



School Improvement Plan 2019-2020

Route Forty Elementary School

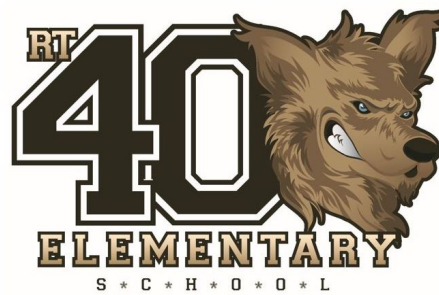


Table of Contents

[Overview](#)

[Background](#)

[Needs Assessment](#)

[School Profile](#)

[Student Profile Data](#)

[Student Achievement Data](#)

[Staff Profile](#)

[Strengths](#)

[Challenges](#)

[Intervention Plan](#)

[Prioritized Needs](#)

[SMART Intervention Goals](#)

[Evidence-Based Strategies](#)

[Action Steps for Each Evidence-Based Strategy](#)

[Actions Steps for Evidence-Based Strategy 1](#)

[Actions Steps for Evidence-Based Strategy 2](#)

[Actions Steps for Evidence-Based Strategy 3](#)

[Budget](#)

[Attestation](#)

[Resources](#)

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 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:

Karen Kamauff DeVore

Executive Director of Curriculum, Instruction & Administration

Garrett County Public Schools

40 South Second Street

Oakland, MD 21550

Phone: 301-334-8937

Fax: 301-334-7621

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.

School Profile			
School Name	Route Forty Elementary School		
School Address	17764 National Pike Frostburg, MD 21532		
Local Education Agency (LEA)	Garrett County Public Schools		
Grades Served	PK - 5		
Principal's Name	Candy Maust		
Principal's Email Address	candy.maust@garrettcountyschools.org		
School Phone Number	301-689-6132		
Principal Supervisor's Name	Penny Proudfoot		
Principal Supervisor's Email	penny.proudfoot@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
Candy Maust	Principal	12	candy.maust@garrettcountyschools.org
Shannon Miller	Other School Leader	15	shannon.miller@garrettcountyschools.org

Jencene Tice	Other School Leader	7	jencene.tice@garrettcountyschools.org
Debra Nicklin	Teacher	8	debra.nicklin@garrettcountyschools.org
Ashley Schafer	Teacher	3	ashley.schafer@garrettcountyschools.org
Donna Deal	Teacher Bargaining Unit Rep	12	donna.deal@garrettcountyschools.org
Jennifer French, Amanda Wagner, Lynette Harrison,	Parents		
Susan Carey	Community Member		
Angie Austin	Early Childhood Community Partner (preK or K to 5 or 8 schools only)	9	
Joy Billmyer	Business Community Partner	3	
Stephanie Wesolowski	LEA Content Support	3	stephanie.wesolowski@garrettcountyschools.org
Ryan Wolf	LEA Content Support	4	ryan.wolf@garrettcountyschools.org
Penny Lapp	Teacher	7	penny.lapp@garrettcountyschools.org
Kyler Clise	Teacher	9	kyler.clise@garrettcountyschools.org
Mitchell Hall	Teacher	2	mitchell.hall@garrettcountyschools.org
Dara McGettigan	Literacy Coach		dara.mcgettigan@garrettcountyschoolsorg

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>

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.	
Vision	<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>

Mission	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.
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.
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.	
Vision	<p>Route Forty Elementary School fosters a learning environment where all stakeholders take ownership of their contribution to the learning process. Relationships are built through respect, responsibility and teamwork. Students succeed due to consistency with social, behavioral, and academic expectations. PBIS is used to foster the intrinsic reward gained for doing the right thing while modeling positive character to those around them.</p> <p>Route Forty staff believes in educating the whole child, addressing strengths and weaknesses in social, emotional, academic and behavioral learning to empower them with the knowledge and skills their futures demand. The Multi-Tiered System of Support is utilized to address individual growth of students while applying evidence based strategies to increase success.</p> <p>Our school believes in the collaboration among staff, parents and community learning partners to celebrate success and achievements while continuing to work towards creating positive academic and social role modeling to enhance learning at Route Forty. Efforts are made to bridge the learning gap</p>

	between home and school with parent trainings, special events, and projects for student engagement.
Mission	Route Forty Elementary School educates the whole child in collaboration with parents, staff, and community with high expectations, quality evidence based instruction while incorporating the use of intrinsic rewards, project learning, teamwork, and parent involvement.
Goals	<ul style="list-style-type: none"> ● Develop and maintain strong family and community partnerships to foster life-long learners and responsible citizens. ● Create a positive school culture that teaches students the intrinsic reward of being safe, respectful, and responsible while maintaining a safe learning environment. ● High expectations are held for all areas of learning with appropriate and effective measures used to determine success. ● Students and staff will demonstrate good stewardship of the learning, knowledge, and resources they have been given.

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.				
<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	16	20	15
	Kindergarten	21	19	17
	Grade 1	16	16	17
	Grade 2	18	17	24
	Grade 3	16	25	17
	Grade 4	24	20	21
	Grade 5	18	23	16
Gender: Identify the number of male and female students.	Male	69	73	66
	Female	60	67	61
Race/Ethnicity: Identify the number of students in each group.	Black/African American	0	<5	<5
	Hispanic/Latino	1	<5	<5
	Asian	0	<5	<5
	White	114	125	124
	Multi-Racial/Other	2	<5	<5
	American Indian/Alaska Native	0	<5	<5
	Native Hawaiian/Other Pacific Islander	0	<5	<5
Special Services: Identify the percentage of students in each group (PowerSchool)	English Learners	0	<5	<5
	Migrant	0	<5	<5
	Economically Disadvantaged	34.88	30.9	27.6
	Students with Disabilities	8.53	10.8	11.0
	Gifted and Talented	3.88		
	Homeless	0		

<p>Additional Data: Identify requested data for each category.</p> <p>Additional Data: Identify requested data for each category.</p>	<p>Student Mobility - Percentage of students that move from one school community to another as reflected on http://reportcard.msde.maryland.gov/</p>	0	<5	11.6
	<p>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/</p>	96.7		
	<p>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/.</p>	0		
	<p>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.</p>	100		

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>Response to Intervention Project Based Learning</p>
<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>Lego League Gifted/Talented</p>
<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>	<p>PBIS</p>
<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</p>	<p>100%</p>

<p>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. studies, fine arts, physical education, health and science achievement.</p>	
--	--

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	32.00	25.00	45.00	
	Grade 4	40.00	43.50	50.00	
	Grade 5	52.40	53.30	35.00	
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	40.0	31.30	55.00	
	Grade 4	25.0	39.10	56.30	
	Grade 5	57.1	15.00	31.30	
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	
N/A					
State Assessment (PARCC): Mathematics Identify the percentage of students that have met or exceeded expectations as	Grade 3	N/A	N/A	N/A	
	Grade 4	N/A	N/A	N/A	
	Grade 5	N/A	N/A	N/A	

reflected on http://reportcard.msde.maryland.gov/				
---	--	--	--	--

Student Growth/Progress Data									
LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY)) <i>Example assessments include: ELA, Fountas & Pinnell, Dibels, IMSE, 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 - Read 180									
Student Achievement and Growth: English Language Arts Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten	NA	NA	NA	NA	NA	NA	NA	NA
	Kindergarten	NA	100	NA	100	NA	NA	NA	NA
	Grade 1	19	30	0	20	19	80	NA	NA
	Grade 2	83	56	22	22	11	22	50	11
	Grade 3	100	100	53	73	20	7	33	13
	Grade 4	100	100	29	52	29	12	42	36
	Grade 5	100	100	39	50	17	6	44	44
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 - Math 180									
Student Achievement and Growth: Mathematics Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten	NA	NA	NA	NA	NA	NA	NA	NA
	Kindergarten	NA	NA	NA	NA	NA	NA	NA	NA
	Grade 1	100	100	50	41	44	59	NA	NA
	Grade 2	100	100	28	44	5	50	67	6
	Grade 3	100	100	0	27	60	53	40	20
	Grade 4	100	100	4	44	21	28	75	28
	Grade 5	100	100	22	44	17	22	61	33

Staff Profile Data			
Principal and Administrators			
Number of years of experience as a principal	15		
Number of years at current school as an administrator	11		
Number of Assistant Principals	0		
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	0	1	0
Percentage of first year teachers	0	10	0
Percentage of teachers with 1-3 years of experience	0	20	33.3
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	0	0
Teacher Attendance (Average Daily Rate – Percent)	86	88.7	89.4
Resource Inequities – Staff Disparities			
School Year	2018-2019	2017-2018	2016-2017
Percent of Ineffective Teachers in the LEA	.06	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	.31	.97	.97
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	2	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 providing support services. Examples include social workers, psychologists, nurses, professional school counselors, etc.	Nurse - Full time School counselor - 40% Psychologist - as needed Behavior Coach - as needed Literacy Coach - 20% Academic Intervention - 271.5 hours		

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 	<p>School Strength #1 School administrator has been based at location for 11 years.</p>	<p>Evidence to Support Strength #1 2018 Route Forty earned a five star rating.</p>
	<p>School Strength #2 Expectations are clearly communicated, practiced and monitored.</p>	<p>Evidence to Support Strength #2 Staff meeting and SIP notes</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 ● Review and utilize turnaround competencies to select and develop ALL staff ● Building capacity – balancing support with accountability 	<p>School Strength #1 SIP incorporates an active PD plan to train staff on identified areas and target needs.</p>	<p>Evidence to Support Strength #1 Route 40 was identified as a five star rating in 2019.</p>

<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 Strength #1 IMSE OG and Writing SLO</p>	<p>Evidence to Support Strength #1 Highly Effective School SLO</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 ● Create or maintain a culture that values trust, respect, and high expectations 	<p>School Strength #1 PBIS SLO</p>	<p>Evidence to Support Strength #1 Effective SLO</p>
	<p>School Strength #2 Climate Survey Results</p>	<p>Evidence to Support Strength #2 93 participants 84% felt welcome, 15% felt mostly welcome 95-100% understand scores, reports, and assessments from school</p>

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	
Turnaround Leadership		
<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 Administrator has longevity at the school.</p>	<p>Evidence to Support Challenge #1 12 years</p>
Talent Development		
<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 Professional development is needed for new staff.</p>	<p>Evidence to Support Challenge #1 PBIS strategies were unfamiliar to newer staff, especially non-certificated.</p>
	<p>School Challenge #2 A new Gifted and Talented program has been implemented.</p>	<p>Evidence to Support Challenge #2 Training is needed for mentorships and appropriate differentiation strategies.</p>

<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 Modeling and reasoning scores are lower than anticipated.</p>	<p>Evidence to Support Challenge #1 PARCC scores See pages 17 and 31</p>
	<p>School Challenge #2 Writing scores are lower than overall reading scores.</p>	<p>Evidence to Support Challenge #2' IMSE OG initial assessment scores See pages 38-41</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 ● Create or maintain a culture that values trust, respect, and high expectations 	<p>School Challenge #1 Behavior specific praise</p>	<p>Evidence to Support Challenge #1 SLO was effective, with need for more emphasis on training for non-certificated staff.</p>

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, the root cause analysis, and the 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. Students need to be able to effectively demonstrate modeling and reasoning by communicating strategies.	On the 2019 administration of MCAP, less than 50% of the population met or exceeded expectations. Met or Exceeded Expectations for Modeling School 47% Grade 3 47% Grade 4 32% Grade 5 33% Met or Exceeded Expectations for Reasoning School 47% Grade 3 47% Grade 4 40% Grade 5 33%
2. Refine Behavior Specific Praise and increase use in nonacademic and resource periods.	*75% of the observations were at a 1:5 ratio for Behavior Specific Praise. SLO was at an effective rating. *TFI was 80% implementation. *91% of students were able to participate in monthly reward with remainder of students completing a reteach of behavior expectations.
3. Students needs to increase encoding and vocabulary skills to create adequate written pieces.	Initial Comprehensive IMSE OG Scores General Population at 80% or better Kindergarten -27% Grade 1 - 44% Grade 2 - 25%

	<p>Grade 3 - 55%</p> <p>Rtl Tier 2 Population at 80% or better</p> <p>Kindergarten - 0%</p> <p>Grade 1 - 0%</p> <p>Grade 2 - 0%</p> <p>Grade 3 - 49%</p> <p>Rtl Tier 3 and SPED Population at level of Goal</p> <p>Kindergarten - 0%</p> <p>Grade 1 - 14%</p> <p>Grade 2 - 0%</p> <p>Grade 3 - N/A</p> <p>Initial Intermediate IMSE OG Scores</p> <p>General Population at 80% or better</p> <p>Rtl Tier 2 Population at 80% or better</p> <p>Rtl Tier 3 and SPED Population at level of Goal</p>
--	---

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 type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Transformation <input type="checkbox"/> Culture Shift	1. During the 2019-2020 school year, 80% of the general education population will earn a minimum of 70% on the Modeling and Reasoning Assessment. *During the 2019-2020 school year, 50% of the RtI population will earn a minimum of 50% on the Modeling and Reasoning Assessment. * 50% of the students in grades K-5 in the SPED population achieve a minimum of 70% on the Modeling and Reasoning Assessment aligned to the level skills determined in the IEP.	School Based Grade Level Modeling and Reasoning assessments for Mid and End of Year using task release items for grades 3-5	Quarter 1: Baseline data is collected from Math Inventory Quarter 2: Mid-year Modeling and Reasoning data will be collected to determine student growth. Formative Measures: <ul style="list-style-type: none"> ● In February of 2020, did 80% of the K-5 general education population will earn a minimum of 70% on the Modeling and Reasoning Mid Year Assessment? ● In February of 2020, did 50% of the K-5 RtI population will earn a minimum of 50% on the Modeling and Reasoning Mid Year Assessment? ● In February of 2020, did 50% of the students in grades K-5 in the SPED population achieve a minimum of 70% on the Modeling and Reasoning Mid Year Assessment aligned to the level skills determined in the IEP? Quarter 4: End-year Modeling and Reasoning data will be collected to determine student growth. Summative Evaluation: <ul style="list-style-type: none"> ● In May of 2020, did 80% of the K-5 general education population will earn a minimum of 70% on the Modeling and Reasoning End of Year Assessment? ● In May of 2020, did 50% of the K-5 RtI population will earn a minimum of 50% on the Modeling and Reasoning End of Year Assessment? ● In May of 2020, did 50% of the students in grades K-5 in the SPED population achieve a minimum of 70% on the Modeling and Reasoning End of Year Assessment aligned to the level skills determined in the IEP? 	RF Math MCAP and READ 180 Data Breakdown
<input type="checkbox"/> Turnaround Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Transformation <input checked="" type="checkbox"/> Culture Shift	During the 2019-2020 school year, in 80% of all observations, 20% of staff praise will be behavior specific.	Observation data sheet tallying quantity of praise statements qualified by	Positive behavior slips Formative Evaluation: In February of 2020, did 80% of all classroom observations show a minimum of 20% staff praise as behavior-specific?	Positive Praise Data

		behavior specific and positive.	Summative Evaluation: In May of 2020, did 80% of all classroom observations show a minimum of 20% staff praise as behavior- specific?	
<input type="checkbox"/> Turnaround Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Instructional Transformation <input type="checkbox"/> Culture Shift	<p>Kindergarten - Grade 3 Goals General Population: 80% of the students in the general population of Kindergarten - Grade 3 will score 80% or better on the IMSE Orton-Gillingham Grade Level Final Assessment in May 2020.</p> <p>Tier 2 Rtl Population: 60% of the students in the Rtl Tier 2 population of Kindergarten through Grade 3 will score 80% or better on the IMSE Final Assessment at the given grade level in May 2020.</p> <p>Tier 3 and SPED Population - 70% of the students in the Rtl Tier 3 and SPED Kindergarten - Grade 3 population will score 80% or better on the IMSE Assessment at the given grade-level equivalent to the goals set in the Rtl plan or IEP in May 2020.</p> <p>Grades 4 and 5 Goals General Population: 80% of the students in the general population of Grades 4-5 will demonstrate an average increase of 20% or better on the IMSE Intermediate Orton-Gillingham Benchmarks in May 2020.</p> <p>Tier 2 Rtl Population: 60% of the students in the Rtl Tier 2 population of Grades 4-5 will demonstrate an average increase of 20% or better on the IMSE Intermediate Orton-Gillingham Benchmarks in May 2020.</p> <p>Tier 3 and SPED Population - 70% of the students in grades 4-5 in the Rtl Tier 3 and SPED population will score 80% or better on the IMSE Assessment equivalent to the goals set in the Rtl plan or IEP in May 2020.</p>	<p>Grade Level End of Year IMSE OG Assessment</p> <p>September - Initial IMSE Comprehensive and Intermediate OG Grade Level Assessments</p>	<p>Grade Level Mid-Year Assessments - January</p> <p>Formative Evaluation: In February 2020, did 80% of the general population score 80% or better on the IMSE Orton-Gillingham Grade Level Mid Year Assessment? In February 2020, did 60% of the RTI Tier 2 population score 80% or better on the IMSE Orton-Gillingham Assessment at their given grade level? In February 2020, did 80% of the RTI Tier 3 population score 80% or better on the IMSE Orton-Gillingham Assessment at their given goal level?</p> <p>Weekly/BiWeekly Concept Assessments</p> <p>May Grade Level End of Year Assessments</p> <p>Summative Evaluation: In May 2020, did 80% of the general population score 80% or better on the IMSE Orton-Gillingham Grade Level Final Assessment? In May 2020, did 60% of the RTI Tier 2 population score 80% or better on the IMSE Orton-Gillingham Assessment at their given grade level? In May 2020, did 80% of the RTI Tier 3 population score 80% or better on the IMSE Orton-Gillingham Assessment at their given goal level?</p>	<p>EOY 2019 and Initial 2019-2020</p>

--	--	--	--	--

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 (Level 1, Level 2, Level 3)	Evidence summary and evidence source/citation (include citation link)	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. Goal 1 * During the 2019-2020 school year, 80% of the general education population will earn a minimum of 70% on the Modeling and Reasoning Assessment. *During the 2019-2020 school year, 50% of the RtI population will earn a minimum of 50% on the Modeling and Reasoning Assessment. *During the 2019-2020 school year, 50% of the students in grades K-5 in the SPED population achieve a minimum of 70% on the Modeling and Reasoning Assessment aligned to the level skills determined in the IEP.	<ul style="list-style-type: none"> Revise vocabulary list for grade level math content. Create a notebook specific to math vocabulary strategies to utilize in lessons. Employ 5 step process, 4A, and 4 square problem solving strategies to assist in verbalizing modeling and reasoning. Use reteach and pre-teach during RtI. Embed MCAP style questions into daily instruction. Provide explicit and systematic instruction that includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review Provide clear models of easy and difficult problems. Incorporate teacher think-alouds. Provide students with opportunities to solve problems in a group and communicate problem solving strategies Conduct cumulative review in lessons. Implement an intervention program that moves from basic conceptual understanding to skills development in addition and subtraction, multiplication, division, and fractions. Continue to implement Universal Design for Learning strategies. 	Level 1	What Works Clearinghouse Math RtI Rec. 3 Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools	Strategies are foundational, building application of math skills at the elementary level, with emphasis on modeling and reasoning in all populations.	<p>Training in intervention program</p> <p>PD to create assessments</p> <p>PD to create vocabulary list and strategy notebooks</p> <p>PD for range finding on constructive response items.</p>	<p>Substitutes for PD</p> <p>Academic Intervention funds for tutor</p>	<p>Intervention program in math</p>	<p>RtI schedule</p> <p>Portions of End of year assessment placed in online format</p> <p>Determining grade level vocabulary lists</p>

<p>2. Goal 2</p> <p>During the 2019-2020 school year, in 80% of all observations, 20% of staff praise will be behavior specific.</p>	<ul style="list-style-type: none"> Students will explain how to demonstrate the “Three Bees” in various situations and locations. Positive Office Referrals and Positive behavior slips will be given to reinforce expected behaviors. Positive slips will be displayed monthly on the media windows Wall of Fame. A winner from the positive slips at Pep Assemblies for each grade receive an award and a restaurant certificate. One student will be drawn from the Positive Slips to earn the restaurant award and announced at the Pep Assembly. Surface management strategies will be revisited and applied with resource and new staff. In a continued effort to meet the needs of all students and provide appropriate intervention, staff will continue to implement and refine the Response to Intervention (RTI) process. Each school staff is providing intervention strategies in Tier 1, Tier 2, and Tier 3. PBIS team will meet monthly to assess needs and plan monthly rewards for those demonstrating positive behavior all month. A reteach of the 3 Bees will be completed for those students not qualifying for the monthly reward. 	<p>Level 1</p>	<p>What Works Clearinghouse Reducing Behavior Problems Rec. 3 Reducing Behavior Problems in the Elementary School Classroom</p>	<p>Teachers actively teach students socially- and behaviorally-appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom. In doing so, teachers help students with behavior problems learn how, when, and where to use these new skills; increase the opportunities that the students have to exhibit appropriate behaviors; preserve a positive classroom climate; and manage consequences to reinforce students’ display of positive “replacement” behaviors and adaptive skills.</p>	<p>Support staff needs training from Behavior Coach on Behavior Specific Praise.</p> <p>Teaching staff needs direct modeling, observation, and feedback from Behavior Coach.</p> <p>Surface management strategies PD for new staff.</p>	<p>Various staff are needed to complete walk through observations using data collection sheet.</p> <p>Behavior Coach and principal to complete PD opportunities for surface management and behavior specific praise.</p>	<p>PD funds will need secured for monthly PBIS meetings.</p> <p>Positive behavior slips copies placed in office.</p> <p>Restaurant certificates secured.</p>	<p>Observation checklist needs refined for data collection.</p> <p>Schedule for Pep Assembly developed and published.</p>
<p>3. Goal 3</p> <p>Kindergarten - Grade 3 Goals</p> <p>General Population: 80% of the students in the general population of Kindergarten - Grade 3 will score 80% or better on the IMSE Orton-Gillingham Grade Level Final</p>	<ul style="list-style-type: none"> Teach very young students how to hold a pencil correctly and form letters fluently. (WWCH) Letter formation process using Zaner Bloser (IMSE) 	<p>Level 2</p>	<p>What Works Clearinghouse Effective Writers Rec/ 3</p>	<p>Evidence that strategy fits school context</p> <p>(e.g. demographics,</p>	<p>IMSE OG Intermediate Course for Grades 3-5 Teachers</p>	<p>Intervention teacher</p>	<p>PD funds for Intermediate training</p> <p>PD funds for meetings for</p>	<p>RtI master schedule</p> <p>Word works schedule with intervention</p>

<p>Assessment in May 2020.</p> <p>Tier 2 RtI Population: 60% of the students in the RtI Tier 2 population of Kindergarten through Grade 3 will score 80% or better on the IMSE Final Assessment at the given grade level in May 2020.</p> <p>Tier 3 and SPED Population - 70% of the students in the RtI Tier 3 and SPED Kindergarten - Grade 3 population will score 80% or better on the IMSE Assessment at the given grade-level equivalent to the goals set in the RtI plan or IEP in May 2020.</p> <p>Grades 4 and 5 Goals General Population: 80% of the students in the general population of Grades 4-5 will demonstrate an average increase of 20% or better on the IMSE Intermediate Orton-Gillingham Benchmarks in May 2020.</p> <p>Tier 2 RtI Population: 60% of the students in the RtI Tier 2 population of Grades 4-5 will demonstrate an average increase of 20% or better on the IMSE Intermediate Orton-Gillingham Benchmarks in May 2020.</p> <p>Tier 3 and SPED Population - 70% of the students in grades 4-5 in the RtI Tier 3 and SPED population will score 80% or better on the IMSE Assessment equivalent to the goals set in the RtI plan or IEP in May 2020.</p>	<ul style="list-style-type: none"> ● Grid paper, green crayons and screens for continued practice (IMSE) ● House paper for consistent formation and process during practice (IMSE) ● Teach students to spell words correctly. (WWCH) ● Incorporate phonological awareness activities into lessons. (IMSE) ● Implement Multi-Sensory Experience process for introduction of letters and sounds.(IMSE)\ ● Use the Three Part Drill for review of concepts taught. (IMSE) ● Use hand pounding and tapping for word dictation. (IMSE) ● Use Red Word process for spelling non-phonetic words. (IMSE) ● Explicitly teach morphemes with Greek combining forms, Latin and Anglo-Saxon with affixes attached to the base. (IMSE) ● Teach students to construct sentences for fluency, meaning, and style. (WWCH) ● Use Red Word process for writing sentences during introductory lessons. (IMSE) ● Use sentence dictation process. (IMSE) ● Incorporate Lucy Calkins rubrics and School Wide program (Lucy Calkins). ● Revise and edit written work using CUPS checklist strategy. ● Use sentence framing, sentence expanding, and sentence combining strategies. (WWCH, IMSE) ● Teach students to type fluently and to use a word processor to compose. 		Teaching Elementary School Students to Be Effective Writers	<p>location, grade level)</p> <p>Strategies are foundational with meta-analysis supporting phonemic awareness, alphabetic principle and letter-sound connection strategies needed before reading and writing skills can be developed at the automaticity level. Writing skills lack development and Intermediate works on developing vocabulary and expansion of sentences.</p>	<p>Refresher courses as needed for fidelity of program</p>		<p>fidelity check and data analysis</p>	<p>teacher already trained in IMSE Intermediate</p> <p>Literacy coach support on data analysis</p>
---	--	--	---	---	--	--	---	--

Action Steps for Each Evidence-Based Strategy

Goal #: 1. <ul style="list-style-type: none"> By May 2020, 80% of the general-education population will earn a minimum of 70% on the Modeling and Reasoning Assessment. By May 2020, 60% of the RtI population will earn a minimum of 70% on the Modeling and Reasoning Assessment. By May 2020, 70% of the students in grades K-5 in the SPED population will achieve a minimum of 70% on the Modeling and Reasoning Assessment aligned to the grade-level skills determined in the IEP. 				
Evidence-Based Strategy #1: see evidence based strategies chart above				
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. RtI Schedule	RtI scheduled in 100% of schedules	June -August 2019	Principal, Teachers	Principal, Teachers
2. Math Inventory Grades 1-5	100% student participation	September 2019	Classroom Teachers	Students, Classroom teachers
3. Create vocabulary lists and strategy notebooks	100% of list in PK-5 developed	September 2019	Supervisor of Math, Principal	Students, Classroom teachers
4. Training in intervention program	100% teacher involvement	September 2019	Program Publisher, Supervisor of Math	Teachers, Intervention Teacher
5. Create assessments for modeling and reasoning	100% teacher involvement	October 2019	Classroom teachers, Supervisor of Math	Classroom teachers, Supervisor of Math
6. Range finding on constructive response items.	90% consistency in scoring	January 2020	Supervisor of Math, Principal	Supervisor of Math, Principal, Teachers

7. Portions of End of year assessment placed in online format	100% of selected portions will be entered in school net for grades 3-5	By May 2020	Supervisor of Math, Classroom Teachers	Classroom teachers, Supervisor of Math
8. Monthly staff meetings for progress monitoring and training follow up	Staff attends 7-8 meetings per year	Monthly FY20	Principal, Supervisor of Math	Principal, Teachers, Support Staff

Goal #2: During the 2019-2020 school year, in 80% of all observations, 20% of staff praise will be behavior specific.				
Evidence-Based Strategy #2: see evidence based strategies chart above				
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. Teach and review the three school expectations and classroom expectations.	Observation Form	Teach - August 26, 2019 Review: October 14, 2019 December 2, 2019 January 6, 2020 March 30, 2020 May 4, 2020	Principal, Behavior Coach, Psychologist, Counselor, School Based Staff	Classroom Teachers Counselor, SPED/Intervention Resource Teachers
2. Distribute positive behavior and office referrals.	Positive Referral Data Sheet	Ongoing	All school staff	All school staff
3. Display and recognition of positive referrals and behaviors.	Positive Referral Data Sheet	Ongoing	Principal Secretary Counselor	All School Staff
4. Surface management training and review for non-certificated staff and resource teachers.	Observation Form	September 2019	Behavior Coach Principal	Non-certificated and resource teachers
5. PBIS training	Evaluation forms and observation form	August 20, 2019 1:00 - 2:00	School Counselor, Psychologist, Behavior Support Coach	Non-certificated staff
6. PBIS Monthly Meetings	Implementation of monthly incentives and pep assemblies		Counselor, School Psychologist, Behavior Coach	School Staff

<p>7. Book Club - Teach Skills and Break Habits by Dan St. Romain</p>	<p>Increase in Positive behavior specific praise on observation form</p>	<p>3:36 p.m. - 4:06 p.m. September 23, 2019 - Chapters 1-2 November 11, 2019 Chapters 3-4 December 9, 2019 Chapters 5-6 January 8, 2020 Chapters 7-8 February 12, 2020 Chapters 9-11</p>	<p>Principal, School Counselor</p>	<p>Classroom Teachers, School Psychologist, Behavior Coach, SPED Teacher, Resource Teachers, Principal</p>
---	--	---	---	---

Goal #3:


- **General Population:** 80% of the students in the general population will score 80% or better on the IMSE Orton-Gillingham Grade Level Final Assessment in May 2020.
- **Tier 2 Rtl Population:** 60% of the students in the Rtl Tier 2 population will score 80% or better on the IMSE Final Assessment at the given grade level in May 2020.
- **Tier 3 Rtl and SPED Population** - 70% of the students in grades K-2 in the SPED population will score 80% or better on the IMSE Assessment at the given grade level equivalent to the goals set in the IEP in May 2020.

Evidence-Based Strategy #3: see evidence based strategies chart above

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. Implement Comprehensive IMSE OG with fidelity.	Grade Level Assessments	September 2019, January 2020, May 2020	Classroom Teachers Principal	Classroom Teachers Intervention Teachers SPED Teacher
2. Implementation of phonological awareness activities	PAST by Nancy Zgonc and/or David Kilpatrick	September 2019, January 2020, May 2020	Classroom Teachers Principal Literacy Coach	Classroom Teachers Principal Literacy Coach
3. Train grades 3-5 on Intermediate IMSE OG.	Grade Level Assessments	October 2019	Director of Elementary, IMSE trainer	Grade 3,4,5 teachers
4. Implement Comprehensive IMSE OG with fidelity.	Grade Level Assessments	2019-2020 School Year	Director of Elem. Principal Grade 3-5 teachers	Principal Grade 3-5 teachers

5. Conduct fidelity check and refresher of IMSE OG processes.	Grade Level Assessments	2019-2020 School Year Professional Development Days	Principal, Literacy Coach	Teachers
6. Monthly staff meetings for progress monitoring and training follow up	Staff attends 7-8 meetings per year	Monthly FY20	Principal, Teacher In Charge	Principal, Teachers, Support Staff
7. Train K, 1 and SPED/Intervention teachers in a comprehensive phonemic awareness program using <i>Equipped for Reading Success</i> by David Kilpatrick.	All teachers participate in training and implement program.	October - March 2020	Principal, Literacy Coach	Principal K teacher Grade 1 teacher SPED/Intervention teacher Literacy Coach

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:	Candy Maust	Principal Signature:	<i>Candy Maust</i>	Date:	10-15-19
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:	10/28/2019

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	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, 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.