

Action Steps for Each Evidence-Based Strategy

<p>Goal #1: During the 2021-2022 school year, the number of NGHS students achieving a passing score on MCAP ELA will meet or exceed the annual target of 68.30% (ELA).</p> <p style="text-align: center;">Annual Targets – MSDE FARMS 43.2% (Alg I) and 71.6% (ELA) Math 47.36%/ELA 68.30%</p>				
<p>Evidence-Based Strategy #1: READ 180, Reading Inventory, 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. Identify students in Tier 2 Interventions using vetted Screening Tools.	Scores on screening assessments	Fall 2021	Departmental PLCs Administration Guidance	Departmental PLCs Administration Guidance
2. Identify students requiring Tier 3 intensive intervention in addition to Tier 1 and 2.	Rosters Diagnostics PLCs	2021-2022	Departmental PLCs Administration Guidance	Departmental PLCs Administration Guidance
3. Provide “Enrichment” and tutoring as needed.	Use of funds/budget Logs of after school hours	2021-2022	Departmental PLCs Administration Guidance	Departmental PLCs Administration Guidance
4. Summer School/Credit Recovery	Summer school enrollment and passing rates	2021-2022 Summer 2022	GCPS/NHS	Admin/Guidance
	Attendance			Teaching staff
5. Use of ESSR and other targeted grants/funds	Implementation of targeted, small group tutoring	TBD	NHS Admin	Teaching staff Hired tutors

Goal #2: During the 2021-2022 school year, the number of NGHS students achieving a passing score on MCAP Algebra I will meet or exceed the annual target 47.36% (Algebra I).

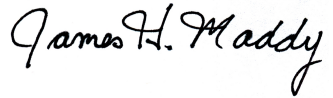
Annual Targets – MSDE
FARMS 43.2% (Alg I) and 71.6% (ELA)
Math 47.36%/ELA 68.30%

Evidence-Based Strategy #2: Delta Math, ALEKS, Math Inventory, Universal Design for Learning, and Intervention Strategies for Tier 2 and 3

Implementation Plan: Action Steps for Implementation	Indicator of Success/Benchmark	Timeline	Person(s) Responsible	Person(s) Involved, including Stakeholders and Partners
1. Identify students in Tier 2 Interventions using vetted Screening Tools.	Scores on screening assessments	Fall 2021	Departmental PLCs Administration Guidance	Departmental PLCs Administration Guidance
2. Identify students requiring Tier 3 intensive intervention in addition to Tier 1 and 2.	Rosters Diagnostics PLCs	2021-2022	Departmental PLCs Administration Guidance	Departmental PLCs Administration Guidance
3. Provide “Enrichment” and tutoring as needed.	Use of funds/budget Logs of after school hours	2021-2022	Departmental PLCs Administration Guidance	Departmental PLCs Administration Guidance
4. Summer School/Credit Recovery	Summer school enrollment and passing rates Attendance	2021-2022 Summer 2022	GCPS/NHS	Admin/Guidance Teaching staff
5. Use of ESSR and other targeted grants/funds	Implementation of targeted, small group tutoring	TBD	NHS Admin	Teaching staff Hired tutors

Goal #3: During the 2021-2022 school year, we will improve attendance in each grade level and overall.				
Evidence-Based Strategy #3: Research on impact of attendance on academic performance.				
Implementation Plan: Action Steps for Implementation	Indicator of Success/Benchmark	Timeline	Person(s) Responsible	Person(s) Involved, including Stakeholders and Partners
1. Collect data for years 2019-2020, 2020-2021, and 2021-2022 regarding staff attendance and class attendance for each grade and overall school attendance.	Data charts for average attendance for NHS staff and students	Fall 2021	Administration	All
2. Publicize or share data and identify incentives for attendance.	Webmaster Facebook admin Schoology admin	Fall 2021 – Spring 2022	PBIS Administration	All
3. Establish attendance goals and track attendance on a monthly basis.	Improved attendance trends Reduction of consecutive absences Outreach program to reconnect “lost” students	Ongoing	All staff Support staff Main Office Guidance Office	All

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:	Mr. James H. Maddy	Principal Signature:		Date:	10-14-2021

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:	Dr. Nicole Miller	LEA Rep Signature:		Date:	