



School Improvement Plan 2020-2021

Northern Middle School



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Overview

All Garrett County Schools are required to complete the 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 the 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 the 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 to 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 Middle School
School Address	371 Pride Parkway Accident, MD 21520
Local Education Agency (LEA)	Garrett County Public Schools
Grades Served	6-8
Principal's Name	David Yoder
Principal's Email Address	david.yoder@garrettcountyschools.org
School Phone Number	301-746-8165
Principal Supervisor's Name	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> <p><u>NOTE:</u> <i>The school should maintain SAN (sign-in, agenda, notes) documentation for each meeting held with the stakeholder planning team.</i></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
David Yoder	Principal	4	david.yoder@garrettcountyschools.org
Richard Stevens	Assistant Principal	10	richard.stevens@garrettcountyschools.org
Jenna Hankinson	Guidance Counselor	6	jenna.hankinson@garrettcountyschools.org
Allyson Martz	School Psychologist	23	allyson.martz@garrettcountyschools.org
Stephanie Wesolowski	Supervisor of College and Career Readiness	3	stephanie.wesolowski@garrettcountyschools.org
Amy Snyder	Literacy Coach	2	amy.snyder@garrettcountyschools.org
Lisa Teets	ELA Department Chair	9	lisa.teets@garrettcountyschools.org
Angie Rush	ELA Teacher	8	angie.rush@garrettcountyschools.org
Tammy Snider	ELA Teacher	16	tammy.snider@garrettcountyschools.org
Tara Hinebaugh	ELA Teacher		lauren.peddicord@garrettcountyschools.org
Monica Merrill	ELA Special Education Teacher	2	amy.rowan@garrettcountyschools.org
Kyler Clise	Math Teacher		chris.ashby@garrettcountyschools.org
Cathy Hershberger	Math Teacher	33	chris.ashby@garrettcountyschools.org
Rebecca Brenneman	Math Teacher	33	rebecca.brenneman@garrettcountyschools.org
Jacqueline Hawkins	Math Department Chair	2	jacqueline.hawkins@garrettcountyschools.org
Tracy Rase	Math Special Education Teacher	6	tracy.rase@garrettcountyschools.org
Darren Wilburn	Science Department Chair	23	darren.wilburn@garrettcountyschools.org
Ashli Myers	Science Teacher	3	ashli.myers@garrettcountyschools.org

Katelyn O'Brien	Science Teacher	8	katelyn.obrien@garrettcountyschools.org
April Lewis	Teacher Bargaining Unit Rep		april.lewis@garrettcountyschools.org
Amy Perando	Parent		amyperando@gmail.com
Diane Emory	Community Member		dmebaskets@hotmail.com
Jason VanSickle	Business Community Partner		jvansickle@mybank.com
McKenzie Upole	Student		
<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>			
Academic Achievement	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.		
Graduation Rate	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.		
English Language Proficiency	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.		

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>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 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>
<p>Mission</p>	<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>
<p>Goals</p>	<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

	<ul style="list-style-type: none"> ● 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 2019-20 school year.</p>	
<p>Vision</p>	<p>We work to maintain a safe and positive learning community guided by research-based best practices. Our well-trained staff encourages each student to reach for character and academic excellence. We strive to motivate our students through a variety of challenging learning opportunities, and provide a curriculum based on the premise that all students can become life-long learners. We teach our students to make educated decisions and communicate effectively. We understand and accommodate the unique physical, creative, intellectual, social, and emotional needs of the transitional adolescent. We encourage and provide increasingly challenging experiences that develop independent and responsible learners. We establish consistently enforced rules, boundaries, and structure to ensure that our students become effective citizens and leaders in a diverse society. As part of this process we implement the research based and validated Positive Behavior Interventions and Support (PBIS) program, reminding our students to be Prepared for class each day, Attentive to instruction and direction, Working to achieve excellence, and Safe in school and on the bus.</p>
<p>Mission</p>	<p>Northern Middle School's mission is to successfully meet the academic and social challenges of the transitional child. We strive to be supportive, yet set high standards; we strive to be child-centered, yet encourage growth. We strive to provide our students with the knowledge and skills necessary to be successful in a rigorous high school program.</p>

Goals	<ul style="list-style-type: none">● Reduce the number of students not meeting or exceeding expectations by 2030, as measured by MCAP and MISA assessments.● Meet or exceed annual expected growth and achievement targets as measured by MCAP assessments.● Provide students with a rigorous, safe and caring learning environment
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Student Profile Data				
School Year		2019-2020	2018-2019	2017-2018
Total Student Enrollment: Identify the total number of students enrolled for each school year.				
<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.	Grade 6	117	114	117
	Grade 7	121	117	120
	Grade 8	118	118	120
Gender: Identify the number of male and female students.	Male	181	186	178
	Female	175	173	179
Race/Ethnicity: Identify the number of students in each group.	Black/African American	4	4	5
	Hispanic/Latino	5	7	5
	Asian	4	2	2
	White	341	337	344
	Multi-Racial/Other	6	7	9
	American Indian/Alaska Native	0	1	1
	Native Hawaiian/Other Pacific Islander	0	2	2
Special Services: Identify the percentage of students in each group (PowerSchool)	English Learners	.28	.86	
	Migrant	0	0	0
	Economically Disadvantaged	45.1	44.13	
	Students with Disabilities	12.32	11.17	
	Gifted and Talented	9.4	7.74	
	Homeless	0	.86	

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/		9.9	6.3	
	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/	95	95	95	
	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/ .	11	13	7	
	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.	100	100	100	
Disproportionality Rate: The determination based on school discipline data whether school practices are having a disproportionate impact on students of color and students with disabilities. <i>If the Maryland State Department of Education</i>	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 this context, refers to the likelihood that a student will receive an out-of-school	Risk Ratio for Black/African American Students =			N/A

<p><i>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></p> <p>The Maryland model will analyze out-of-school suspension and expulsion (removal) data using two complementary measures, risk ratio and State comparison.</p>	<p>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>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 2019-2020 school year. Example programs include: Credit Recovery, Extended Learning, etc.</p>	<ul style="list-style-type: none"> HEEC Robotics Garrett County Arts Fair Student Council Pupil Services Team Response to Intervention PAWS Rotating Schedule - Academic Intervention After School Tutoring Curricular Field Trips Parent Conferences Heroes Group Midterm Conferences with Students At Risk TAY JROTC for 7th/8th grade GCHD Partnership/Grant
<p>Student Opportunities for Acceleration and/or Enhancement: List academic programs that provide opportunities for student acceleration and/or enhancement for the 2019-2020 school year. Example programs include Gifted and Talented, Advanced Placement, Dual Enrollment, etc.</p>	<ul style="list-style-type: none"> Gifted and Talented Algebra 1 JROTC After School Math and ELA Focus Robotics Student Council Hickory Environmental Education Center

<p>Student Engagement: List programs that focus on fostering supportive culture and climate within the school for the 2019-2020 school year. Example programs include Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.</p>	<p>PBIS Restorative Practices Specially Designed Instruction Friends of Rachel Ladies Tea Heroes GEMS Garrett Mentors Success Homeroom Second Step Winners Program MSAP GCHD Social Worker GCHD Partnership Youth In Action After School Program Alternatives to Suspension Safe Schools Training ALICE Training Crisis Prevention Team GCPS Handbook Bear Facts Handbook STARS-Affective Education Character Education Students of the Month</p>
<p>Opportunities for completion of and access to a well-rounded curriculum:</p> <p>Middle: Percent of 8th grade students enrolled in fine arts, physical education, health, and computational learning.</p>	<p>100%</p>

Student Achievement Data					
		School Year	2019-2020	2018-2019	2017-2018
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 6		NA	56.5	41.1
	Grade 7		NA	63.6	43.9
	Grade 8		NA	47.1	28.3
State Assessment (PARCC): Mathematics Identify the percentage of students that have met or exceeded expectations as reflected on http://reportcard.msde.maryland.gov/	Grade 6		NA	33.9	32.1
	Grade 7		NA	52.7	43.0
	Grade 8		NA	21.3	32.6
	Grade 8 Algebra 1		NA	88.9	100
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 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	Grade 6		N/A	N/A	N/A
	Grade 7		N/A	N/A	N/A
	Grade 8		N/A	N/A	N/A

met or exceeded expectations as reflected on http://reportcard.msde.maryland.gov/									
State Assessment (PARCC): Identify the percentage of students that have met or exceeded growth targets	PARCC Algebra I		N/A		N/A		N/A		N/A
Student Growth/Progress Data									
LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY)) Example assessments include: ELA, Fountas & Pinnell, Dibels, ISME, KRA, Reading Inventory, Math Inventory		2019-2020							
		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.	Grade 6	99%	99%	42%	60%	31%	26%	27%	14%
	Grade 7	99%	99%	39%	67%	30%	22%	30%	12%
	Grade 8	97%	97%	52%	53%	27%	27%	20%	11%
LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))		2019-2020							
		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.	Grade 6	99%	99%	45%	61%	23%	18%	32%	21%
	Grade 7	99%	99%	39%	62%	34%	12%	26%	26%
	Grade 8	97%	97%	51%	67%	26%	13%	24%	20%
EOY Data from Feb- March									

Student Growth/Progress Data									
LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY)) Example assessments include: ELA, Fountas & Pinnell, Dibels, ISME, KRA, Reading Inventory, Math Inventory		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.	Grade 6	99%	99%	48%	60%	34%	26%	18%	14%
	Grade 7	99%	99%	46%	67%	34%	22%	19%	12%
	Grade 8	97%	97%	48%	53%	31%	34%	21%	13%
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.	Grade 6	99%	99%	55%	61%	25%	18%	20%	21%
	Grade 7	99%	99%	42%	62%	21%	12%	37%	26%
	Grade 8	97%	97%	23%	36%	26%	29%	51%	34%

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>		2020-2021							
		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.	Grade 6	97%		48%		25%		27%	
	Grade 7	96%		53%		23%		24%	
	Grade 8	97%		54%		40%		6%	
LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))		2020-2021							
		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.	Grade 6	97%		6%		30%		64%	
	Grade 7	96%		21%		30%		49%	
	Grade 8	97%		14%		35%		51%	

Staff Profile Data			
Principal and Administrators			
Number of years of experience as a principal	10		
Number of years at current school as an administrator	3		
Number of Assistant Principals	1		
	School Year	2019-2020	2018-2019
Administrator Attendance (Average Daily Rate – Percent)		96%	97%
			2017-2018
			96%
Teachers			
	School Year	2019-2020	2018-2019
			2017-2018

Number of Unfilled Vacancies		0	0
Percentage of first year teachers	0%	0	6.9%
Percentage of teachers with 1-3 years of experience	0%	0	10%
Percentage of teachers that meet applicable State Certification and Licensure requirements	100%	100%	100%
Percentage of teachers with Conditional Certification or Uncertified	0%	0%	0%
Percentage of teachers teaching one or more classes outside of their certification area	0%	0%	0%
Percentage of teachers rated ineffective	0%	3.5%	0%
Teacher Attendance (Average Daily Rate – Percent)	95%	82%	87%
Resource Inequities – Staff Disparities			
School Year	2019-2020	2018-2019	2017-2018
Percent of Ineffective Teachers in the LEA	2.0%	0.06%	0%
Disparity of Ineffective Teachers in this school compared to LEA	0%	.31%	0%
Percent of Inexperienced Teachers in the LEA (0-3 years of experience)	21.8%	14%	17%
Disparity of Inexperienced Teachers in this school compared to the LEA	0%	.62%	1.6%
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	2019-2020	2017-2018	2017-2018
Number of paraprofessionals	3	2	2
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	Guidance Counselor - 1 School Psychologist - 1		

providing support services. Examples include social workers, psychologists, nurses, professional school counselors, etc.	School Nurse - 1 Speech Pathologist - 1 Teacher of the Visually Impaired - 1 Social Worker - 1 Behavior Support - 1 School Resource Office - 1
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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>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 Strength #1 Master Schedule	Evidence to Support Strength #1 60 minute Common planning time Grade level PLC's Department PLC's
	School Strength #2 School SLO focuses on reading/writing with significant "buy-in" from the staff	Evidence to Support Strength #2 Disciplinary literacy is evident across all content areas
	School Strength #3 Leadership Team and opportunities for leadership among staff	Evidence to Support Strength #3 Consistent Membership. Grade level and department PLC meeting agendas and notes
	School Strength #4 Communication	Evidence to Support Strength #4 Community utilization of email system, Facebook, and Messenger
	School Strength #5 Highly Qualified Teachers	Evidence to Support Strength #5 Evaluation Statistics Highly Effective=83% Effective=13.5% Ineffective=3.5%
<p>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>	School Strength #1 Leaders in the School	Evidence to Support Strength #1 AIR utilization

<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 	School Strength #2 Teacher Retention	Evidence to Support Strength #2 Retention Rate
	School Strength #3 School Embedded PD	Evidence to Support Strength #3 Focused on student performance PD agendas, objectives and notes
	School Strength #4 Common planning among grade level teams and Special Education staff	Evidence to Support Strength #4 PLC Meetings and Master Schedule
	School Strength #5 Teacher Collaboration	Evidence to Support Strength #5 PLF's developed to for teacher collaboration time, especially Special Education 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 	School Strength #1 School Improvement Team includes members from all grades and disciplines	Evidence to Support Strength #1 Knowledge and experience contributes to whole school vested interest
	School Strength #2 Academic Intervention	Evidence to Support Strength #2 Read 180 Orton/ELL Services Intervention Class
	School Strength #3 Equity of best instructional practices among subgroups	Evidence to Support Strength #3 Decrease in achievement gap among subgroups (males and FARMS)
	School Strength #4 Tier 3 Interventions in place	Evidence to Support Strength #4 PS data, progress monitoring and PLC Meetings

	School Strength #5 Participation on Spring 2020 and Summer 2020 Schoology PD	Evidence to Support Strength #5 100% participation in training “Getting Started with Schoology”
<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 PAWS Expectations	Evidence to Support Strength #1 Yearly decrease in suspensions Creation of PAWS Matrix for specific locations
	School Strength #2 Sense of Team	Evidence to Support Strength #2 Visibility at School events
	School Strength #3 Parent Engagement	Evidence to Support Strength #3 Volunteers involved in extracurricular activities such as sports, robotics, field trips, etc...
	School Strength #4 Communication with Community and Families	Evidence to Support Strength #1 Facebook, Monday school emails, PS access, lobby TV, School Messenger
	School Strength #5 Student Recognition	Evidence to Support Strength #5 Character Education Student of the Month, Weekly Cool Cash drawing, Honor Roll, quarterly attendance awards, NMS Morning News, GCPS Arts Fair

Challenges

Directions: 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>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 Challenge #1 RTI needs make it difficult to schedule tier II/III interventions for all who need it</p>	<p>Evidence to Support Challenge #1 Continued number of students reading below grade level</p>
	<p>School Challenge #2 Utilizing PAWS for intervention or acceleration for all students</p>	<p>Evidence to Support Challenge #2 Some students are not involved in remediation or acceleration. Used as study hall or homework time.</p>
	<p>School Challenge #3 Utilizing restorative practices</p>	<p>Evidence to Support Challenge #3 Discipline data for lunch detentions and office referrals</p>
	<p>School Challenge #4 Monitoring progress of CCR Standards for all content areas</p>	<p>Evidence to Support Challenge #4 Formative assessments and TIER 2 RTI in PS</p>
<p>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 	<p>School Challenge #1 Understanding of evidenced based strategies...</p>	<p>Evidence to Support Challenge #1 Observation reports</p>
	<p>School Challenge #2 PD that meets the needs of our lowest performing student populations</p>	<p>Evidence to Support Challenge #2 PD focused on ELA and Math staff members</p>

<ul style="list-style-type: none"> ● Review and utilize turnaround competencies to select and develop ALL staff ● Building capacity – balancing support with accountability 		
<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 Utilization of evidence based strategies</p>	<p>Evidence to Support Challenge #1 Underperforming subgroups</p>
	<p>School Challenge #2 High expectations for all students</p>	<p>Evidence to Support Challenge #2 Not meeting state expected growth rates in all subgroups</p>
<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 	<p>School Challenge #1 Increased office referrals</p>	<p>Evidence to Support Challenge #1 Discipline Data</p>
	<p>School Challenge #2 Parent engagement from under-performing subgroups</p>	<p>Evidence to Support Challenge #2 Attendance at PBIS family nights</p>
	<p>School Challenge #3 Student involvement</p>	<p>Evidence to Support Challenge #3 SIP Meetings PBIS Agendas Student Council Meetings</p>

<ul style="list-style-type: none">● Create or maintain a culture that values trust, respect, and high expectations		
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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. Close the ELA achievement gap between disabled and non-disabled students	2018-2019 PARCC Performance Report : ELA Grades 6-8 Students with Disabilities - IEP Yes 5.1% at a Level of 4 or 5 Students with Disabilities - IEP No 61.2% at a Level 4 or 5 2019-2020 Fall Reading Inventory Report: Students with Disabilities - <ul style="list-style-type: none"> ● At or above grade level 19% ● 1-2 grade levels below 19% ● more than 2 grade levels below 62%
2. Close the Math achievement gap between disabled and non-disabled students	2018-2019 PARCC Performance Report : Math Grades 6-8 Students with Disabilities - IEP Yes 5.1% at a Level of 4 or 5 Students with Disabilities - IEP No 37.6% at a Level 4 or 5 2019-2020 Math Inventory Report: Students with Disabilities - <ul style="list-style-type: none"> ● At or above grade level 4% ● 1-2 grade levels below 4% ● more than 2 grade levels below 92%

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	During the 2020-2021 school year, the percent of 6th-8th grade ELA students with disabilities scoring a 4 or 5 will increase from 5.1% to 24.5% as measured by MCAP.	The goal will be measured annually using the percent of 6th-8th grade students scoring at a level 4 or 5 on MCAP	Quarter 1: Reading Inventory Growth Report and Expected Growth Report data Quarter 2 and 4: Reading Inventory Growth Report and Expected Growth Report data	PARCC and Reading Inventory data show a significant gap in the achievement of Students with Disabilities
<input type="checkbox"/> Turnaround Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Transformation <input type="checkbox"/> Culture Shift	During the 2020-2021 school year, the percent of 6th-8th grade math students with disabilities scoring a 4 or 5 will increase from 5.1% to 16.1% as measured by MCAP.	The goal will be measured annually using the percent of 6th-8th grade students scoring at a level 4 or 5 on MCAP	Quarter 1: HMH data Quarter 2 and 4: HMH data and expected growth percentiles	PARCC and HMH data show a significant gap in the achievement of Students with Disabilities
<input type="checkbox"/> Turnaround Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Transformation <input type="checkbox"/> Culture Shift	During the 2020-2021, 100% of the teaching staff will utilize Schoology to deliver instruction in a hybrid, virtual or in person model.	This goal will be measured by the percent of teachers creating Courses in Schoology.	Summer 2020: Percent of teachers completing "Getting Started with Schoology" Q1: Percent of teachers creating Courses on Schoology	The current pandemic has made it necessary to provide a hybrid model of instruction.

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	Level of Evidence	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.)
During the 2020-2021 school year, the percent of 6th-8th grade ELA students with disabilities scoring a 4 or 5 will increase from 5.1% to 24.5% as measured by MCAP.	Read 180 SDI	Level 1	WWCH Link to READ 180 Evidence SDI is a component/ requirement of ESSA	Special education students in grades 6-8 score lower than non-special education students	Data driven decision making UDL Modeling of critical thinking skills	Training of these programs and Best Practices for addressing struggling readers	HMH Materials HMH Cite Licenses Technology	Master Schedule Student Laptops
During the 2020-2021 school year, the percent of 6th-8th grade math students with disabilities scoring a 4 or 5 will increase from 5.1% to 16.1%	HMH SDI RTI	Level 1	RTI	Special education students in grades 6-8 score lower than non-special education students	Data driven decision making UDL Modeling of critical thinking skills	Training of these programs and Best Practices	HMH Materials HMH Cite Licenses Technology	Master schedule Student laptops

as measured by MCAP.								
During the 2020-2021, 100% of the teaching staff will utilize Schoology to deliver instruction in a hybrid, virtual or in person model.	Data Collection through Schoology Analytics Staff Development using needs assessment data	Level 1	What Research Tells Us about Using Technology What Works Clearinghouse	The Covid pandemic has made the models necessary for student and staff safety.	Virtual and in person modules based on staff need	Virtual and in person opportunities	Schoology Accounts Internet Access Staff Laptops	Internet Access Staff Laptops Schoology Analytics

Action Steps for Each Evidence-Based Strategy

Goal #: 1 During the 2020-2021 school year, the percent of 6th-8th grade ELA students with disabilities scoring a 4 or 5 will increase from 5.1% to 24.5% as measured by MCAP.				
Evidence-Based Strategy #1: Read 180 and System 44				
Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	Indicator of Success/Benchmark	Timeline	Person(s) Responsible <i>(list by job title/role, not by name)</i>	Person(s) Involved, including Stakeholders and Partners <i>(list by job title/role, not by name)</i>
1. Identify subgroup of students through previous MCAP and current Reading Inventory data	SIP review of data	September 2020	Literacy Coach Principal ELA Staff Spec. Ed Staff SIP TEAM	SIP Team Students ELA Staff Spec. Ed. Staff
2. Administer universal screener - RI	HMH reports of % os students taking tests	September 2020	ELA Staff Spec. Ed Staff	Literacy Coach Students
3. Implement Read 180 or System 44 program	HMH Reports of expected growth	Sept - June 2021	ELA Staff Spec. Ed Staff Literacy Coach	Principal Literacy Coach Students
4. Progress monitor	HMH Reports/Quarterly progress reports	Quarterly Progress Reports	ELA Staff Spec. Ed Staff SIP Team Literacy Coach	Principal Literacy Coach ELA Staff

Goal #: 1 During the 2020-2021 school year, the percent of 6th-8th grade ELA students with disabilities scoring a 4 or 5 will increase from 5.1% to 24.5% as measured by MCAP.

Evidence-Based Strategy #2: Specially Designed Instruction (SDI)

Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	Indicator of Success/Benchmark	Timeline	Person(s) Responsible <i>(list by job title/role, not by name)</i>	Person(s) Involved, including Stakeholders and Partners <i>(list by job title/role, not by name)</i>
1. Identify students	SIP Team data review	Sept. 2020	Literacy Coach Principal ELA Staff Spec. Ed Staff SIP TEAM	SIP Team ELA Staff Spec. Ed. Staff SIP Team
2. Establish IEP Goals	IEP Meetings	AR dates 20-21	Spec. Ed Staff ELA Staff	IEP Team Parents
3. Provide Specially Designed Instruction for access to grade level standards	Instructional Focus Visit data	ongoing 20-21	Spec. Ed Staff ELA Staff Literacy Coach	Students Spec. Ed. Staff
4. Utilize Formative Assessments	HMH Read 180 data	Quarterly	ELA Staff Spec. Ed. Staff Literacy Coach	ELA Staff Spec. Ed. Staff Principal
5. Tier 2 and Tier 3 Interventions in place	PS Tier 3 Review	Bi-weekly PS Review	ELA Staff Spec. Ed Staff Principal Literacy Coach	Spec. Ed. Staff Principal
6. Implement Read 180 or System 44	HMH reports of expected student growth	on-going 20-21	ELA Staff Spec. .Ed Staff Literacy Coach	Principal Literacy Coach Students ELA Staff Spec. Ed. Staff
7. Progress monitor	HMH reports and quarterly progress reports	Quarterly	Spec. Ed Staff ELA Staff Literacy Coach	ELA Staff Literacy Coach Spec. Ed. Staff Principal

Goal #:1 During the 2020-2021 school year, the percent of 6th-8th grade ELA students with disabilities scoring a 4 or 5 will increase from 5.1% to 24.5% as measured by MCAP.

Evidence-Based Strategy #3: Literacy Coach

Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	Indicator of Success/Benchmark	Timeline	Person(s) Responsible <i>(list by job title/role, not by name)</i>	Person(s) Involved, including Stakeholders and Partners <i>(list by job title/role, not by name)</i>
1. Provide staff development for Reading Inventory, Read 180 and System 44	HMH Reports	On-going 20-21	Literacy Coach	Principal Literacy Coach ELA Staff Spec. Ed. Staff
2. Analyze Reading Inventory data	HMH Reports	Quarterly	Literacy Coach	Principal Literacy Coach
3. Provide staff and SIP team Read 180 reports	SIP Agendas	Quarterly	Literacy Coach SIP Team	Principal ELA Staff Spec. Ed. Staff Literacy Coach
4. Model best practices in instruction	Instructional Focus Visit data Observation/Evaluation	Oct. 20-21	Principals	Literacy Coach Principal ELA Staff Spec. Ed Staff
5. Progress monitoring of identified students	HMH Reports	Quarterly	Literacy Coach	Literacy Coach Principal

Goal #:2 During the 2020-2021 school year, the percent of 6th-8th grade math students with disabilities scoring a 4 or 5 will increase from 5.1% to 16.1% as measured by MCAP.

Evidence-Based Strategy #1: HMH

Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	Indicator of Success/Benchmark	Timeline	Person(s) Responsible <i>(list by job title/role, not by name)</i>	Person(s) Involved, including Stakeholders and Partners <i>(list by job title/role, not by name)</i>
1. Identify subgroup of students	SIP Team data review	Sept 2020	Principal Math Staff Spec. Ed Staff SIP TEAM	SIP Team
2. Administer universal screener - HMH	HMH reports of % os students taking tests	September 2020	Math Staff Spec. Ed Staff	Math Staff Students Spec. Ed. Staff
3. Specially Designed Instruction - SDI	Instructional Focus Visit data	Oct. 2020-021	Principals	IEP Team Parents Students
4. Progress monitor	HMH Reports	Quarterly	Math Staff Principal Sepec. Ed.. Staff	Spec. Ed Staff Principal

Goal #:2 During the 2020-2021 school year, the percent of 6th-8th grade math students with disabilities scoring a 4 or 5 will increase from 5.1% to 16.1% as measured by MCAP.

Evidence-Based Strategy #2: Specially Designed Instruction (SDI)

Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	Indicator of Success/Benchmark	Timeline	Person(s) Responsible <i>(list by job title/role, not by name)</i>	Person(s) Involved, including Stakeholders and Partners <i>(list by job title/role, not by name)</i>
Identify students	SIP Team data review	Sept 2020	Principal Math Staff Spec. Ed Staff SIP TEAM	Principal SIP TEAM
Establish IEP Goals	IEP Meetings	AR dates 20-21	Spec. Ed Staff Math Staff	IEP Team Parents
Provide Specially Designed Instruction for access to grade level standards	Instructional Focus Visit data	ongoing 20-21	Spec. Ed Staff Math Staff	Spec. Ed Staff Math Staff Principal Students
Utilize Formative Assessments	HMH data	Quarterly	Math Staff Spec. Ed. Staff	Math Staff Spec. Ed. Staff Principal Math Supervisor
Tier 2 and Tier 3 Interventions in place	PS Tier 3 Review	Bi-weekly PS Review	Math Staff Spec. Ed Staff Principal	Math Staff Spec. Ed Staff Principal
Progress monitor	HMH reports of expected student growth	on-going 20-21	Math Staff Spec. .Ed Staff Literacy Coach	IEP Team Principal

Goal #: 2 During the 2020-2021 school year, the percent of 6th-8th grade math students with disabilities scoring a 4 or 5 will increase from 5.1% to 16.1% as measured by MCAP.

Evidence-Based Strategy #3: Multi-Tiered System of Supports (RTI)

Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	Indicator of Success/Benchmark	Timeline	Person(s) Responsible <i>(list by job title/role, not by name)</i>	Person(s) Involved, including Stakeholders and Partners <i>(list by job title/role, not by name)</i>
1. Identify subgroup of students	HMH Data	Sept 2020	Math Staff Spec.Ed Staff	Spec. Ed Staff Math Staff Principal Students
2. Identify essential skills lacking	HMH Reports	on going 2020-2021	Math Staff Spec.Ed Staff	Spec. Ed Staff Math Staff Principal Students
3. Reteach essential skills	Formative assessments	Math Staff Special Ed. Staff	Math Staff Spec.Ed Staff	Spec. Ed Staff Math Staff Principal Students
4. Progress Monitor	PS Reports	on going 2020-2021	Principal Math Staff Sepec.Ed.Staff	Spec. Ed Staff Math Staff Principal Students


Goal #:3 During the 2020-2021, 100% of the teaching staff will utilize Schoology to deliver instruction in a hybrid, virtual or in person model.				
Evidence-Based Strategy #1: Secondary Schoology Team of Experts				
Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	Indicator of Success/Benchmark	Timeline	Person(s) Responsible <i>(list by job title/role, not by name)</i>	Person(s) Involved, including Stakeholders and Partners <i>(list by job title/role, not by name)</i>
1. Identify potential team members	completed contracts	May 2020	STEM Supervisor Principal Schoology Team	STEM Supervisor Principal Teachers
2. Train team members	Getting Started with Schoology	May 2020	STEM Supervisor Principal Schoology Team	STEM Supervisor Principal Teachers
3. Develop courses and modules	Courses posted on Schoology	June 2020	STEM Supervisor Principal Teachers	STEM Supervisor Principal Teachers
4. Practice delivery methods	Sign in sheets	June 2020	STEM Supervisor Principal Schoology Team	STEM Supervisor Principal Teachers


Goal #:3 During the 2020-2021, 100% of the teaching staff will utilize Schoology to deliver instruction in a hybrid, virtual or in person model.				
Evidence-Based Strategy #2: Professional Development Opportunities (Virtual and In-Person)				
Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	Indicator of Success/Benchmark	Timeline	Person(s) Responsible <i>(list by job title/role)</i>	Person(s) Involved, including Stakeholders and Partners <i>(list by job title/role)</i>
1. Offer paid PD to all teachers	sign up sheets	June-August 2020	STEM Supervisor Assistant Superintendent	STEM Supervisor Principal Teachers

2. Needs assessment	completion of Google Form and poll	June 2020	STEM Supervisor	STEM Supervisor Principal Teachers
3. Delivery of in person and virtual modules	sign in sheets	June 2020-November 2020	STEM Supervisor Principal Schoology Team	STEM Supervisor Principal Teachers

Goal #3 During the 2020-2021, 100% of the teaching staff will utilize Schoology to deliver instruction in a hybrid, virtual or in person model.				
Evidence-Based Strategy #3: Hybrid Model instruction				
Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	Indicator of Success/Benchmark	Timeline	Person(s) Responsible <i>(list by job title/role)</i>	Person(s) Involved, including Stakeholders and Partners <i>(list by job title/role)</i>
1. Courses and schedules posted in Schoology	Teacher Courses	2020-2021	STEM Supervisor Principal Secondary Director	STEM Supervisor Principal Teachers
2. Google Meet links available	Teacher Homepage	2020-2021	STEM Supervisor Principal Secondary Director	STEM Supervisor Principal Teachers
3. Assignments posted	Teacher Homepage	2020-2021	STEM Supervisor Principal Secondary Director	STEM Supervisor Principal Teachers

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:	David Yoder	Principal Signature:		Date:	10/23/2020

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 DeVore	LEA Rep Signature:		Date:	11/2/2020

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,</p>

		or areas of focus, that research and experience suggest are central to rapid and significant improvement: turnaround leadership, talent development, instructional transformation, 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.

