Garrett County Public Schools
Department of Secondary Education
School Improvement Plan

<mark>Southern High School</mark>
2016-2017

Demographics	● Located in western Maryland, Southern Garrett High School is a comprehensive high school consisting of approximately 684 students and a staff of 93 professionals and support personnel. ● Southern Garrett High School offers college-bound students a rigorous program of merit and honors instruction in all core areas. During the 2016 school year, thirty-one percent of our graduates were completers of the academically challenging University of Maryland Program. Forty-two percent of the seniors completed a Career and Technology program of study while twenty-eight of the graduates were dual completers of both these programs.
Special Programs	● Courses of study are organized into four career and academic clusters. The cluster areas include Arts and Human Services, Business Management and Finance, Engineering and Technology, and Life Sciences and Natural Resources. Within each cluster, students choose a career pathway which is oriented toward preparing students for two-year College or trade and technical school or four-year College. Every student at Southern Garrett High School has a four-year plan with a chosen career pathway. A variety of electives are provided to support and enhance student learning including: JROTC, theatre, Choral and Band Programs, visual arts, Double – Dose courses in math for incoming freshman, personal financial mathematics, journalism (newspaper, yearbook), computer applications and programming. ● Academic support is provided prior to, during, and after the school day, as well as during the summer, to enhance student strengths and further develop areas of weakness SAT (Scholastic Aptitude Test), Tutorials, Flooding, Advanced Placement Courses, RAMS Enrichment Period (Reinforcing Academics & mastering Skills), Peer Mediation program, S.O.S. (Support our Students) and H.S.A. (High School assessment) essentials courses. ● The school partners with the community and is designed to provide students with additional academic opportunities including: the School-to-Careers Program (STC), Robotics Team, Envirothon, Science Fair, Allegany Tri-State Mathematics Competition, Distance Learning and the Early College Admissions Program with Garrett College.
Students Demographics	● No. of Students 684 ● No of Students Special Education 68

	● No. of Students 504 plan 34 ● No. of Students FARMS 322
Staff Demographics	93 Total Staff to include Administrators, Teachers, School Psychologist, School Counselors, Paraprofessionals, Secretarial. Custodian and Cafeteria staff 54 Highly Qualified teachers

UDL Statement	Garrett County Public Schools utilizes Universal Design for Learning (UDL) practices when planning lessons and determining differentiated strategies that are appropriate for each individual student's needs as he/she works toward meeting MD College and Career Readiness State Standards.
Response To Intervention (RTI)	Teacher teams, within their Professional Learning Communities (PLCs), take collective responsibility for students learning the essential skills for each course. In most cases, the PLCs are comprised of teachers who teach the same subjects and/or courses. The responsibilities of each PLC in the RTI process are as follows: • Clearly define essential skills for all courses in their content area. • Provide effective Tier 1 core instruction. • Assess student proficiency of the essential skills • Identify students in need of additional time and support in order to become proficient with the essential skills. • Take primary responsibility for Tier 2 supplemental interventions for students that have failed to demonstrate proficiency of the identified essential skills. During the 2016-17 school year, the focus for the teaching staff will be to effectively implement the RTI process within our school in order for all students to reach their individual potential.

Name	Southern High School SLO 2016-17
School	SHS
Content Area	PARCC Vocabulary
Grade Level	9-12
SLO Statement	Students will increase knowledge of essential vocabulary utilized on the PARCC assessments.
Interval	Semester II 2016-17 school year

SLO Component	Description
1. Data Review and Baseline Evidence	All students need to understand the essential vocabulary related to the PARCC assessments. A target will be set based the expectation that students will need to be proficient if they are to perform well on the HSA and PARCC assessments.
2. Student Population	All students enrolled at Southern High School
3. Learning Content Standards	The content focus for this SLO consists of HSA Biology and Government assessments and the Algebra and ELA PARCC essential vocabulary.
4. Target (Outcome)	All students will have an average score of 75% or better on the 8 essential vocabulary assessments administered during the second semester.
Highly Effective	88% of the SHS students have an average score of 75%
Effective	75 – 87% of the SHS students have an average score of 75%
Developing	60 – 74% of the SHS students have an average score of 75%
5. Evidence of Growth	Eight vocabulary assessments will be administered, one every two weeks, during the first semester. Every student in the school will be tested, except our ALO population (approximately 10 students) and an average score will be computed. All students will have an average of 75% or better on the assessments.
6. Rationale	Students will become more knowledgeable with PARCC and HSA vocabulary. Essential vocabulary will used for all assessments. This skill will be necessary if students are to be prepared for the required high school assessments and college and career readiness standards.
7. Strategies	Vocabulary will be implemented into daily lessons, lectures, and assessments. Each teacher will be given a new list (15 words) of essential vocabulary every two weeks. Teachers will use **SchoolNet** to administer the assessments, and practice for the assessments. Staff with a first period planning period will be expected to utilize the essential vocabulary as part of their warm-up activities and class instruction.

	Students will also be able to use Quizlet on their own to assist in preparing for the assessments. All assessments will be scored and utilized as part of the student's course grade. This will assist the teacher in emphasizing to the students that the assessments are important and have value to them. Quizlet allows staff to prepare practice quizzes and instructional games to assist students in mastering the essential vocabulary. A word from the vocabulary list will be utilized as the "word of the day" on the morning announcements. Staff development will be provide by Ms. Spiker to staff that are not familiar with Quizlet during our Monday evening late nights on an as needed basis. SchoolNet will be utilized to assess students and for data collection.

Notes:

SLO Establishment:			
	Signature	Principal's Signature	Date

SLO Check:			
	Signature	Principal's Signature	Date

SLO Evaluation:			
	Signature	Principal's Signature	Date

Overall Rating of SLO (please circle or otherwise indicate)

Highly Effective, 100% 20 Points	Effective, 75% 15 Points	Developing, 50% 10 Points	Ineffective, 25% 5 Points

INDICATOR #1	
Data evaluated:	● **2015-2016 Local Perkins Accountability Report (LPAR) from the Division of Career Technology Education**
	● **The current number of students enrolled in non-traditional programs at SGHS**
	●
Conclusions:	● **Currently SGHS has enrolled 16.9% of all CTE students in nontraditional programs This is 5.27 % below the local target of 22.17%**
GOAL 1:	● **Increase the number of students enrolled in non-traditional programs at SGHS.**
Objectives:	● **SGHS will increase the number of students enrolled in nontraditional programs from 16% to 20%.**
Strategies:	● **Counsel students and parents, during the scheduling process, to select nontraditional programs in career pathways.**
	● **School will create webcasts to be posted on school website and marquee boards which will educate students on nontraditional careers.**
Staff Development:	● **Train the teaching staff on career pathway counseling techniques. Encourage staff to educate students on the importance and opportunities for students selecting nontraditional programs leading to nontraditional careers.**
	● **Train all staff on the course selection process.**
	● **Show students and staff video clips during morning announcements demonstrating career opportunities in** ● **nontraditional career clusters**
EVALUATION	

INDICATOR #2	
Data evaluated:	● **2014-2015 Local Perkins Accountability Report (LPAR) from the Division of Career Technology Education**
	● **The current number of nontraditional students who complete CTE programs.**
Conclusions:	● **Currently the number of SGHS students who complete nontraditional programs is 15.07%. This is 7.1% below the local target of 22.17%.**
GOAL 2:	● **Increase the number of nontraditional students who complete CTE programs at SGHS.**
Objectives:	● **SHS will increase the number of nontraditional students who complete CTE programs by 4%**
Strategies:	● **Counsel students and parents, during the scheduling process, to complete CTE programs in their career pathways.**
	● **Solicit guest speakers from CTE fields to meet with nontraditional students and discuss opportunities.**
	● **Utilize closed circuit TV system to demonstrate career opportunities to nontraditional students.**
	●
EVALUATION	

INDICATOR #3	
Data evaluated:	● **2012-13, 2013-14, 2014-15,15-16 SGHS attendance report**
	● **Garrett County Attendance Policy**
	Monthly attendance rate for 2013-14, 2014-15, and 2015-16
Conclusions:	● **Students who exceed 4 or more unexcused absences and/or 8 or more excused absences per class, will lose credit in those classes.**
	● **Students who exceed 4 or more unexcused absences and/or 8 or more excused absences per class, will lose school privileges.**
	● **SGHS Attendance rate has decreased over the past 4 years.**
GOAL 3:	● **Decrease the number of absences at SGHS.**
Objectives:	● **Improve overall attendance rate from 92.9% to 94.4% by 2017**
Strategies:	● **Refer all students to the attendance appeal committee members, guidance department and administration, when they have 4 absences.**
	● **Conduct meetings with all students and parents who approach the county attendance policy limits.**
	● **Withhold student permission to attend any after school extra-curricular activities; sports, plays, dance, etc.** ● **Withhold student permission to attend any school wide assemblies; RAM rumble, pep rallies, etc…** ● **Withhold student permission to attend the Prom.** ● **Withhold student permission to travel on any school related field trips.** ● **PR Coupons** ● **Withhold student parking privileges.**
Staff Development:	● **Staff will be trained and review all county attendance policies.**

	● **The attendance appeal committee will meet each quarter to discuss individual student issues on attending school and further develop strategies to reduce the attendance issue.**
	● **Individual student conferences will be held at 2 unexcused absences and 4 total absences each semester.**
EVALUATION	

EVALUATION SHEET

#	GOAL	*February* Date	FORMATIVE	*May/June* Date	SUMMATIVE
	Increase the number of students enrolled in non-traditional programs at SGHS.				
	Increase the number of students who complete non-traditional programs at SGHS.				
	Increase the attendance rate at SGHS.				