and MCAP Algebra I will meet or exceed the annual targets of 68.30% (ELA) and 47.36% (Algebra I).</p> <p style="text-align: center;">FARMS 43.2% (Alg I) and 71.6% (ELA) Annual Targets - Math 47.36%/ELA 68.30%</p>	<p>The goal will be measured annually using the MCAP ELA and Algebra assessment data.</p>	<p>Mid-course: Benchmarks and Writing Portfolios will be used to track student growth and achievement in ELA. Common Core Standards Assessments will be used to track</p>	<p>Given that</p> <ul style="list-style-type: none"> • a large percentage of ESSA accountability rests on Algebra I; and • Garrett County averages rest below the state of Maryland on both ELA and Algebra I MCAP results; and

			<p>achievement in Algebra I.</p> <p>Use of PLC time to analyze data.</p> <p>Proficiency in Read 180 and Math 180 will also be used.</p> <p>End-of-course: Term and End of Course Assessments/Finals</p>	<ul style="list-style-type: none"> ● skills in both ELA and Algebra I are foundational to success in other courses and success beyond high school; and ● historical data trends in both ELA and Algebra I show fluctuations and certain standards trend downward or below proficiency; and ● Tier 1, 2, 3 Intervention strategies are being formulated and implemented as well as improved in the 2019-2020 school year <p>the team wished to focus on ALL academic achievement with a focus on ELA and Algebra I.</p>
<input checked="" type="checkbox"/> Turnaround Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Transformation <input checked="" type="checkbox"/> Culture Shift	<p>2. During the 2019-2020 school year, one hundred percent (100%) of NHS staff members will increase communication by making contact with parents/guardians with a frequency of twelve contacts per each quarter of the school year.</p> <p>(with the exception of first quarter of 2019-2020)</p>	<p>The goal will be measured annually using the parent/guardian contact log within Power School and documenting community outreach.</p>	<p>With the exception of Quarter 1, data within PowerSchool Parent Logs will be collected. (from start to end of marking period)</p>	<p>Given that</p> <ul style="list-style-type: none"> ● support of parents, guardians, and community is integral to the growth and success of all students; and ● NHS lacks a central community of

				<p>support in proximity to the school; and</p> <ul style="list-style-type: none"> the Tiered Fidelity Inventory needs re-administered <p>the faculty and staff of NHS wish to strengthen the communication with parents/guardians to foster positive, supportive relationships that will benefit students.</p>
<input checked="" type="checkbox"/> Turnaround Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Transformation <input checked="" type="checkbox"/> Culture Shift	<p>3. <i>During the 2019-2010 school year the PBIS committee will increase the number of PBIS opportunities from 1x per year to at least 1x per semester for all NHS students, institute a school-wide rewards system, and Improve Implementation of Positive Behavioral Intervention and Supports (PBIS).</i></p>	<p><i>The goal will be measured annually using data to include:</i></p> <ul style="list-style-type: none"> Attendance Grades Lunch Detentions Disciplinary Referrals Survey Results 	<p><i>Administer student survey to determine interests of students and baseline data.</i></p> <p><i>Identify weekly, monthly, quarterly and/or yearly targets for activities/incentives and rewards.</i></p> <p><i>SGA - Character Awards</i></p> <p><i>Administer the survey to students at the end of year.</i></p>	<p><i>Research strongly suggests that positive behavior interventions and supports as well as restorative practices when instituted properly can support students in behavior modifications. Additionally, PBIS and SWIS training has been a directive of the county. Last school year, small, incremental changes were made using PBIS resources and strategies. The goal this year will be to strengthen the implementation of PBIS school-wide.</i></p>
<input checked="" type="checkbox"/> Turnaround Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Transformation <input type="checkbox"/> Culture Shift	<p>4. <i>During the 2019-2010 school year the SIT committee and other school designees will investigate the use of and needs for technology resources within the building. They will also develop a plan that will allow for increased use of existing technology as well as requisitioning of</i></p>	<p><i>The goal will be measured annually using data to include:</i></p> <ul style="list-style-type: none"> Current use of technology 	<p><i>Administer teacher survey to determine needs of classroom instructors, weaknesses and strengths of existing technologies, and</i></p>	<p><i>Currently, there appears to be a need greater than the supply of technology, particularly laptops and classroom sets of devices. Given that many of our resources and instructional</i></p>

	<p><i>new technology determined by needs assessment.</i></p>	<ul style="list-style-type: none"> ● <i>Inventory of school-based technology resources</i> ● <i>Data related to room-by-room technology</i> ● <i>Log of access issues throughout the year</i> 	<p><i>identify any access issues. This information can also be used as baseline data.</i></p> <p><i>Administer the survey to teachers at the end of year in order to determine any impacts and plan for 2020-2021..</i></p>	<p><i>supports are accessed via technology and other instructional tools are also online versus available in other formats, the team wanted to focus on addressing the needs of teachers as related to technology.</i></p> <p><i>Another concern was reliability of technology and internet access. While out of the control of building staff, perhaps the SIT can address some of the concerns or identify areas of need pertaining to WiFi boosts, etc. within the building.</i></p> <p><i>However, the realization exists that this goal goes beyond the confines of NHS and budget, etc. will play a role in accessibility.</i></p>
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Select Evidence-Based Strategies

Directions: For each SMART intervention goal, identify an appropriate evidence-based strategy that will be used to address the prioritized need. Once evidence-based strategies have been selected for each SMART intervention goal, school teams will provide the level of evidence for the selected strategy, a summary of the evidence highlighting school context, and the source citation for the evidence level. Additionally, school teams will identify professional learning needs, staffing needs, and resource needs for each evidence-based-strategy.

SMART Intervention Goal Number	Evidence-Based Strategies Identify the strategies that will be used to address the need identified by the SMART Intervention Goal.	Level of Evidence (Level 1, Level 2, Level 3)	Evidence summary and evidence source/citation (include citation link or reference)	Evidence that strategy fits school context (e.g. demographics, location, grade level)	Professional Learning Needs to implement the evidence-based strategy	Staffing Needs to implement the evidence-based strategy	Resource Needs to implement the evidence-based strategy	Structures Needed for Implementation (Readiness evaluation - examples include master schedule, technology, curriculum, etc.)
1. During the 2019-2020 school year, the number of students achieving a passing score on MCAP ELA and MCAP Algebra I will meet or exceed the annual targets of 68.30% (ELA) and 47.36% (Algebra I).	Strategies to improve academic achievement include: Research related to growth mindset and grit, Leading with Focus and Elevating the Essentials - Radically Improving Student Learning.	Level 1	Strategies to Improve Academic Achievement in Secondary School Students: Perspectives on Grit and Mindset Works of Mike Schmoker Carol Dweck - Growth Mindset Evidence for ESSA	Strategies for selected sub-groups, intervention for Tier 2 and 3, UDL strategies for all classroom teachers.	Book Study resources need to be identified. Plans for Book Study - for SIT and possibly full staff. Staff trained in READ 180, MATH 180, Delta Math.	No specific staffing needs other than SIT leadership, administrator facilitation and intervention coaches. Placement of Instructional Assistants to support students in core areas of instruction (admin).	Copies of the following books: Mike Schmoker FOCUS Mike Schmoker Elevating the Essentials Carol Dweck - Growth Mindset	Schedule and/or timeline for reading and discussion - SIT and/or full faculty. Study guides or discussion questions for each resource. Early scheduling (starting in January) with strategic interventions and staffing.

			EDTRust					
			What Works Clearinghouse					
2. During the 2019-2020 school year, one hundred percent (100%) of NHS staff members will increase communication by making contact with parents/guardians with a frequency of twelve contacts per each quarter of the school year. (with the exception of first quarter of 2019-2020)	The primary strategy which will be employed is to increase and document parent/guardian contacts in accordance with our school SLO.	Level 2	The Power of Parent Involvement How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform How Parent Involvement Leads to Student Success Strategies for Closing Achievement Gaps Parent, Family, Community Involvement in Education	Research supports that strategies for increasing outreach and parental/guardian contact enhance and improve academic achievement for all students as well as targeted sub-groups.	Sharing of research and articles. Staff Development and PLCs	None	Power School Enhanced Social Media	Log in system for Power School, any teacher recording of phone, email, face-to-face contact including parent/teacher conference days, notes on Progress Reports. Social Media - records of increased outreach through Facebook and Twitter as well as email correspondence of weekly events and Daily News.

<p>3. During the 2019-2010 school year the PBIS committee will increase the number of PBIS opportunities from 1x per year to at least 1x per semester for all NHS students, institute a school-wide rewards system, and Improve Implementation of Positive Behavioral Intervention and Supports (PBIS).</p>	<p>This strategy was agreed upon by the SIT but later reconsidered since the bulk of the work falls to the PBIS Committee and its membership. However, it is being included as a secondary goal at this time, along with goal 4.</p>	<p>Level 2?</p>	<p>PBIS/SWIS PBIS.org Restorative Practices Handbook Implementing Restorative Practices Better Than Carrots or Sticks</p>	<p>This evidence-based system is effective for ALL students @ ALL grade levels.</p>	<p>PLCs PBIS Committee Structure and Timeline</p>	<p>Schedule of Meetings for PBIS, SIT, etc.</p>	<p>Strategies for Implementation Survey and results Funding to support incentive programs</p>	<p>Meetings of both PBIS and SIT</p>
<p>4. During the 2019-2010 school year the SIT committee and other school designees will</p>	<p>This strategy was agreed upon by the SIT but also reconsidered since many factors fall outside of the control of school personnel. However, it is</p>	<p>Level 1?</p>	<p>Using Technology in the Classroom Technology in the Classroom: What</p>	<p>Research shows that the presence of technology in the classroom does not necessarily improve achievement</p>	<p>UDL/Technology Staff Development Designated task force to identify and resolve internal issues</p>	<p>None that are currently identified.</p>	<p>Possible additional resources related to technology. Requests through</p>	<p>TBD</p>

<p><i>investigate the use of and needs for technology resources within the building. They will also develop a plan that will allow for increased use of existing technology as well as requisitioning of new technology determined by needs assessment.</i></p>	<p><i>being included as a secondary goal at this time, along with goal 3.</i></p>		<p><u>Research Tells Us</u></p> <p><u>Using Technology in the Classroom</u></p> <p><u>WWC</u></p>	<p><i>but the STRATEGIC USE of that TECHNOLOGY is the key.</i></p> <p><i>Current presence of technology and shared technology as well as classroom strategies need shared and developed by NGHS staff.</i></p>	<p><i>with technology</i></p>		<p><i>general funding/IT.</i></p>	
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Action Steps for Each Evidence-Based Strategy

<p>Goal #1: During the 2019-2020 school year, the number of NGHS students achieving a passing score on MCAP ELA and MCAP Algebra I will meet or exceed the annual targets of 68.30% (ELA) and 47.36% (Algebra I).</p> <p style="text-align: center;">FARMS 43.2% (Alg I) and 71.6% (ELA) Annual Targets - Math 47.36%/ELA 68.30%</p>				
<p>Evidence-Based Strategy #1: READ 180, MATH 180, Delta Math, Universal Design for Learning, and Intervention Strategies for Tier 2 and 3</p>				
Implementation Plan: Action Steps for Implementation	Indicator of Success/Benchmark	Timeline	Person(s) Responsible	Person(s) Involved, including Stakeholders and Partners
1. Training on READ 180, MATH 180, and Delta Math.	Staff Development Professional Development as needed	Summer - Fall 2020	ELA, Math, Guidance and Admin + Specialists	Math and ELA Department Chairs Central Office Supervisors
2. Strategies for Universal Design for Learning at Tier 1 in every classroom.	Staff Development to include strategies for striving and thriving students	Current year October - May 2020	Administration Central Office	Principal Assistant Principal Central Office Supervisors
3. Intervention Implementation and continued improvements.	Master Schedule Course Schedule Intervention Schedule	October - May 2020	Special Education Guidance Administration Staff in Departmental PLCs	Special Education Guidance Administration Staff in Departmental PLCs
4. Reading Intervention w/pull out and push in services.	Class Rosters PLCs	October - May 2020	Reading Specialist	ELA Department Math Department Reading Specialist

5. ELL Services	Hours of Service provided to ELL students	October - May 2020	Administration Guidance Central Office ELL Provider	Administration Guidance Central Office ELL Provider
6. Identify students in Tier 2 Interventions.	Rosters	October - May 2020	Departmental PLCs Administration Guidance	Departmental PLCs Administration Guidance
7. Identify students requiring Tier 3 intensive intervention in addition to Tier 1 and 2.	Rosters Diagnostics PLCs	October - May 2020	Departmental PLCs Administration Guidance	Departmental PLCs Administration Guidance
8. Complete READ 180, MATH 180, and other diagnostic, universal screeners with identified groups of students.	Selection and administering of diagnostic tests	October - May 2020	Departmental PLCs Administration Guidance	Departmental PLCs Administration Guidance
9. Completion of Re-testing and/or Bridge Plans in conjunction with Essentials and Intervention courses.	LAC	October - May 2020	Departmental PLCs Administration Guidance	Departmental PLCs Administration Guidance
10. Provide "Enrichment" and tutoring as needed.	Use of funds/budget Logs of after school hours	October - May 2020	Departmental PLCs Administration Guidance	Departmental PLCs Administration Guidance

Goal #2: During the 2019-2020 school year, one hundred percent (100%) of NHS staff members will increase communication by making contact with parents/guardians with a frequency of twelve contacts per each quarter of the school year. (with the exception of first quarter of 2019-2020)

Evidence-Based Strategy #2: Research on Parental Involvement and Impact on Student Achievement

Implementation Plan: Action Steps for Implementation	Indicator of Success/Benchmark	Timeline	Person(s) Responsible	Person(s) Involved, including Stakeholders and Partners
1. Teachers will log communications with parents at a rate of 12 per quarter with the exception of first quarter.	PowerSchool Log of Parent Communications	Each quarter - 12 or 24 per semester	Each staff member	Parents/Guardians
2. Establish social media methods of Communication.	Facebook and Twitter accounts Number of visits per semester? month?	October 2019-May 2020	Assistant Principal Guidance	Community Administration Staff
3. Identification and Documentation of other examples of outreach, parent contact, partnerships, guest speakers, and community building.	Log of occurrences	October 2019-May 2020	All staff	All staff

Goal #3: During the 2019-2010 school year the PBIS committee will increase the number of PBIS opportunities from 1x per year to at least 1x per semester for all NHS students, institute a school-wide rewards system, and Improve Implementation of Positive Behavioral Intervention and Supports (PBIS).				
Evidence-Based Strategy #3: Implementation of PBIS with Fidelity as supported by PBIS.org and other research.				
Implementation Plan: Action Steps for Implementation	Indicator of Success/Benchmark	Timeline	Person(s) Responsible	Person(s) Involved, including Stakeholders and Partners
1. Conduct the PBIS Fidelity Survey.	Survey Results %	Fall 2019	PBIS Committee	PBIS Committee
2. Create and administer student/staff surveys.	Survey Results	Fall 2019	PBIS Committee	PBIS Committee School Staff and Students
3. Analyze results of surveys.	Data	Fall 2019	PBIS Committee	PBIS Committee
4. Determine criteria for rewards system as well as a yearly framework for implementation.	Committee Notes Yearly Framework	Ongoing	PBIS Committee	PBIS Committee
5. PBIS Committee members are meeting regularly.	PLFs Agendas Notes	Ongoing	PBIS Committee	PBIS Committee Dr. Martz
6. Use school news and social media to publicize program - PBIS overview and timeline.	School newscasts	2019-2020 school year	PBIS Committee	Staff, students, PBIS committee
7. Creation of and Posting of PBIS incentive program.	Posters up around the building	September 2019	PBIS Committee, Custodian	All staff
8. Recruit parent, community, and student representatives for PBIS team	Committee agenda/minutes	October 2019	PBIS Committee	Parents, students, PBIS committee
9. Collaborate with Student Council to determine specific acknowledgements based on the categories already established.	Defined incentives mapped out for the school year.	October 2019	PBIS Committee/St udent Council	Students/PBIS Committee/Business Partners

Goal #4: During the 2019-2010 school year the SIT committee and other school designees will investigate the use of and needs for technology resources within the building. They will also develop a plan that will allow for increased use of existing technology as well as requisitioning of new technology determined by needs assessment.				
Evidence-Based Strategy #4: What Works Clearinghouse resources to support best practices for use of technology in the high school classroom.				
Implementation Plan: Action Steps for Implementation	Indicator of Success/Benchmark	Timeline	Person(s) Responsible	Person(s) Involved, including Stakeholders and Partners
1. School-wide Inventory/Survey	Survey and results	Fall 2019-2020	SIT	SIT Administration IT support staff IT Central Office
2. Redistribution of existing technology	Inventory and location of technology in building for collaboration in use/storage	Fall 2019-2020	SIT	SIT Administration IT support staff IT Central Office
3. Needs assessment	Completed assessment	Fall 2019-2020	SIT	SIT Administration IT support staff IT Central Office
4. Identify funding to support needs	Budget Requests	Fall 2019-2020	SIT Administration	SIT Administration IT support staff IT Central Office
5. Request central office funding support as needed	Administrative budget requests	Fall 2019-2020	SIT Administration	SIT Administration IT Central Office

Attestation

School Level Attestation					
I certify the needs assessment and intervention plan were collaboratively developed in partnership with stakeholders. I acknowledge and confirm that the needs assessment and intervention plan have been approved by the school.					
Principal Name:	James H. Maddy	Principal Signature:	<i>James H. Maddy</i>	Date:	10-29-2019
Local Education Agency (LEA) Attestation					
I certify the needs assessment and intervention plan were collaboratively developed in partnership with stakeholders. I acknowledge and confirm that the needs assessment and intervention plan have been approved by the local education agency.					
LEA Rep Name:	Karen K. DeVore	LEA Rep Signature:		Date:	10-29-2019

Resources

Resource Name	Publisher	Description
The Every Student Succeeds Act (ESSA)		<p>The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students.</p> <p>The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.</p>
The Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan	The Maryland State Department of Education	<p>On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama. This reauthorization of the Elementary and Secondary Education Act, formerly known as No Child Left Behind, provides a long-term, stable federal policy that gives states additional flexibility and encourages states, local school systems, and schools to innovate while at the same time holding all accountable for results. The Maryland State Department of Education worked with the ESSA Stakeholder Committee to participate in the review of the new law and development of Maryland's ESSA Plan. The final version of Maryland’s ESSA Consolidated State Plan is provided for reference. Earlier drafts of the plan can be found here.</p>
The MSDE Resource Hub	The Maryland State Department of Education	<p>The MSDE Resource Hub has a variety of resources related to school improvement, leadership development, and selecting evidence-based interventions. The focus of the resources on the hub is customized support, data-informed results and evidence-based solutions.</p>
The MSDE Cycle of Continuous Improvement	The Maryland State Department of Education	<p>The Cycle of Continuous Improvement is utilized as part of the school improvement process in Maryland. Schools, school districts, and MSDE offices are encouraged to immerse themselves in the Cycle of Continuous Improvement as they work to tackle school improvement challenges. Within the cycle, there are four steps: 1) define the problem of practice, 2) select evidence-based solutions, 3) implement a plan, and 4) adjust continue to stop solution.</p>
Four Domains for Rapid School Improvement: A Systems Framework	The Center of School Turnaround at WestEd	<p>The Center on School Turnaround at WestEd (CST) has released the Four Domains for Rapid School Improvement. This framework is designed to assist states, districts, and schools in leading and managing rapid improvement efforts. The framework shares, in practical language, the critical practices of successful school turnaround in four domains, or areas of focus, that research and experience suggest are central to rapid and significant improvement: turnaround leadership, talent development, instructional transformation,</p>

		and culture shift. At a more fine-grained level, the framework then offers examples of how each practice would be put into action at each level of the system.
Four Domains for Rapid School Improvement: An Implementation Framework	The National Implementation Research Network and the National Center for School Turnaround	The National Implementation Research Network (NIRN) and the National Center for School Turnaround (2018) published the <i>Four Domains for Rapid School Improvement: An Implementation Framework</i> as a companion to the Center for School Turnaround's (2017) recent publication of <i>The Four Domains for Rapid School Improvement: A Systems Framework</i> . The aim of this companion paper is to describe how to use the improvement domains in practice.
Four Domains for Rapid School Improvement: Indicators of Effective Practice	The Center of School Turnaround at WestEd	This document, which is intended to facilitate educators' ability to take and track action within each domain, provides the specificity of indicators for each practice identified in the framework. An indicator of effective practice is what Redding (2013) calls a concrete behavioral expression of a particular professional practice that research has shown to contribute to student learning. The indicators presented in this document are expressed in plain language so school, district, and state teams can identify with greater certainty whether a relevant practice from the four domains is standard and routinely operational or whether more work is needed.
Prioritizing Talent in Turnaround: Recommendations for Identifying, Hiring and Supporting Principals and Teachers in Low-Performing Schools	The Center of School Turnaround at WestEd	Specifically, this report conveys what researchers and field team members have learned from a project examining how districts prioritizing their lowest-performing schools attract and recruit high-potential candidates for principalships and teaching positions. The report also describes what was learned from the project in terms of districts' strategic and innovative approaches for identifying the fit between an applicant and a school, and for supporting talent in the long term.
Professional Standards for Educational Leaders	National Policy Board for Educational Administration	Professional Standards for Educational Standards, PSEL, formerly known as the ISLLC Standards, were developed in 2015 by National Policy Board for Educational Administration. In 2017, Maryland State Department of Education adopted PSEL to guide administrator preparation, licensure, and evaluation in Maryland.
Promising Leadership Practices for Rapid School Improvement that Lasts	The Center of School Turnaround at WestEd	This report presents promising practices for how to sustain the advances made in schools that have demonstrated rapid improvement. There is much to learn from schools that demonstrate sustained improvement and those who lead them. There is also much to learn from other fields, such as business, where research has focused on organizational turnaround.
Recruit, Select, and Support: Turnaround Leader Competencies	The Center of School Turnaround at WestEd	Research shows that there are specific competencies that school leaders need for successful turnaround efforts. This professional learning module can help staff learn how to use these competencies to recruit, select, and provide ongoing support to school principals working in a turnaround context.
Support for Rapid School Improvement: How Federal Dollars Can be Leveraged for Systematic Improvement	The Center of School Turnaround at WestEd	This document is designed to serve as a guide for the purpose of aligning spending to support turnaround efforts and offers examples of how federal funds may be used to support a framework designed to produce a coherent strategy for school turnaround.

The Engagement Playbook: A Toolkit for Engaging Stakeholders Around the Four Domains of Rapid School Improvement	The Center of School Turnaround at WestEd and the National Center for Systemic Improvement	This toolkit supports the collaboration of decision-makers and stakeholders involved in the school improvement process at the local-level by analyzing the intersections between the Four Domains for Rapid School Improvement and Leadership by Convening, which focuses on the human side of change.
The Hexagon Tool – Exploring Context	The National Implementation Research Network	The Hexagon Tool can help states, districts, and schools appropriately select evidence-based strategies by reviewing six broad factors in relation to the program or practice under consideration. <i>Additional Resources:</i> https://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-TheHexagonTool.pdf https://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-Education-TheHexagonDiscussionandAnalysisTool.pdf
Transforming Schools – How distributive leadership can create more high-performing schools	Bain & Company	This 2016 report by Bain & Company focuses on how distributive leadership can be used in school improvement practices. The report discusses that an essential ingredient for any significant school improvement is transformational leadership.
Using Needs Assessments for School and District Improvement	The Center of School Turnaround at WestEd and the Council of Chief State Schools Officers	This guide describes the core components for developing and administering needs assessments for improvement. The guide includes information on ESSA requirements, planning a needs assessment, designing a needs assessment, how a needs assessment is part of the improvement process, and key decision points. <i>Additional Resources:</i> https://centeronschoolturnaround.org/wp-content/uploads/2018/04/Worksheets-from-Needs-Assessment.docx
Understanding Maryland’s Targeted Support and Improvement (TSI) Schools	The Maryland State Department of Education (MSDE)	The Maryland State Department of Education (MSDE) has designed this document to assist local school systems in understanding Maryland’s TSI identification, local accountability, exit criteria, supports, and resources.

Citations

<http://www.renniecenter.org/sites/default/files/2017-01/SmartSchoolBudgeting.pdf>