School Improvement Plan
2020 - 2021
Southern Garrett High School

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Garrett County Public Schools   School Improvement Plan

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	Southern Garrett High School
School Address	345 Oakland Drive; Oakland, MD 21550
Local Education Agency (LEA)	Garrett County Public Schools
Grades Served	9-12
Principal's Name	Ryan Wolf
Principal's Email Address	ryan.wolf@garrettcountyschools.org
School Phone Number	301-334-9447
Principal Supervisor's Name	Mr. Paul Edwards
Principal Supervisor's Email	paul.edwards@garrettcountyschools.org

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).

**NOTE:** _The school should maintain SAN (sign-in, agenda, notes) documentation for each meeting held with the stakeholder planning team._

Name of Team Member	Position	Years at this School for School Based Staff _or_ Organization/ Affiliation for non-School Based Staff	Email
Mr. Ryan Wolf	Principal	17th year	ryan.wolf@garrettcountyschools.org
Mr. Steve Skipper	Assistant Principal	11th year	steve.skipper@garrettcountyschools.org
Mr. Jamie Beeman	Teacher- Department Chair (Science)	22nd year	james.beeman@garrettcountyschools.org
Mr. Loren Bowser	Teacher- Department Chair (CTE)/Teacher Bargaining Unit Rep.	25th year	loren.bowser@garrettcountyschools.org
Mr. John Coffman	Teacher- Media/English	20th year	john.coffman@garrettcountyschools.org
Mrs. Lindsay Krisher	Teacher- Department Chair (Computer Science)	6th year	lindsay.krisher@garrettcountyschools.org
Mr. Larry Krupa	Teacher- Department Chair (Math)	22nd year	larry.krupa@garrettcountyschools.org
Mrs. Melissa Pyle	Teacher- Art	15th year	melissa.pyle@garrettcountyschools.org
Mrs. Heather Savage	Teacher- Department Chair (Social Studies)	26th year	heather.savage@garrettcountyschools.org
Mrs. Andi Sessa	Teacher- Intervention	13th year	andrea.sessa@garrettcountyschools.org
Mrs. Wendy Shoemaker	Teacher- Department Chair (Special Education)	14th year	wendy.shoemaker@garrettcountyschools.org
Mrs. Beverly Sincell	School Counseling- Department Chair	23rd year	bev.sincell@garrettcountyschools.org
Dr. Bill Ringer	Teacher- English	2nd year	william.ringer@garrettcountyschools.org
Mrs. Kim Sweitzer	Teacher- Department Chair (Humanities)	19th year	kimberly.sweitzer@garrettcountyschools.org
Mrs. Athena Wilson	Teacher- Department Chair (business)	27th year	athena.wilson@garrettcountyschools.org
Mrs. Sherri Fredlock	Parent	5 years	sherri.fredlock@garrettcountyschools.org
Mr. Doug Oxford	Community Member	38 years	dougoxfordjr@gmail.com
Mr. Bill Grant	Business Community Member	15th year	billgrant19@hotmail.com
Ms. Lucy Manley	Higher Education Community Partner	2nd year	lucy.manley@garrettcollege.edu
Mrs. Stephanie Wesolowski	LEA Content Support	4th year	stephanie.wesolowski@garrettcountyschools.org
Mr. Brian Schilpp	LEA Content Support	1st year	brian.schilpp@garrettcountyschools.org
Mr. Jim Morris	LEA Support	4th year	jim.morris@garrettcountyschools.org
Mr. Paul Edwards	Director of Secondary Education	8th year	paul.edwards@garrettcountyschools.org

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 2020 - 2021 school year.	
Vision	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. 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.

	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. 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.
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	● 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 2020 - 2021 school year.

Vision	Southern Garrett High School, the largest educational facility in predominantly rural Garrett County, Maryland, strives to provide students with a variety of educational experiences to meet their individual needs. By providing successful school experiences, we prepare students to become lifelong learners. We challenge students to strive for personal excellence and responsible citizenship as they develop intellectually, socially, emotionally, and physically.

Mission	The mission of Southern Garrett High School, in partnership with our community, is to provide rigorous instruction within a nurturing environment. We dedicate ourselves to educate and inspire all students to become innovative, adaptive, and caring citizens who can thrive in an ever-changing world. We believe that: Our youth are our community's most valuable asset. The education of our youth is the shared responsibility of the school, the Garrett County Board of Education, the students, their families, the local government, and the community.· All students have a right to learn in a safe and respectful environment.Each student has inherent worth and is capable of reaching his or her individual potential. Self-esteem is related to student success. Student assimilation of common societal values and ethical conduct is a focus of the educational environment. A student's willingness to adapt is necessary for continuous improvement. Student understanding of and respect for diversity are critical in order to contribute positively in an ever-changing global society.
Goals	- Provide students with high quality rigorous learning experiences that meet the diverse learning needs of our students. - Develop strong relationships with students, teachers, staff, parents, and the Southern Garrett Community in order to engage all stakeholders in providing an engaging educational experience for all students. - Provide a safe, secure, and caring environment where students can learn and perform at high levels. - Increase the percentage of proficient students by half by the year 2030 as measured by MCAP assessments.

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. **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.*		715	715	680
Grade Level Enrollment: Identify the number of students enrolled in each grade level.	Grade 9	185	197	191
	Grade 10	185	180	160
	Grade 11	181	163	174
	Grade 12	164	175	155
Gender: Identify the number of male and female students.	Male	385	372	368
	Female	330	343	312
Race/Ethnicity: Identify the number of students in each group.	Black/African American	*	*	*
	Hispanic/Latino	15	10	*
	Asian	*	*	*
	White	677	682	650
	Multi-Racial/Other	17	18	19
	American Indian/Alaska Native	*	*	*
	Native Hawaiian/Other Pacific Islander	*	*	*
Special Services: Identify the percentage of students in each group (PowerSchool)	English Learners	.43	.56	Data not available at this time.
	Migrant	0	0	Data not available at this time.
	Economically Disadvantaged	41.37	39.86	Data not available at this time.
	Students with Disabilities	6.42	7.83	Data not available at this time.

	Gifted and Talented		4.56	2.38	Data not available at this time.
	Homeless		.43	0	Data not available at this time.
Additional Data: Identify requested data for each category.	**Student Mobility** - Percentage of students that move from one school community to another as reflected on http://reportcard.msde.maryland.gov/		9.3	8.3	9.6
	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/		91.7	91.9	92.7
	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/.		13.5	25.1	23.2
	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.		99.59%	100%	99.4%
	Student Promotion - Percentage of students promoted to grade ten as reflected on http://reportcard.msde.maryland.gov/. The Promotion rate reflects the percentage of students promoted during the school year. Students that advanced from one grade to a higher level are defined as promoted.		93.4%	96%	96%
Additional Data: Identify requested data for each category.	**Dropout Rate** - Percentage of students dropping out of school in grades 9 - 12 in a single year as reflected on Maryland Report Card.	Grade 9	0 (Data not available at this time).	0 (Data not available at this time).	0 (Data not available at this time).
		Grade 10	0 (Data not available at this time).	0 (Data not available at this time).	0 (Data not available at this time).
		Grade 11	0 (Data not available at this time).	0 (Data not available at this time).	0 (Data not available at this time).
		Grade 12	3.09 (This number is the	7.73 (This number is the	5.59 (This number is the

			dropout rate for ALL students)	dropout rate for ALL students)	dropout rate for ALL students)
	Graduation Rate - Percentage of students who graduate from high school as 4-year cohort as reported on http://reportcard.msde.maryland.gov/The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.		91.36	90.06	91.93
	Graduation Rate - Percentage of students who graduate from high school as 5-year cohort as reported on http://reportcard.msde.maryland.gov/ The five-year adjusted cohort graduation rate is the number of students who graduate in five years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.		91.36	90.06	90.80
	Certificate Rate - Percentage of students who receive certificate of completion as reflected on http://reportcard.msde.maryland.gov/		.6%	1%	*
Disproportionality Rate: The determination based on school discipline data whether school practices are having a disproportionate impact on students of color and students with disabilities. *If the Maryland State Department of Education identifies a school's discipline process as having a disproportionate impact on students of color or a discrepant impact on special education students, the local school system shall prepare and present to the*	**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 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,	**Risk Ratio for Black/African American Students =**	Not reportable	Not reportable	Not reportable
		Risk Ratio for Students with Disabilities =	2:0	7:16	1:12

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. The Maryland model will analyze out-of-school suspension and expulsion (removal) data using two complementary measures, risk ratio and State comparison.	disproportionate to some degree.

Student Profile Data	
Student Opportunities for Enrichment and/or Remediation: List academic programs that provide opportunities for student enrichment and/or remediation available in the 2020 - 2021 school year. Example programs include: Credit Recovery, Extended Learning, etc.	Remediation opportunities: - credit recovery - evening high school - bridge plan sessions - After school tutoring - MCAP remedial sessions prior to re-testing - Initial steps towards implementation of Tier 1 and 2 interventions during RAMS - virtual opportunities Enrichment Opportunities: - Enrichment opportunities through extra-curricular/curricular/and RAMS period (i.e. robotics, FFA, mock trial, skills USA, certification opportunities in CTE courses, fine art/performance opportunities including opportunities to audition for States, athletic programs, student government/leadership opportunities etc.)

Student Opportunities for Acceleration and/or Enhancement: List academic programs that provide opportunities for student acceleration and/or enhancement for the 2020 - 2021 school year. Example programs include Gifted and Talented, Advanced Placement, Dual Enrollment, etc.	- Dual enrollment course work - Advanced Placement course work - Honors course work - Envirothon - Math competition w/ Allegany College

Student Engagement: List programs that focus on fostering supportive culture and climate within the school for the 2020 - 2021 school year. Example programs include Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.	Southern Garrett High School was in their first year of implementing Positive Behavioral Interventions and Supports (PBIS) in the 2018-2019 school year. We choose to focus our efforts on attendance.
	
	● SGHS established clear school wide expectations at the start of the school year in accordance with implementing PBIS. (RAMS= Respectful, Active, Mature, & Safe).
	● SGHS staff collaboratively developed the teaching matrix aligned to our school-wide expectations. The expectations and teaching matrix were taught during our advisory period at the start of the year.
	● SGHS launched the behavioral RTI system that includes classroom based interventions at the Tier 1 level as well as more intensive interventions at the Tier 2 and 3 levels.
	   ○ At the Tier 1 level, teachers are and will continue to document classroom based interventions using powerschool.
	   ○ When a pattern of behavior is present that requires more intensive interventions and additional support, the student will be referred to the Pupil Service Team for Tier 2 interventions.
	   ○ If the pattern of behavior continues after more intensive interventions have been implemented, the PST team will refer the student for a Functional Behavior Assessment and possible Behavior Intervention Plan.
	
	Our PBIS team developed an acknowledgement/recognition system to support attendance throughout the school year in order to draw positive attention to school attendance. This plan included school-wide goals as well as growth goals specifically to students who are chronically absent. See plan below:
	
	● School Wide Goals (approximately each month)- A goal was set for our whole student body. Once this goal was reached the whole school earned an incentive. For ex: music during lunch, cell phone at lunch, in-school movie etc.

	- Monthly raffles- students were entered to win various raffles for perfect attendance, no more than 2 absences, and showing growth with chronic absenteeism. Raffles included: gift cards, prom tickets, parking passes/sporting passes etc. - Quarterly: Individually earned Incentives (Ex: Ram Rumble, Field Day) - Criteria: no more than 4 unlawful absences for Quarter 1, 2 and 3 incentives. Criteria for the EOY incentive is no more than 8 absences for the spring semester (unlawful or lawful). - Students were only eligible for after school privileges such as school dances if they had less than 4 unlawful absences. - Students were surveyed in November in order to determine what students prefer to earn as incentives. Our PST team monitored students with chronic absences and determined individual plans for students with appropriate interventions. The End of Year incentive focused on total number of days present for the spring semester (82 days or more present). Our guidance department also provided interventions by launching several new group opportunities.
Opportunities for completion of and access to a well-rounded curriculum: **Elementary:** Percent of 5th grade students enrolled in science, social studies, fine arts, physical education, and health. **Middle**: Percent of 8th grade students enrolled in fine arts, physical education, health, and computational learning.	Percentage of graduating seniors who were enrolled in an AP course: **34.7%** Percentage of graduating seniors who were enrolled in a dual enrollment course with GC: **48.5%** Number of students taking concentrator level CTE course or higher (2019-2020): **138 students** Percentage of students earning the work ethic diploma (2019-2020): **4%** Enrollment of certificate students in gen. ed academic or elective courses (2019-2020): **60%**

High schools: Percent of students graduating or exiting with a certificate of program completion: enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course; participating in dual enrollment; or enrolled in an MSDE-approved Career and Technical Education program at the CTE concentrator level or higher.; For students pursuing a certificate of program completion- enrollment in a general education core academic and/or elective course.	
Credit for Completion of a Well-Rounded Curriculum: **Elementary:** Percent of 5th grade students passing one each of coursework in Social Studies, Fine Arts, Physical Education, and Health. Percent of students proficient on the Maryland Integrated Science Assessment (MISA) **Middle**: Percent of 8th grade students passing each- English Language Arts, Math, Social Studies and Science courses. Percent of students proficient on the Maryland Integrated Science Assessment (MISA **High Schools:** Percent of students who -Scored 3 or better on an Advanced Placement (AP) Exam or 4	-Number of students scoring a 3 or higher on AP exam (2018-2019): **60.7%** -Number of students earning credit in Dual Enrollment Programs: 118 out of 120 students= **98%** -Met a standard set by the College Board on the SAT examination (score of 530 or higher (math) and 480 or higher (reading)= **82.5%** - Met the University of Maryland entry requirements: **63%** - Completed an MSDE-approved Career and Technology Program= **85%** - Completed an industry certification from a Career and Technology Program: **0%** - Students obtaining a Maryland High School Certificate of Program Completion: **20% of ALO .6% of all seniors.**

-Met a standard set by the College Board on the SAT examination (score of 530 or higher (math) and 480 or higher (reading) - Met a standard set by ACT. on the ACT examination (score of 21), - Earned credit for Dual Enrollment, - Met the University of Maryland entry requirements, - Completed an MSDE-approved Career and Technology Program, - Completed an industry certification from a Career and Technology Program, - Completed a youth apprenticeship from a Career and Technology Program, - Met a standard on the ASVAB examination (standard to be determined pending study). Students obtaining a Maryland High School Certificate of Program Completion	

Student Achievement Data				
School Year		**2019 - 2020**	**2018-2019**	**2017-2018**
State Assessment (MCAP): Identify the percentage of students that have met or exceeded expectations as reflected on http://reportcard.msde.maryland.gov/	State Assessment (MCAP) English 10	54%		56.9%
	Bridge Plan for Academic Validation ELA - Identify the percent of students who fulfilled testing requirements using Bridge.	17.9% of seniors	18.8% of seniors	N/A
	State Assessment (MCAP) Algebra I	49.3%		43.7%
	Bridge Plan for Academic Validation Mathematics - Identify the percentage of students who fulfilled state requirements using Bridge.	19.9% of seniors	18.1% of seniors	N/A
Service-Learning Hours (PowerSchool)	Percentage of students that have completed less than 50% of service-learning hour requirements by grade 11.	4.97	8.84	N/A
	Percentage of students that have completed service-learning requirements by grade 11.	52.49	55.8	N/A
On-track in 9th Grade (PowerSchool-Historical Data)	Percentage of 9th grade students passing "core" coursework – students earning at least four credits in any of: mathematics, English Language Arts, science, social studies, and/or world language	82.7	86.49	Not available at this time.
Course Performance (PowerSchool-Historical Data)	Percentage of students that did not pass two or more courses in grade 9.	0%	3.7%	3.2%
	Percentage of students that did not pass two or more courses in grade 10.	0%	2.6%	2.8%
	Percentage of students that did not pass two or more courses in grade 11.	1.7%	3.7%	0%
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..		Not reportable	Not reportable	Not reportable

Student Growth/Progress Data									
State Assessment (MCAP): Identify the percentage of students that have met or exceeded growth targets	MCAP English 10		33.6		39.7		41.9		
	MCAP Algebra I		16.1		20.4		32.8		

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:	**Reading Inventory**	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Student Achievement and Growth: English Language Arts Record the percent of students who are above, on, or below grade level.	Grade 9	171	151	45%	43%	28%	28%	27%	28%
	Grade 10		10	1	2	1	2	3	6
	Grade 11		8	0	0	1	1	6	7
	Grade 12		7	0	0	1	2	2	5
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:	**Math Inventory**	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Student Achievement and Growth: Mathematics Record the percent of students who are above, on, or below grade level.	Algebra 1 (Gr 9 - 12)	177	68	5%	28%	30%	28%	66%	31%

Staff Profile Data			
Principal and Administrators			
Number of years of experience as a principal	0 years as Principal (4 years as district supervisor)		
Number of years at current school as an administrator	0 years		
Number of Assistant Principals	1		
School Year	**2019 - 2020**	**2018-2019**	**2017-2018**
Administrator Attendance (Average Daily Rate – Percent)	98%		
Teachers			
School Year	**2019 - 2020**	**2018-2019**	**2017-2018**
Number of Unfilled Vacancies	0	0	0
Percentage of first year teachers	19.6%	0	0
Percentage of teachers with 1-3 years of experience	7.9%	10	14
Percentage of teachers that meet applicable State Certification and Licensure requirements	100%	100	100
Percentage of teachers with Conditional Certification or Uncertified	2.0%	0	0
Percentage of teachers teaching one or more classes outside of their certification area	0%	0	0
Percentage of teachers rated ineffective	5.6%	2	0
Teacher Attendance (Average Daily Rate – Percent)	93%		
Resource Inequities – Staff Disparities			
School Year	**2019 - 2020**	**2018-2019**	**2017-2018**
Percent of Ineffective Teachers in the LEA	2.0%	.06	0
Disparity of Ineffective Teachers in this school compared to LEA	50%	.06	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	6.0%	11	15
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	2018-2019	2017-2018
Number of paraprofessionals	6	4	4
Percent of instructional paraprofessionals who are qualified	100%	100	100
Staff to Support Student Services			
Staff to Support Student Services List type and quantity of the licensed staff positions providing support services. Examples include social workers, psychologists, nurses, professional school counselors, etc.	1- nurse (full time) 1- school psychologist (part-time) 1- social worker (part-time) 1- Pupil Service Worker (part-time) 2- school counselors (full time)		

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	
Turnaround Leadership **Domain Practices:** ● Prioritize improvement and communicate its urgency ● Monitor short- and long-term goals ● Customize and target support to meet needs **Focus areas of this Domain:** ● 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 Experienced School Leadership Team (SIT) w/ sub committees to target goals (math, English, PBIS etc.)	Evidence to Support Strength #1 SIT PLF's, Agendas, Team Member Roster
	School Strength #2 Wide variety of leadership roles available to build staff capacity and distribute leadership and provide feedback	Evidence to Support Strength #2 PBIS, FAC, MSAP, PST, Cell Phone Implementation, department chair structure, PLC leaders, advisors, etc.
	School Strength #3 PLC Structure with specific goals	Evidence to Support Strength #3 PLC minutes
	School Strength #4 Student driven master schedule w/RAMS and Advisory structure	Evidence to Support Strength #4 See power school, minimum conflicts, high percentage rate of students getting classes they selected.
	School Strength #5 Strong collaboration/communication staff/staff and staff/administration and community/school	Evidence to Support Strength #5 Email, PLC's, Department meetings, Staff Meetings, etc.
Talent Development **Domain Practices:** ● Recruit, develop, retain, and sustain talent ● Target professional learning opportunities ● Set clear performance expectations **Focus areas of this Domain:** ● Identify, select, place, retain, and sustain competent and committed personnel at all levels and in all positions	School Strength #1 Professional Development ½ days (job embedded/staff collaboration time/Communication between staff/admin.).	Evidence to Support Strength #1 Agendas, PLC notes, Department Meeting notes.
	School Strength #2 Mentor/Mentee relationships	Evidence to Support Strength #2

● 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		All new teachers (less than 3 years) are matched with a qualified tenure teacher. Time sheets sent to BOE.
	School Strength #3 Special Education/Gen. Education Collaboration Time	Evidence to Support Strength #3 Schoology / Lesson Plans
	School Strength #4 School level summer training/onboarding plan for new staff	Evidence to Support Strength #4 PLF's, Agendas,Schoology PD, emails.
	School Strength #5 100% staff certified in the area they teach and high percentage of local talent/community support	Evidence to Support Strength #5 BOE data, interview data
Instructional Transformation **Domain Practices:** ● Diagnose and respond to student learning needs ● Provide rigorous evidence-based instruction ● Remove barriers and provide opportunities **Focus areas of this Domain:** ● 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 Large variety of intervention/enrichment opportunities Large Increase in Dual Enrollment Opportunities from 2018-2019 and 2019-2020 and strong number of AP courses offered given the size of the school.	Evidence to Support Strength #1 RAMS- Tier 2 intervention, math competition, robotics, Envirothon, Skills USA, mock trial, Real Deal, Stock Market Game, athletic opportunities, bridge plans. AP flooding/MCAP Flooding After School Tutoring Credit Recovery Evening High School/MVLO
	School Strength #2 Established Scope and Sequence/Essential Skills Identified	Evidence to Support Strength #2 Essential Skills Documents
	School Strength #3 PLC framework/structure already established w/ initial implementation of RTI.	Evidence to Support Strength #3 PLC notes/agendas, Tier 1 and Tier 2 entries in powerschool.
	School Strength #4 Streamlined Data/Progress Monitoring System (RTI)	Evidence to Support Strength #4 Power school

	School Strength #5 Special Education Transition Program	Evidence to Support Strength #5 CTP experiences/Work Modules/transition opportunities (see SPED Coordinator).
Culture Shift **Domain Practices:** ● Build a strong community intensely focused on student learning ● Solicit and act upon stakeholder input ● Engage students and families in pursuing education goals **Focus areas of this Domain:** ● 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 Established PBIS team w/ initial steps of implementation during 2018-2019	Evidence to Support Strength #1 PBIS meeting minutes, PLF, National PBIS Conference training.
	School Strength #2 Strong community engagement and commitment to SGHS (Hub of the Community)	Evidence to Support Strength #2 Business Partners, Alumni Association minutes, SGAA, Band Boosters, Team Parents are active, Job Fair, partner with GC community agencies and Garrett College, CTE advisory board and program advisory board minutes.
	School Strength #3 Communication with the community	Evidence to Support Strength #3 RAMS notes, frequent parent emails, student newspapers, school messenger, powerschool (grades), newsletters, school Facebook page, web page, TV's in hall. 7th grade CTE videos and 8th grade tours/ Back to School Night 2019-paired with 9th grade orientation (had a high rate of attendance)
	School Strength #4 Recognition Ceremonies	Evidence to Support Strength #4 T-Square, senior awards night, white coat ceremony, student of the month, SAT/ACT Hall of Fame, Arts Fair, Honor Roll, National Honor Society, SGAA- athletic awards ceremonies.

	School Strength #5 Established framework and partnership with local agencies to support students in need	Evidence to Support Strength #5 PST Tier 2 Powerschool Data, MSAP notes, Faculty Advisory Council, SIT process, partnership with Garrett Health Department for therapy etc.

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 **Domain Practices:** ● Prioritize improvement and communicate its urgency ● Monitor short- and long-term goals ● Customize and target support to meet needs **Focus areas of this Domain:** ● Prioritize improvement ● Communicate urgent need and vision ● Policies, structures, personnel, resources ● Organize coordinated efforts ● Develop and execute data-informed plans that are customized for the school ● Guide and monitor plans ● Accept responsibility for results	School Challenge #1 High rate of new teachers that will require familiarization with PLC structure/SIT/accountability structure etc.	Evidence to Support Challenge #1 17 new staff members (2018-2019 to 2019-2020 school year)
	School Challenge #2 All staff being familiar with graduation requirements, changes in courses offered, advisory process etc.	Evidence to Support Challenge #2 17 new staff and changing requirements.
	School Challenge #3 Progress monitoring especially as it relates to short term goals and SIT.	Evidence to Support Challenge #3 Still building intervention program/common assessments etc.
	School Challenge #4 RAMS period- students are often pulled in many directions and at times there is lack of consistent goals for each RAMS period.	Evidence to Support Challenge #4 Tier 2, bridge plans, essentials, enrichment.
	School Challenge #5 Sustain PBIS implementation	Evidence to Support Challenge #5 Focus for 2018-2019 was solely on attendance which may have caused some mis-perceptions.
Talent Development **Domain Practices:** ● Recruit, develop, retain, and sustain talent ● Target professional learning opportunities ● Set clear performance expectations **Focus areas of this Domain:**	School Challenge #1 High percentage of staff turn over moving from 2018-2019 to 2019-2020.	Evidence to Support Challenge #1 11 new staff members
	School Challenge #2	Evidence to Support Challenge #2 Staffing plan

● 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	Change in administration . First time principal beginning during a pandemic.	
	School Challenge #3 Professional Development Funding	Evidence to Support Challenge #3 Budget at times can limit professional development opportunities.
	School Challenge #4 Finding/Recruiting highly qualified teachers in hard to fill positions (geographics can limit us).	Evidence to Support Challenge #4 Limited applications in some instructional areas.
	School Challenge #5 Time for PLC's/Departments to collaborate on data/common assessments etc. and school level/job embedded PD.	Evidence to Support Challenge #5 Negotiated agreement= no late night, PD days- pulled in several directions. Some county-wide PD isn't always relevant to all who attend.
Instructional Transformation **Domain Practices:** ● Diagnose and respond to student learning needs ● Provide rigorous evidence-based instruction ● Remove barriers and provide opportunities **Focus areas of this Domain:** ● 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 Challenge #1 High number of classes with large class sizes. Lack of instructional assistants.	Evidence to Support Challenge #1 51 classes- 28 students or higher.
	School Challenge #2 Lack of common assessments aligned to MCAP to support tiered interventions	Evidence to Support Challenge #2 PLC notes/goals
	School Challenge #3 Access to Evidenced Based programs for Science and Social Studies as well as dedicated time to implement	Evidence to Support Challenge #3 Master schedule/Curriculum Resources
	School Challenge #4 Time for PLC's/Departments to collaborate on data/common assessments etc.	Evidence to Support Challenge #4 Negotiated agreement= no late night, PD days- pulled in several directions.

	School Challenge #5 Work Ethic Diploma- Soft Skills/Work Ethic	Evidence to Support Challenge #5 Low percentage of students earning work ethic diploma in previous years.
Culture Shift **Domain Practices:** ● Build a strong community intensely focused on student learning ● Solicit and act upon stakeholder input ● Engage students and families in pursuing education goals **Focus areas of this Domain:** ● Culture shift depends on many people working together to achieve extraordinary results ● Needs both high academic expectations and effort ● Work towards common goals ● Creating a culture of mutual respect ● Shared responsibility ● Focus and attention on student learning ● Engage families and school community to support culture both in and out of the school ● Create or maintain a culture that values trust, respect, and high expectations	School Challenge #1 Full implementation of PBIS with fidelity	Evidence to Support Challenge #1 Implementation Phases Inventory Score and Tiered Fidelity Inventory Score.
	School Challenge #2 Increased opportunities to increase student voice in general. Student buy-in with PBIS.	Evidence to Support Challenge #2 PBIS minutes/SIT minutes.
	School Challenge #3 Publicizing school successes, school goals w/ increased emphasis on academics in a mode that reaches the largest percentage of our school community.	Evidence to Support Challenge #3 Lack of social media presence as a school 2018-2019.
	School Challenge #4 Limited Student Career Pathways largely due to our size and fiscal constraints.	Evidence to Support Challenge #4 Student Educational Planning Guide
	School Challenge #5 Work Ethic Diploma- Soft Skills/Work Ethic	Evidence to Support Challenge #5 Low percentage of students earning work ethic diploma in previous years.

Root Cause Analysis – Timeline

Directions: School teams should complete the chart below with the proposed time frame and meeting dates for the completion of the steps in the root cause analysis process.

Root Cause Analysis Timeline	
Step	**Proposed Timeframe/Meeting Dates**

1. Planning and Preparation
    a. Needs assessment completion, including identification of strengths and challenges
    b. The school will identify stakeholders for participation in the needs assessment, root cause analysis, and intervention plan development
	<mark>Timeline on monitoring plan here.</mark>

2. Causal Factor Charting
    a. The school will participate in the causal factor charting process (with the 3rd Party)
    b. All stakeholder participants, including the LEA and school, will be involved in this process
	N/A

3. Root Cause Identification a. With the support of the LEA, school and stakeholder team will use a decision diagram to begin root cause identification in order to identify the underlying reason or reasons for each causal factor	N/A

4. Recommendation Generation and Implementation
    a. The principal will facilitate a stakeholder discussion, including the LEA and school, to generate actionable recommendations to address outcomes of the root cause(s) for school performance problems
    b. Recommendations must be aligned with evidence-based interventions
	N/A

5. Root Cause Analysis Report Review
    a. Upon receipt of the report of findings and recommendations from the stakeholders, including the LEA and school, will review and provide input on the draft report
    b. LEA, School and stakeholder team input will be used to revise the draft for the final report
	N/A

Root Cause Analysis – Tools and Outcomes

This section will be updated with the tools and/or results from the root cause analysis once they are available.

Garrett County Public Schools   School Improvement Plan

Intervention Planning Guide

The Maryland State Department of Education (MSDE) uses The Center on School Turnaround at West Ed's <u>Four Domains for Rapid School Improvement: A Systems Framework</u> 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	
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. ELA MCAP Achievement	Historical trend of decreased academic achievement in ELA, need for evidence based programs/strategies, need for full implementation of RTI w/ common assessments aligned to standards and MCAP, need to incorporate opportunities for Tier 3 intervention into the master schedule.
2. Math MCAP Achievement	Historical trend of decreased academic achievement in Math, need for evidence based programs/strategies, need for full implementation of RTI w/ common assessments aligned to standards and MCAP, need to incorporate opportunities for Tier 3 intervention into the master schedule.
3. Increase the implementation of PBIS w/ fidelity.	Percentage of PBIS Implementation according to the Tiered Fidelity Inventory=63%. Disproportionate in the area of special education and suspensions according to MSDE. Need for student voice, increased attendance, chronic absenteeism rate, etc.

	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 *Provide a detailed rationale, supported with qualitative and quantitative data, justifying the selection of the specific SMART intervention goal.*
☐Turnaround Leadership ☐Talent Development ☐Instructional Transformation ☐Culture Shift	1. During the 2020 - 2021 school year, SGHS will meet the achievement rate of 63% (Annual Target) for all students as evidenced by the ELA MCAP assessment.	MCAP English 10 Achievement Results	English 10 Selection Tests will be reviewed in PLC meetings.	Historical trend of decreased academic achievement in ELA, need for evidence based programs/strategies, need for full implementation of RTI w/ common assessments aligned to standards and MCAP, need to incorporate opportunities for Tier 3 intervention into the master schedule.
☐Turnaround Leadership ☐Talent Development ☐Instructional Transformation ☐Culture Shift	2. During the 2020 - 2021 school year, SGHS will meet the achievement rate of 39.29% (Annual Target) for all students as evidenced by the Math MCAP assessment.	MCAP Algebra I Achievement Results	Alg 1. A and B Common Assessments will be reviewed in PLC meetings.	Historical trend of decreased academic achievement in Math, need for evidence based programs/strategies, need for full implementation of RTI w/ common assessments aligned to standards and MCAP, need to incorporate opportunities for Tier 3 intervention into the master schedule.
☐Turnaround Leadership ☐Talent Development ☐Instructional Transformation	3. During the 2019-2020 school year, the percentage of PBIS implementation will increase from 63% to 70% as	End of Year Tiered Fidelity Inventory Data	Quarter 1: Base line data and review of action plan	Percentage of PBIS Implementation according to the Tiered Fidelity

☐Culture Shift	evidenced by the Tiered Fidelity Inventory (TFI)		Quarter 2: PBIS team will review progress of action plan as it relates to the TFI. Expected to complete at least 1 action step. Quarter 3: PBIS team will review progress of action plan as it relates to the TFI at least 2 action steps.	Inventory=63%. Disproportionate in the area of special education and suspensions according to MSDE. Need for student voice, increased attendance, chronic absenteeism rate, etc. High rate of new teachers who will need additional support in understanding PBIS as we continue implementation
☐Turnaround Leadership ☐Talent Development ☐Instructional Transformation ☐Culture Shift	4. During the 2020 - 2021 school year, the percentage of seniors earning the work ethic diploma will maintain or increase form the previous years percentage (21%)	End of year percentage of seniors attaining the work ethic diploma.	Quarterly reviews of students who are on track or have met requirements.	Very low numbers of attainment in the 2018-2019. Lack of soft skills, persistence, stamina etc.

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.

NOTE: No specific vendors should be named or selected as evidence-based strategies. According to ESSA, a strategy is evidence-based if the activity, strategy, or intervention demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on one of three levels of evidence.

SMART Intervention Goal Number	Evidence-Based Strategies Identify the strategies that will be used to address the need identified by the SMART Intervention Goal.	Level of Evidence (Level 1, Level 2, Level 3)	Evidence summary and evidence source/citation (include citation link or reference)	Evidence that strategy fits school context (e.g. demographics, location, grade level)	Professional Learning Needs to implement the evidence-based strategy	Staffing Needs to implement the evidence-based strategy	Resource Needs to implement the evidence-based strategy	Structures Needed for Implementation (Readiness evaluation - examples include master schedule, technology, curriculum, etc.)
1. ELA Smart Goal	Read 180 (9th grade class and Reading Essentials classes for 10th grade built into the schedule).	Level 1	What Works Clearing House: https://ies.ed.gov/ncee/wwc/Intervention/742	Targeted special education and Tier 3 students based on data from multiple data points. Also, targeted 9th and 10th grade levels.	Select staff need PD in READ 180 implementation.	Re-evaluated SPED staffing to include collaborative classes in ELA and Math only, which freed up staff to implement Tier 3 Essentials Staff. Added reading specialist for English 9 year long course and	Read 180 materials and seats (obtained September 2019).	Master schedule-year long English 9 class w/ staffing and 2 Reading Essentials classes for upperclassmen.

						intervention needs. This has been completed.		
2. Math Smart Goal	ASCEND Math Intervention	TBD	https://ascendmath.com/research-results/ https://ascendmath.com/math-intervention-white-papers/	Targeted special education population and Tier 2/3 populations based on data from multiple data points. Also, targeting students in Alg. 1	Professional development regarding the ASCEND programs.	Re-evaluated SPED staffing to offer a Tier 3 ASCEND Alg. Essentials course. Re-evaluated intervention model for Alg. 1 to include Tier 2 Interventions using ASCEND.	Access to purchased seats for ASCEND after the 90 day window is complete.	Master schedule is built with 2 Alg. Essential courses.
3. ELA/Math Smart goal	Response to Intervention w/ Fidelity (Common Assessments)	TBD	Mike Mattos, John Hattie, DuFour	Evidenced based practice for all students and sub groups. SGHS will	Job embedded collaborative PD time to analyze data, develop	Collaborative Time	Scope and Sequences, former assessments, evidence tables, essential	Identified/protected time to complete work.

				focus on Math and ELA.	standards based MCAP aligned Common Assessments, and plan interventions		skills, curriculum resources, MCAP resources.	
4. PBIS Smart Goal	PBIS Implementation w/ Fidelity	TBD	https://www.pbis.org	Evidenced based practice for all students. SGHS will target all grade levels.	Job embedded collaborative time to develop curriculum videos, analyze data, plan interventions etc.	Collaborative Time	Funds for incentives for students.	Monthly PBIS meetings

Action Steps for Each Evidence-Based Strategy

Directions: Using the tables provided, define the specific actions steps for the implementation of each evidence-based strategy. For each action step, include the indicator of success/benchmark, the timeline, the persons responsible, and the persons involved. Add additional charts, as needed.

Goal #: 3- During the 2019-2020 school year, the percentage of PBIS implementation will increase from 63% to 70% as evidenced by the Tiered Fidelity Inventory (TFI).				
Evidence-Based Strategy #1: Implement PBIS with fidelity				
Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	**Indicator of Success/Benchmark**	**Timeline**	**Person(s) Responsible** *(list by job title/role, not by name)*	**Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)*
1. Expand criteria for incentives to include academics and behavior. Map out acknowledgement system for the school year and include in the agenda.	Written criteria and timeline in student agenda.	Ongoing during 2020 - 2021	PBIS Committee	PBIS committee, Student surveys
2. Create PBIS instructional videos/curriculum and timeline.	Videos/Timeline for Advisory Periods	Ongoing during 2020 - 2021	PBIS Committee	Staff, students, PBIS committee
3. Posting expectations/matrices based on area of the building.	Posters up around the building	Ongoing during 2020 - 2021	PBIS Committee, Custodian	All staff
4. Recruit parent representatives and student representatives for our PBIS team	Committee agenda/minutes	Ongoing during 2020 - 2021	PBIS Committee	Parents, students, PBIS committee
5. Collaborate with Student Council to determine specific acknowledgements based on the categories already established.	Defined incentives mapped out for the school year.	Ongoing during 2020 - 2021	PBIS Committee/Student Council	Students/PBIS Committee/Business Partners

	Develop social media platform to publicize PBIS information as well as academic/extra-curricular successes/goals etc.	Facebook page	Ongoing during 2020 - 2021	Principal	Staff, students
6.	Develop social media platform to publicize PBIS information as well as academic/extra-curricular successes/goals etc.	Facebook page	Ongoing during 2020 - 2021	Principal	Staff, students
7.	Develop a student/principal advisory	Meeting Calendar, Meeting Minutes	Ongoing during 2020 - 2021	Principal	staff/students
8.	Provide professional development to staff to develop capacity school-wide	Instructional Walkthroughs	Ongoing during 2020 - 2021	Principal	Staff

Goal #: 1- During the 2020 - 2021 school year, SGHS will meet the achievement rate of 63% (Previous Annual Target) for all students as evidenced by the ELA MCAP assessment.					
Evidence-Based Strategy #2: Implement Read 180 Tier 3 Intervention					
Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	**Indicator of Success/Benchmark**	**Timeline**	**Person(s) Responsible** *(list by job title/role, not by name)*	**Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)*	
1. Build master schedule to include courses specifically to implement Read 180 and specially designed instruction (3 courses and 1 RAMS block)	Master Schedule Course Schedule	Complete by Summer 2020	Principal	Guidance counselors, English Department, Administration	
2. Identify students that qualify for this level of intervention (Tier 3) using multiple pieces of data.	Class rosters	Complete by end of August 2020	Principal/Reading Specialist	Guidance counselors, Administration	
3. Obtain necessary Read 180 seats and materials	Budgetary invoices	Complete by September 2020	Principal & Supervisor of ELA	Principal, Special Educators, English Teacher, Supervisor of ELA	
4. Complete the Reading Inventory with all students in Reading Essential Courses and those identified for the 10th grade RAMS group.	Reading Inventory Scores	Complete by October 2020	Intervention/Assessment teacher/ and teacher of	Students, staff	

			record for each course	
5. Implement Read 180 Instructional Program and monitor student progress.	Read 180 data, student progress reports	September 2020-May 2021	Teacher of record for Reading Essentials	Students, staff

Goal #: 2: During the 2020 - 2021 school year, SGHS will meet the achievement rate of 39.29% (Previous Annual Target) for all students as evidenced by the Math MCAP assessment.				
Evidence-Based Strategy #3: Response to Intervention w/ Fidelity (Common Assessments aligned to standards/MCAP)				
Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	**Indicator of Success/Benchmark**	**Timeline**	**Person(s) Responsible** *(list by job title/role, not by name)*	**Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)*
1. (Math) Increase opportunities to challenge questions (Type 2 and 3) that are MCAP like.	Creation of Type 2 / 3 Bank and implementation of Type 2 / 3 type questions into instruction as evidenced by IFV's.	October 2020-May 2021	Math Department, Math Supervisor, Administration	Math Department, Math Supervisor, Administration, students
2. (Math) Incorporate test prep instructional days w/ MCAP like questions (reading/modeling) using collaborative instructional strategies.	Lesson plans/IFV's	September 2020 - May 2021	Math Department, Math Supervisor, Administration	Math Department, Math Supervisor, Administration, students
3. Implement common assessments to measure progress and collect data relative to student progress.	PLC's	October- May 2021	Math Department, Math Supervisor, Administration	Math Department, Math Supervisor, Administration, students

4. Use PLC framework to analyze data from common assessments and develop specialized interventions.	PLC's	October- May 2021	Math Department, Math Supervisor, Administration	Math Department, Math Supervisor, Administration, students
5. Sustain ASCEND Math Program as a Tier 2 and Tier 3 intervention.	TBD	October- May 2021	Math Department, Math Supervisor, Administration	Math Department, Math Supervisor, Administration, students

Goal #: 1 During the 2019-2020 school year, SGHS will meet the achievement rate of 63% (Annual Target) for all students as evidenced by the ELA MCAP assessment.
Evidence-Based Strategy #4: Response to Intervention w/ Fidelity (Common Assessments aligned to standards/MCAP)

Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	Indicator of Success/Benchmark	Timeline	Person(s) Responsible *(list by job title/role, not by name)*	Person(s) Involved, including Stakeholders and Partners *(list by job title/role, not by name)*
1. English Team PLC Collaboration- analyze trend data, analyze, selection test data, determine writing needs, identify students for Tier 2 interventions as well as those who would benefit from Read 180/System 44, implement Tier 2 intervention, and progress monitor. Incorporate test strategies.	Selection test data/progress monitoring.	October-May 2021	English department, Intervention/Assessment teacher, Special education teachers	English department, Intervention/Assessment teacher, Special education teachers, students
2. Develop bank of released writing prompts to use in 9th and 10th grade English.	Bank of prompts/observed use of prompts.	October- May 2021	English department, Intervention/Assessment teacher, Special education teachers	English department, Intervention/Assessment teacher, Special education teachers, students
3. Plan implementation for writing across the curriculum w/ explicit teaching of the writing process. Develop writing process posters.	Observations	Spring semester	All staff	All staff and students.

Goal #: 4 During the 2020 - 2021 school year, the percentage of seniors earning the work ethic diploma will maintain or increase from the previous years percentage (21%)				
Evidence-Based Strategy #5: Explicit teaching, setting goals, and monitoring progress.				
Implementation Plan: Action Steps for Implementation (all actions should address the prioritized need)	**Indicator of Success/Benchmark**	**Timeline**	**Person(s) Responsible** *(list by job title/role, not by name)*	**Person(s) Involved, including Stakeholders and Partners** *(list by job title/role, not by name)*
1. Meet with all 2nd period classes in order to teach students about the work-ethic diploma along with the requirements and benefits.	Schedule of teaching.	Fall semester	Dropout prevention staff.	Dropout prevention staff, students.
2. Schedule individual meetings with seniors who are within range of meeting the criteria to develop a plan for completion.	Meeting schedule	Winter	Dropout prevention staff	Dropout prevention staff, students.
3. Monitor progress of seniors who are in range and provide encouragement/set goals.	% of seniors earning the work-ethic diploma	Spring semester	Dropout prevention staff	Dropout prevention staff, students.

Budget

Garrett County Public Schools   School Improvement Plan

All budgets will be completed in Microsoft Excel as an addendum to the application.

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:	Ryan Wolf	Principal Signature:	*Ryan Wolf*	Date: 11/2/2020	

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 Kamauff DeVore, Executive Director of CIA	LEA Rep Signature:		Date:	

Resources

Resource Name	Publisher	Description
The Every Student Succeeds Act (ESSA)		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. 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.
The Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan	The Maryland State Department of Education	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.
The MSDE Resource Hub	The Maryland State Department of Education	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.
The MSDE Cycle of Continuous Improvement	The Maryland State Department of Education	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.
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,

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		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 *Four Domains for Rapid School Improvement: An Implementation Framework* as a companion to the Center for School Turnaround's (2017) recent publication of *The Four Domains for Rapid School Improvement: A Systems Framework.* 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. *Additional Resources:* 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. *Additional Resources:* 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.