

**Garrett County Public Schools
Southern Middle School SIT Plan**

School: SOUTHERN MIDDLE SCHOOL
Principal: BROOKS D. ELLIOTT

I Executive Summary

A. Facilitating the Development of a School Vision

Vision Statement (PSEL 1 & 2)
Our vision at Southern Middle School is to provide a safe, orderly, and supportive environment centered on life-long learning and devoted to attaining success for all students. Our faculty and staff are given the charge to provide a nurturing environment that encourages students to accept and find the best in themselves and others. They will be taught the value in goal setting and the inner confidence they need to take positive risks to find success. Our students will be challenged to reach their full academic potential through the Maryland College and Career Readiness Standards, monthly enrichment clusters, Gifted & Talented opportunities, participation in National History Day, the science fair, academic intervention, access to our media center, as well as other resources. In collaboration with our parents and neighborhood business partners, our students will leave Southern Middle School with a sense of responsibility and respect for themselves, their school, and their community.

Mission Statement (PSEL 1 & 2)
At Southern Middle School our mission is to create a positive learning atmosphere that nurtures active, young creative minds. Through a collaborative effort with teachers, parents, and community members, students are challenged to meet our school’s high expectations. The school’s academic program of study infuses technology, teaches life skills, and encourages students to actively participate in their learning. The school’s curriculum encompasses the development of the total child: moral, intellectual, social, emotional, and physical. As a result, students will be able to demonstrate values that allow them to act with empathy toward humanity in a diverse and ever-changing society.

What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?

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It is posted in our RAMS Facts, Administrative Handbook, Substitute Handbook, and school webpage. Teachers also review it with students annually on the first day of school.

When did the last periodic, collaborative review of the vision by stakeholders occur?

September 2017

B. Culture and Climate Narrative (PSEL 2,3,5)

School climate and culture have a profound impact on student achievement and behavior, reflecting the school community. A positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life that is centered on patterns of students', staffs' and parents' experiences of school life. School culture is a set of goals, norms, values, beliefs, and teaching and learning practices that reflect the organizational structure. In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03, all students in Maryland's public schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

- A. Safe
- B. Appropriate for academic achievement; and
- C. Free from any form of harassment.

2018 Climate Survey Result is unavailable at this time.

2018 Climate Survey Results

In narrative form, address your school's climate and culture.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The staff of SXS believes all students can achieve their full potential in a positive learning environment. This is achieved by a combined commitment among administration, faculty, and staff through weekly grade-level team meetings, collaborative planning, and monthly department PLC meetings. Another avenue in which we foster our relationship and collaborative efforts is through our cross-curricular units of instruction during our enrichment cluster opportunities as well as taking advantage of vertical teaming opportunities with both fifth and ninth grade colleagues at our feeder elementary schools and the high school.

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Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, which may include providing counseling, mentoring and other pupil services and training for school personnel to ensure the system is fairly and consistently enforced.

School Wide Behavioral Supports	Mentoring/Counseling
<ul style="list-style-type: none"> ● GCPS Student Handbook: Rights, Responsibilities, and Discipline ● SXS Code of Conduct ● PBIS ● FOR Club - Rachel's Challenge Program ● Support Our Students (SOS) Program ● Second Step (Character Education) ● Winners Program 	<ul style="list-style-type: none"> ● Affective Education ● CPA Program ● Garrett Mentors - 6th Grade boys and girls program ● GEMS Mentoring Program - 7th and 8th grade girls' program ● Ripple Effects ● TAY Program through Garrett College ● Weekly BIP review with School Psychologist as needed ● Project AIM (Adult Identity Mentoring)
Pupil Services and Training of Personnel	
<ul style="list-style-type: none"> ● SAFE Schools ● Required Professional Development - County/State/School 	<ul style="list-style-type: none"> ● CPI Training ● MSAP ● PST

How do you assess the learning environment to support the physical, social, and cultural needs of students and staff?

The learning environment is divided into five class periods providing sixty minutes of instruction for all content classes and related arts. At the end of the day, there is an intervention period, RAMS, where we focus on extension exercises, academic tutoring, coursework remediation, reading and math intervention, RTI, Character Education, etc. This period is tailored to the needs of the students and the school as a whole, based on the findings of the end-of-year surveys as well as recommendations that come out of both team meetings and department PLCs.

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C. Organization of Collaborative Work (PSEL 2,4,6,7)

Use this page to identify the members of the School Improvement Plan’s team. Please include their affiliation/title.

Name	Affiliation/Title
Brooks D. Elliott	Principal
Tony Lancianese	Assistant Principal
Susan Duggan	Media Specialist
Noelle Bell	School Counselor
Dawn Panther	School Counselor
Jennifer Parks	Team Leader: 6th Grade
Sarah Teets	Team Leader: 7th Grade
Terri Perando	Team Leader: 8th Grade
Adrienne Ingram	Team Leader: Related Arts
Melanie Collins	Department Chair: Language Arts
Jackie Mousch	Department Chair: Mathematics
Jessica Lieberman	Department Chair: Science
LuAnn Watson	Department Chair: Social Studies
Barbie Bolden	Department Chair: Special Education Parent Representative
Dave Crowell	Parent Representative
Betsy Nickel	Parent Representative

How have team members been prepared for the work of the Data Team?

- Team Leaders (ELA and Math) were provided PARCC data to share with their departments in PLCs.
- PLCs met at the beginning of the school year.

How is communication between the team and stakeholder groups (teachers, classified staff, parents and community members) structured and supported?

- Monthly scheduled SIT meetings

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- SIP is published on SXS Website

What diverse views and multiple perspectives are present in your school community? How are these reflected in and embraced by the work and recommendations of the Data Team?

- Different content and grade level representation is present on the team, i.e. sixth grade team leader, science teacher, special educator, media specialist, etc.
- Administrators, school counselors, media specialist, and a parent are also members on the team
- Diverse views include: socioeconomic, religion, gender, political, family dynamics, culture

D. Demographics (PSEL 3,6,9)

STAFF DATA 2018-2019 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2.0
Teachers	2.5	38	40.5
Counselors	0	2	2.0
Instructional Assistants	0	4	4.0
Support Staff (Clerical, Food Service, Maintenance)	1	12	13
Other (<i>Itinerant and GCHD Partnership</i>)	6	0	6
Total Staff			65.5

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2018-2019 Official Data	2017-2018 Official Data	2016 – 2017 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s) 	100%	100%	100%
For those not certified, list name, grade level, course	0	0	0

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Number of years principal has been in the building	7	6	5
Teacher Average Daily Attendance	89.5%	88.6%	88.9%

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

- Collaboration with local colleges/universities for job fairs: Frostburg State, West Virginia University, Cal U of PA, Fairmont State, etc.
- Talent Ed - online job posting website
- Mentor-Mentee program for new teachers(1 - 3 years)
- BEST class for first year teachers
- Tuition Reimbursement
- Salary stipend for National Board Certification
- Staff Development
- Professional Development opportunities (in/out of county)
- “Live Where You Play” - Deep Creek Lake

Student Demographics ESSA section 1111(c)(2)(B).

Table 3

SUBGROUP POPULATION DATA

	2018-2019 TOTAL	2017-2018 TOTAL	2016-2017 TOTAL
Am Indian/Alaskan Native	0	0	0
Hawaiian/Pacific Islander	0	0	0
African American	0	0	NA
White	520	536	525
Asian	2	0	NA
Two or More Races	8	0	10
Hispanic/Latino	6	0	0
Special Education	49	41	48

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EL	2	1	2
Homeless/Foster Care	4	0	3
Military	NA	NA	NA
Gifted & Talented	15	19	23
Males	294	287	298
Females	242	249	246
Total Enrollment	536	536	544

Percentage of student eligible for Free and Reduced Meals as of September 30, 2017: [48%](#)

Maryland has established the minimum number of students as n=10 for public reporting and for accountability determinations. This minimum n-size allows for the maximum number of LEAs, schools, and student groups to be represented in the accountability system and provides an acceptable level of statistical reliability and validity.

Special Education Data 2018-2019 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	2
02 Hard of Hearing	
03 Deaf	
04 Speech/Language Impaired	3
05 Visual Impairment	
06 Emotional Disturbance	1
07 Orthopedic Impairment	
08 Other Health Impaired	4
09 Specific Learning Disability	30
10 Multiple Disabilities	9
12 Deaf-Blindness	
13 Traumatic Brain Injury	
14 Autism	

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15 Developmental Delay	
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Are there any unique attributes of your school population?

Southern Middle School has served the following population of students:

	Students receiving 504 services	Free & Reduced Meals (FARMS)	Special Education Services
2016 - 2017	6.5%	48.0 %	7.6 %
2015 - 2016	≤ 5.0%	48.8 %	9.0 %
2014 - 2015	≤ 5.0%	49.1 %	10.0 %
2013 - 2014	6.4 %	50.6 %	10.0 %

Southern Middle School offers courses at the honors, merit, and general levels with inclusion opportunities for special education students in the least restrictive environment (LRE). At the sixth grade honors level, the average class size is 20 with 22% of the students seeking this level of course work. There are 25 students on average in the merit setting with 40% of students taking that level. There are 24 students on average in the general class setting with 26% of students studying there; only 9% of our sixth grade population is in the inclusion setting with an average class size of 17. In seventh grade, at the honors level, the average class size is 26 students, with 30% of the students seeking this level of course work. There are 29 students on average in the merit setting, with 33% of students taking that level, 22 students on average in the general class setting with 25% of students studying there, while only 11% of our seventh grade population is in the inclusion setting with an average class size of 20. In eighth grade, at the honors level, the average class size is 30 students with 34% of the students seeking this level of course work. There are 28 students on average in the merit setting with 31% of students taking that level, 19 students on average in the general class setting with 21% of students studying there, while only 12% of our eighth grade population is in the inclusion setting with an average class size of 11.

How does the school recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning?

- Academic Excellence - challenging all students with robust curriculum, instruction, assessments, and supports needed to meet rigorous achievement standards offered at the honors, merit, and general levels. Offer a range of elective courses to peak student interest, such as art, foreign language, band, chorus, general music, health, physical education, computer education, technology education, and partnering with our high school with feeder classes like Project Lead the Way: Automation & Robotics or Design & Modeling courses, as well as the club, First

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Tech Challenge (FTC). The seventh grade, "Choose Your Own Adventure" final exam, exploring options through creativity such as in advanced art, yearbook, or the gifted & talented program.

- Cultural and Developmental Responsiveness - creating learning communities of adults and students in which stable, close, and mutually respectful relationships support the intellectual, ethical, and social growth of all students; collaboration among departments and grade level PLCs
- College and Career Ready - providing a variety of experiences that encourage students to begin to look to their future to explore various career options, including science, technology, engineering, and mathematics (STEM) jobs, and the preparation necessary to produce high quality work and achieve success in the world of college and work; transition meetings/planning/8th grade tour at SGHS; enrichment opportunities, and career exploration with the Career Portfolios and real-life simulation through "The Real Deal."
- Recognize RAMS Student of the Month - Based on positive characteristics, PBIS, sponsored by our Business Partners of the Month, and for each grade level and content area.

Maryland has established the minimum number of students as n=10 for public reporting and for accountability determinations. This minimum n-size allows for the maximum number of LEAs, schools, and student groups to be represented in the accountability system and provides an acceptable level of statistical reliability and validity.

UNIVERSAL DESIGN FOR LEARNING (PSEL 3, 4 & 5)

The Maryland State Board of Education adopted the Code of Maryland Regulations (COMAR), 13A.03.06., Universal Design for Learning (UDL), which requires local school systems to use UDL guidelines and principles in the development and provision of curriculum, instructional materials, instruction, professional development, and student assessments. The purpose of Universal Design for Learning (UDL) principles is to differentiate learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, as well as guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments. Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

In narrative form, describe how your school uses data and UDL strategies to provide and differentiate instruction to meet the diverse needs of students. How is instruction modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments? How is this monitored for consistency, fidelity and effectiveness?

The Southern Middle School master schedule has been manipulated in order to better facilitate the use of the RAMS Period for RTI time by content teachers in the areas of ELA, math, and reading for student remediation. Furthermore, sections of our homerooms have been alternately covered in order for our most qualified math teachers to hold a morning "math lab" to assist students in skill deficits or homework help. In order to accomplish this task, our math teachers utilize exit tickets to identify students for reteaching as needed. Also, students are grouped based on strengths/weaknesses for PARCC

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skills practice. Content classes have been staffed to team teach with trained special educators (or staffed by instructional assistants) in each grade level as a means to deliver instruction to all learners. The utilization of the intervention programs of READ 180 and MATH 180 will aid instruction for struggling ELA and math students in all grade levels. Additionally, after-school academic intervention is available on Tuesdays and Thursdays in the four content areas (ELA, MA, SC, and SS) as well as ALG 1B-M. Furthermore, with the utilization of a department focus on an independent reading program tailored for each student, our ELA department will better serve all readers with the hope of capturing student interest and seeing growth in lexile levels through their initiative, “For the Love of Reading.”

Student progress will be monitored through department PLCs, READ 180, MATH 180, Reading Counts, Pearson Math XLs, student work samples and class assessments.

1. The special education department has divided itself into specialized content areas where each teacher has “specialized.” Each teacher attends not only their grade level team meetings, but also their content/department PLC meetings regularly. Each teacher regularly updates the PNP, which provides administration with the testing accommodations for each student in real time. This document can also be shared with teachers prior to testing as well as assigning established testing groups based on a student’s need per his/her IEP or 504 Plan.
2. To address the achievement gap in the area of special education reading, GCPS has received The Striving Readers Comprehensive Literacy Grant, which has provided the READ 180 intervention program as well as to provide for literacy coaches in all the schools to collaborate with classroom teachers. At SXS, we utilize Action magazines, Words Their Way, Orton-Gillingham Reading Program, and the Reading Inventory.
3. To support our students, we at SXS utilize Academic Intervention, RAMS Period for remediation/tutoring, enrichment clusters, and the Support Our Students (SOS) Program for academic support.
4. To address the achievement gap in the area of special education math, GCPS has purchased subscriptions to the Math 180 program to identify at risk students and bring them up to grade-level.

II. Comprehensive Needs Assessment

A. ACADEMIC PROGRESS (PSEL 3 & 10) (ESSA (1114)(B)(6))

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, implementation of goals, objectives, and strategies to determine their effect on student achievement and classroom practices. Schools in Garrett County are required to do the same.

- 1) to learn about achievement results and to assess trends over time,
- 2) to determine how well sub-groups are doing in academic content areas and in behavior, and
- 3) to identify what causes contribute to outcomes identified (problems in practice).

Takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of children who are failing, or at-risk of failing to meet proficiency level and any other factors as determined by the local educational agency. (1114)(B)(6)

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****Long term and annual measurements of interim progress will be set using 2016-2017 data as the baseline year.**

In your analysis of students requiring special education services, please consider the following special education issues for students in your school: **(Master Plan)**

Access to the General Education Curriculum. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?

Students are accessing the general education curriculum in the inclusive setting with accommodations and modifications based on individualized needs as determined by their IEPs.

- 1. Collaboration with General Educators. How is your school ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?**

Collaboration exists between general and special education staff through team meetings and informal conversations. Explanations are given of a student's individual accommodations (testing and instructional), including supplemental aids and supports. Modifications are worked on by both general and special education teachers. This collaboration continues throughout the year and is updated/revised following IEP meetings.

- 2. Strategies used to address the Achievement Gap. When the school agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.**

In addition to the math and reading intervention supports addressed in the next question, students in the achievement gap receive support from the general and special education teacher in the inclusive classroom. Further support is offered during co-curricular RAMS period with a class for homework help, at lunchtime for small groups needing tutoring, and through sessions in the after-school program.

- 3. Interventions, enrichments and supports to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students?**

Students with disabilities receive intervention during our RAMS period in addition to the general curriculum. They have access to the library and online text, equal access to text support, co-taught lessons in the general education classroom, Pearson online textbook and HMH textbook support, etc.

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1. Reading/ELA Data Overview (PSEL 4 & 7)

	Met (Score of 5 or 4)	Did not meet (Score of 3, 2, or 1)
Grade 6	38.5%	61.5 %
Grade 7	40.6%	59.4%
Grade 8	25.2%	74.8%

2018 Growth:

Short Term Goal: *To reduce the gap for ELL, Special Education and lowest performing subgroup students.
To reduce the number of non-proficient students*

Reading – Proficiency Data

Based on available PARCC data describe the strengths and challenges in English Language Arts/Literacy for grades 6, 7, & 8.

What trends are evident within the academic year and as students’ progress through grade levels? In your response, identify challenges for

- students requiring special education services,
- students with limited English proficiency, and
- students failing to meet, or failing to make progress towards meeting State performance standards.

Southern Middle School has a large population of socioeconomically disadvantaged students, which has a direct impact on the achievement gap at the school. In order to lessen the this gap, teachers will participate in professional development and implement research-based interventions including the use of professional learning communities as well as a change to the master schedule that will offer all levels of the same course to be taught during the same period in an attempt to capitalize on collaborative teaching among peers and special educators.

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In a review of academic data, the challenges facing SXS in English Language Arts/Literacy, Grades 6-8, are the reduction in the achievement gaps between all students and both the economically disadvantaged (FARMS) students and special education students. We do, however, do better overall as a school in grade 6 and 7 ELA, scoring a level 4 or 5. than in grade 8 with strength in the area of informational text and weaknesses in literary experience and conventions.

Data	Identified Needs	Root Cause(s)
<p>ELA PARCC DATA for Grades 6, 7, & 8</p>	<ul style="list-style-type: none"> ● Increase content writing and vocabulary ● Creation of a modified test for IEP students ● Reading in science and technical subjects ● RH 6.9 PCR/TECR ● RI 7.2, 7.8, 7.9 PCR/TECR ● RL 7.2 ● RL 8.2 TECR ● RH 8.3 TECR 	<ul style="list-style-type: none"> ● Test is written at a higher Lexile level than what some students can read/comprehend ● Accommodations are not consistent between the classroom and the test ● Lack of student attendance ● Lack of intense direct writing instruction ● Writing in the content areas and use of content vocabulary

2. Mathematics Data Overview (PSEL 4 & 7)

	Met (Score of 5 or 4)	Did not meet (Score of 3, 2, or 1)
Grade 6	31.5%	69.5%
Grade 7	36%	64%
Grade 8*	40%	60%

**This group does not include scores for the Algebra 1B-M students. Those scores are reported to SGHS.*

2018 Growth:

Short Term Goal: *To reduce the gap for ELL, Special Education and lowest performing subgroup students.
To reduce the number of non-proficient students*

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Based on available PARCC data describe the strengths and challenges in Mathematics 6, 7, & 8.

What trends are evident within the academic year and as students' progress through grade levels? In your response, identify challenges for:

- students requiring special education services,
- students with limited English proficiency, and
- students failing to meet, or failing to make progress towards meeting State performance standards.

Southern Middle School has a large population of socioeconomically disadvantaged students, which has a direct impact on the achievement gap at the school. In order to lessen this gap, teachers will participate in professional development and implement research-based interventions including the use of professional learning communities as well as a change to the master schedule that will offer all levels of the same course to be taught during the same period in an attempt to capitalize on collaborative teaching among peers and special educators.

In a review of academic data, the challenges facing SXS in mathematics, Grades 6-8, are the reduction in the achievement gaps between all students and both the economically disadvantaged (FARMS) students and special education students. We do, however, do better overall as a school in 8th grade math scoring a level 4 or 5 than in grades 6 and 7 with a strength in the area of reasoning and a weakness found in major and supplemental clusters.

*It is worthy to note that our Algebra 1B-Merit students (Honors Math 8) take the Algebra PARCC Assessment and those scores are not reflected in this data but reported to Southern Garrett High School as it is a freshman (9th grade) course.

Data	Identified Needs	Root Cause(s)
<p>MATH PARCC DATA for Grades 6, 7, & 8</p>	<ul style="list-style-type: none"> ● Increase content writing and vocabulary ● Creation of a modified test for IEP students ● Foundational math skills ● 6.G.A.1 ● 6.G.A.2 ● 6.C.2 OGL Mod/Reason ● 7.EE.B.4.B Express/Equations ● 7.G.B.6 ● 8.D.2 SHK Mod/Reason ● 8.D.4 OGL Mod/Reason 	<ul style="list-style-type: none"> ● Test is written at a higher Lexile level than some students can read/comprehend ● Accommodations are not consistent between the classroom and the test ● Lack of student attendance ● Lack of intense direct writing instruction ● Writing in the content areas and use of content vocabulary ● inability to memorize/processing deficits ● lack of math facts and rules ● parental opposition to standardized testing and curriculum

3. Credit for completion of a well-rounded curriculum (elementary and middle schools)

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2018 Results - MISA Results are unavailable at this time.

Table 7: 2018 MISA Results	2018 MISA Results		
Subgroups – School Level Data	# Tested	# Proficient	%Proficient
All Students			
Hispanic/Latino of any race			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Other Pacific Islander			
White			
Two or more races			
Special Education			
Limited English Proficient (LEP)			
Free/Reduced Meals (FARMS)			

Percent of students scoring proficient on the Maryland Integrated Science assessment (MISA). Discuss what your school is doing (has done) to address any challenges.

NO SCORES AVAILABLE FOR MISA 2017-18. HOWEVER, SXS HAS DONE THE FOLLOWING:

- Cross-curricular planning
- RTI
- After-school tutoring
- STEM lessons/field trips/HEEC
- Integration of NexGEN Standards/5 E Lesson Plan Model in 2013
- Environmental Education
- Labs and other hands-on activities
- Enrichment Clusters

Discuss what your school is doing (has done) to address any challenges for students who are not making progress in content classes and may be in danger of retention.

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- Academic intervention in all content areas for all students (ELA, MA, SC, SS, & ALG 1B-M)
- Assigned Mentors
- Tutoring during Homeroom and RAMS Period
- Parent Conferences
- Student Contracting
- Pupil Service Team Referral/Monitoring, etc.
- School Counselor Monitoring
- HEROs Group - Boys
- Cliffhanger List
- Team meetings with student conferences
- Garrett Mentors
- GEMS Mentors
- Sereni-Tea Group - Girls
- Evening school content area tutoring/instruction for students in lieu of expulsion

4. Progress toward English language proficiency

Percentage of students making progress towards attaining English language proficiency as measured by growth on the ACCESS 2.0 assessment for English language learners. Discuss what your school is doing (has done) to address any challenges.

- Our foreign language teacher works with our ELL students during RAMS period and select periods throughout the year.
- Teachers simplify and modify text/assignments for these students as needed.
- Teachers collaborate with FLT and grade level team leader as needed to assist these students.
- Review of data shows an overall score of 4.4; need continued practice on speaking, writing, and literacy

E School Quality/Student Success

1. Opportunities/Access to a Well-Rounded Curriculum:

Percent of students participating in the gifted/talented program; accelerated course work at the middle school level. Discuss what your school is doing (has done) to address any challenges.

- Our G/T enrollment for 2017-18 was 19. Those students are selected based on PARCC scores and teacher recommendations.
- Accelerated course work is determined through administrative support, parent-teacher conference, and manipulation of the master schedule.

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B. ATTENDANCE (PSEL 5,9)

Table 8: School Progress Attendance Rate	All Students AMO = 95.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	94.1%	N
Grade 6	94.8%	N
Grade 7	93.8%	N
Grade 8	93.8%	N

Table 9: Attendance Rate	All Students				
Subgroups – School Level Data	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All Students	95.0	94.1	93.8	94.1	94.1
Hispanic/Latino of any race	NA	NA	NA	NA	93.0
American Indian or Alaska Native	NA	NA	NA	NA	55.2
Asian	NA	NA	NA	NA	0.98
Black or African American	NA	NA	NA	NA	94.3
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0
White	≥95.0	94.0	93.7	94.2	94.2
Two or more races	≥95.0	≥95.0	92.7	NA	92.8
Special Education	94.8	92.8	92.6	91.8	90.5
Limited English Proficient (LEP)	NA	NA	NA	NA	85.8
Free/Reduced Meals (FARMS)	92.9	93.0	93.2	94.3	93.1
Military	NA	NA	NA	NA	NA
Homeless/Foster Care	NA	NA	NA	NA	91.3
Gifted & Talented	NA	NA	NA	NA	NA

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How does your school monitor, recognize and/or hold students accountable for their attendance record?

Parents must write an appeal letter at the end of the year for students who have exceeded the allotted amount of lawful absences. Our attendance clerk notifies parents at each infraction: four, eight, twelve, etc., and the office of Pupil Services further notifies parents and additional resources throughout the year. If there are excessive, unexcused absences the school refers students to Department of Juvenile Services and the state's attorney. The staff of Southern Middle School motivates students to have perfect attendance through our PBIS program through incentive rewards that are earned quarterly along with the perfect attendance award earned and presented to students at the end of the year.

Identify challenges in terms of grade band(s) and subgroups, especially Special Education, FARMS and lowest attending.

- The challenges for sixth graders include: adjusting to a rotating schedule and different teachers, the middle school expectations, the difference between a small school environment and the large school environment.
- The inconsistency between the county's attendance threshold of 30 days and the GCPS/SXS threshold of 16 days.
- Furthermore, for students who are chronically absent, they decline in their academic performance.
- The wide range of instructional demands in the general classroom for our special educational students is a daunting task to master for even the most skillful teacher.
- The fact that our females outperform our males in most subgroups continues to be a challenge for both test in all three grades.
- Other areas of concern include family dynamics, poor living situations, drug abuse in the home and a lack of positive parental guidance, student anxiety, negative peer relationships/interactions, lack of nutrition/sleep, cultural norms (hunting season) that influence our students daily and create challenges to their learning.

HABITUAL TRUANCY (PSEL 5, 9)

2018 Chronic Absenteeism Score Chronic absenteeism as defined by ESSA as the number of students absent 10% of school days or more during the year. Membership needs to be at least 10 days. Based on the examination of the Chronically Absent Data, respond to the following:

How many students were identified as chronically absent?

A review of the data over the past four years has found the following percentages for students who have missed more than 20 days of school:

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School Year	Percentage of Students Absent More Than 20 Days
2016-2017	9.1%
2015-2016	8.4%
2014-2015	6.4%
2013-2014	≤5.0%

Describe specific changes/adjustments in place to reduce the number of Chronically Absent students.

- PST referral
- home visits
- letter home from school then contact from central office
- referral to outside agencies
- meetings with parents and students
- assigned a mentor
- possible MSAP referral

F. SCHOOL SAFETY – SUSPENSIONS (PSEL 3 & 5)

Table 10 (Suspension Data)

Suspension – In school and out of school suspensions

School Safety – Suspension for Sexual Harassment, Harassment, Physical Aggression and Bullying

Examine the number of in school and out of school suspensions for the 2016-2017 and 2017-2018 school year. Also look at the number of suspensions for sexual harassment, harassment, physical aggression and bullying. Comment on the number of suspensions for your school related to these incidents and what can be done to reduce that number.

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	Sexual Harassment		Harassment		Physical Aggression		Bullying	
	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS
2017-18	5	7	2	2	15	3	1	2
2016-17	1	1	0	0	11	1	0	1

- Teaching Character Education daily in RAMS Period through September 30, 2018 so all students know the expectations of good character, citizenship, and what it means to be a RAM.
- Working through all discipline levels, restorative practices, and alternatives to suspension, prior to handing down a suspension to a student.
- Southern Middle School has become a PBIS school for the 2018-19 school year. It is our hope that rewarding positive behavior and teaching replacement skills for poor or antisocial behavior, we hope to see a decrease in the above numbers. Through the continued encouragement of staff, sustained use of upbeat and clear expectations reinforced daily, and end of term incentives and earned rewards, we are assured students will grow toward changing their behavior.

G. Multi-Tiered Systems of Support (MTSS) (PSEL 3 & 5)

1. RESPONSE TO INTERVENTION

GCPS students will demonstrate, at minimum, continuous achievement of the required curriculum commensurate with the student’s grade level throughout the school year. When this does not occur and the student experiences a significant lack of progress, there is a need to provide intervention to prevent a possible retention of the student.

The RTI process must document and provide, based on data from ongoing assessments, a prescriptive, evidenced-based intervention for the assessed deficit(s). How are those students who are at risk of retention provided with a Response to Intervention (RTI) process at your school?

- Data from classroom, county, and state assessments are used to identify students who are at-risk academically.
- Students meet with school counselors and administration who are at-risk emotionally and academically.
- Students are discussed at team meetings and referred to be further identified at MSAP and PST meetings.
- Parent and student conferences are used as a next intervention after identification.
- Read 180 and Math 180 are used to help identify academically at-risk students.
- Teacher mentors are assigned for emotional and academic help.
- Students are assigned to a RAMS period for academic reinforcement and/or to academic intervention after school with parental support.
- Students are continuously monitored and progress (or lack thereof) is re-evaluated.

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How many students received Tier II and Tier III Interventions during the 2017-2018 school year? How many of these students successfully met or progressed toward intended outcomes at each level as a result of the intervention?

Table 11

	Tier II	Tier III	No Progress	Improved Progress	Full Attainment of Targeted Outcome
PARCC Reading	0	0	NA	NA	NA
PARCC Math	0	0	NA	NA	NA
Retention	0	0	NA	NA	NA

2. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS (PSEL 3 & 5)

According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

- a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
- b. Improve the link between research –validated practices and the environments in which teaching and learning occur.

SET Score for 2018 is not available. This is the first year that PBIS is fully implemented at SXS.

SET Score 2018

Please provide summary of commendations and recommendations of the 2018 SET/IPI evaluation.

SET Score for 2018 is not available. This is the first year that PBIS is fully implemented at SXS.

What is your school is doing (has done) to address any challenges?

This is the first year that SXS is implementing the PBIS program.

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III. SCHOOLWIDE REFORM GOALS & STRATEGIES FOR IMPROVEMENT

A. SCHOOL IMPROVEMENT GOALS TO TARGET AREAS FROM NEEDS ASSESSMENT

Goal # 1 - Students will recognize writing characteristics of nonfiction texts (i.e.--expository, informative, narrative, persuasive, argument, etc.) and apply this knowledge to student generated written compositions in all content areas improving our average score from a 3 (2017-18) to a 2 (2018-19) in state testing.				
Strategic Actions <ul style="list-style-type: none"> ● Essential Vocabulary ● Sentence Starters ● Rubrics ● Modeling ● Revisions ● Content Collaborations 	Responsible Persons Literacy Coach,	Timeline 2018-19	Evidence of Implementation Cross Curricular Lessons Development of the strategic actions	Assessment of Progress Student Work Samples
Goal # 2 - The full implementation of a PBIS program at Southern Middle School from 50% in 2017-2018 to 100% in 2018-2019.				
Strategic Actions <ul style="list-style-type: none"> ● Staff review of the PBIS plan ● Presentation to students of the PBIS plan, DOJO, Incentive Contract ● Character Ed lessons taught daily in RAMS throughout September ● RAMS Bucks ● School Store 	Responsible Persons All SXS Faculty, staff, and students	Timeline 2018-19	Evidence of Implementation <ul style="list-style-type: none"> ● Character Ed Lessons Taught ● Bulletin Boards of Student of the Month, Honor Roll ● Posters of Positive Student Expectations ● Signed Incentive Contract 	Assessment of Progress <ul style="list-style-type: none"> ● DOJO Points Earned ● Decrease in discipline ● Increase in student attendance ● Collection of RAMS Bucks ● Increase in students earning incentives
Goal # 3 - To decrease the number of absences of those students who have missed more than sixteen days of school in the academic year from 79.25% (2017-18) of the total population to 85% (2018 -19).				
Strategic Actions Throughout the year, we will establish and maintain contact with family members, medical providers, outside agencies, and state’s attorney	Responsible Persons PBIS Team Attendance Clerk, SX Administration	Timeline 2018-19	Evidence of Implementation Minutes/Notes /Data (NCESS) National Cooperative Education Statistics System <ul style="list-style-type: none"> ● Community Collaborations 	Assessment of Progress Retention Report

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to elicit their support in encouraging daily attendance.			<ul style="list-style-type: none"> ● School Attendance Review Board ● PST Meeting 	
Goal # 4 - The full implementation of the RTI process with the utilization of READ 180 and Math 180 interventions at SXS that correlate into Tier III/Most Intense Reteach from 0% (2017-18) to 100 % (2018-19).				
Strategic Actions <ul style="list-style-type: none"> ● Administer Reading and Math inventories ● Identify qualifying Tier III students ● Provide intervention 	Responsible Persons <ul style="list-style-type: none"> ● 180 Coaches ● Literacy Coach 	Timeline 2018-19	Evidence of Implementation <ul style="list-style-type: none"> ● Student Data Report 	Assessment of Progress <ul style="list-style-type: none"> ● Inventory Growth Reports

IV. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITIES (PSEL 8)

PARENT INVOLVEMENT

Describe the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; percentage of parents in attendance at parent engagement opportunities; percent of parent(s) who participated in one or more parent engagement opportunities).

- | |
|---|
| <ul style="list-style-type: none"> ● PowerSchool Parent Portal grades and emails daily log-in average will increase from 65 to 68 parents per day; 67 to 70 students per day ● Southern Middle School Facebook Page followers will increase from 458 to 480 (5%) ● Parent Letters will be maintained at 100% ● Monthly Calendar will be maintained at 100% ● Online Student News will increase from 46 subscribers to 49 in 2018-19 ● Newspaper articles and submissions will increase from 15 to 16 (5%) ● Parent Conferences will improve from 45 in November and 35 in March for 2017-18 to 48 in November and 37 in March of 2018-19 ● Volunteering and Chaperoning will increase from 17 to 18 |
|---|

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V. Professional Development Plan (PSEL 6)

Please describe briefly how school meeting time will be organized for the year.

- Professional Development Days have been established within the calendar year. They have been divided among county and school based needs. School based PD will emphasize growth in PBIS implementation and instructional targets for content areas based on data collected from the current PARCC and PowerSchool information.
- Other professional development needs are met through conferences held through content area meetings: across the county, region, state, i.e. NCTM, MSDE, etc. that is open to all teachers in order to stay up-to-date with the latest instructional and behavioral trends to support PBIS and RTI strategies.
- Monday late night meetings are organized into meeting times for grade level team meetings, department PLC meetings, sub committee meetings, Faculty Advisory, and SIT meetings for the entire school year. Agenda topics include planning for 100% of Southern Middle School's "at-risk" students.
- Grade level parent conferences also take place on Monday late nights or designated planning time for 100% of the student population who are "at-risk" academically, behaviorally, or for their ill attendance.

How does this SIT plan support student achievement?

- The SIT goals are aligned to the GCPS three initiatives for the 2018-19 academic year.
- These initiatives support student growth in core content as well as promote positive behavior and attendance as previously listed above.

How does the plan address the student needs identified in your data?

- The PARCC Data showed that our instruction needs to address writing across the curriculum and modeling/reasoning in math.
- The PBIS model addresses both positive behavior and attendance.

What supports and training are needed to fully implement the plan?

- Additional support for READ 180 and MATH 180 to meet the needs of Tier III students identified from the diagnostic math and reading assessment.
- Inventory for mathematics
- Literacy Coach to assist monthly with writing across the curriculum/set writing targets in alignment with the balanced literacy model from MSDE.

What monitoring systems are or will need to be in place to measure the effectiveness of school wide PD?

- Team leaders, administration, and school psychologist will monitor PBIS using data that specifies the behavior, location of the behavior, day of the week of the behavior, and frequency of the behavior.

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- ELA and MA Faculty; Literacy Coach meet monthly to address RTI and intervention strategies.

How do you use staff inputs and student data to identify professional development opportunities that address identified goals for student achievement?

- ELA and Math PARCC Scores to determine needs in order to meet or exceed student expectations (Level 4/5).
- Using an End of the Year survey aligned to the three county initiatives (Orton-Gillingham, RTI, & PBIS) to determine the direction of the professional development.

How do you analyze relevant data to inform professional development goals and strengthen instructional skills?

- Student samples to determine our directional targets in Writing Across the Curriculum
- PARCC aligned Writing Rubric to ensure Southern Middle School is accurate with writing expectations.
- SLO goals that use local assessment data to determine RTI groupings.
- Special RTI Groups - PARCC Data that addresses students in each of the five placement modules with the goal of having every student at a level 4 or 5.

VI. MANAGEMENT PLAN (PSEL 1)

How will the plan be shared with the faculty and staff?

- County and school website
- Google Docs
- Faculty Meeting
- Hard copies available as needed

How will student progress data be collected, reported to, and evaluated by the SIT?

- Classroom, County, and State Assessments used to determine if Southern Middle School has met their goals.
- Team Leader collection of PBIS Data to determine root cause for inappropriate behaviors as listed in the student handbook.
- Attendance Reports as recorded by the attendance secretary to determine if Southern Middle School met their goals mentioned in this plan.
- Mid-Term and Quarterly Failure Reports to be addressed at team, PST and parent meetings in order to identify at-risk students to provide them with the appropriate RTI strategy.
- Future SIT Meetings will meet monthly in order to determine if all stakeholders are meeting the needs of our learners and if our learners are meeting their academic and behavior targets.

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How will the SIP be revised based on student progress and the method(s) used to measure student progress?

- Grade Level Team meetings
- Future SIT meetings

What role will classroom teachers and/or departments have in implementing and monitoring the plan?

- Classroom teachers will report all state, county and school behavior and academic data during team meetings. Team Leaders will report out those findings to department chairs. Department chairs will analyze the data with their content area teams. Administrators will use the collected data to inform PST and other teams to determine a direction for academic and behavior adjustments.

How will the initial plan be shared with parents and community members?

- School and county websites

How will revisions to the SIP be presented to the staff, parents, and community?

Faculty meetings, school website, Google Doc

VII PRINCIPAL'S SLOs

SEE SLO DOCUMENT BELOW/ATTACHED

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Southern Middle School SLO
2018-2019

Student Demographics	Total Students	531
	8th Graders	177
	7th Graders	173
	6th Graders	181
	Total Girls	240
	Total Boys	291
	Total FARMS	258
Staff Demographics	Total Staff	65.5
	Administrators	2
	Teachers	39.5

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	School Psychologist	1
	School Counselors	2
	Paraprofessionals	4
	School Resource Officer	1
	Itinerate	5
	Secretarial	2
	Kitchen	8
	Custodial	4
Special Programs	<p>The learning environment is divided into five class periods and provides students extended time for reading enrichment or academic tutoring on a daily basis. The school uses a universal code of conduct and a student planner that serves as a medium to communicate school expectations to parents/ guardians.</p> <p>Other programs include:</p> <ul style="list-style-type: none"> ● Academic Intervention ● affective education ● ALO program ● band/chorus ● CPA program ● GEMS ● gifted & talented ● HEROS group for at-risk students ● peer tutoring ● Project AIM (Adult Identity Mentoring) ● Rachel's Challenge - FOR Club ● RAMS period (Remediating, Accelerating, Mentoring, Supporting) ● recycling club 	

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	<ul style="list-style-type: none"> ● ripple effects lessons ● S.O.S. - Support Our Students Program (Alternative to Suspension) ● school enrichment ● Second Step - Character Education ● student council ● TAYS through Garrett College ● WINNERS Program ● yearbook ● Youth In Action Team
UDL Statement	Garrett County Public Schools utilize Universal Design for Learning (UDL) practices when planning lessons and determining the differentiated strategies that are appropriate for each individual student's needs as he/she works towards meeting MD College and Career Readiness State Standards.
SCHOOL SLO (STUDENT LEARNING OBJECTIVE)	
Content Area	All content classes, related arts, and RAMS period.
Grade Level	6th, 7th, 8th
SLO Statement	Students at Southern Middle School will participate in the PBIS program during the 2018 - 2019 school year.
Interval	2018 - 2019
SLO COMPONENT	DESCRIPTION
1.Data Review and Baseline Evidence	This is the first year SXS will implement PBIS. This will be a baseline year.
2. Student Population	All students enrolled at Southern Middle School

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<p>3. Learning Content (Standards)</p>	<p>From the American School Counselor Association (ASCA)</p> <p>A:A3.1 – Take Responsibility for Actions.</p> <p>A:B1.1 – Demonstrate the motivation to achieve individual potential.</p> <p>A:B1.4 – Seek information and support from staff, family, and peers.</p> <p>A:B2.5 – Use problem solving and decision making skills to assess progress toward goals.</p> <p>A:C1.5 – Understand that school success is the preparation to make the transition from student to community member.</p> <p>PS:A1.6 – Distinguish between appropriate and inappropriate behavior.</p> <p>PS:A1.8 – Understand the need for self control and how to practice it.</p> <p>PS:B1.2 – Understand consequences of choices and decisions.</p> <p>PS:B1.3 – Identify alternative solutions to a problem.</p> <p>PS:B1.5 – Demonstrate when, where, and how to seek help for solving problems and making decisions.</p>
<p>4. Target (Outcome)</p>	<p>The total number of students earning their quarterly grade level incentives will increase.</p>
<p>Highly Effective</p>	<p>90 - 100% of all students who meet their incentive contract criteria will earn 4 out of 4 quarterly incentives. (~55 students don't make it)</p>
<p>Effective</p>	<p>70 - 89% of all students who meet their incentive contract criteria will earn 3 out of 4 quarterly incentives. (~56 - 169 students don't make it)</p>
<p>Developing</p>	<p>0 - 69% of all students who meet their incentive contract criteria will earn 0, 1, or 2 quarterly incentives. (~ 170 students don't make it)</p>
<p>5. Evidence of Growth</p>	<ul style="list-style-type: none"> ● RTI log entries ● team meeting notes ● guidance notes ● grade reports ● DoJo points
<p>6. Rationale</p>	<p>Due to the daily reminders of our <i>RAMS</i> mantra on our morning news, the posting of "What it takes to be a RAM" found throughout the building as well as our RAM expectations found in our cafeteria, gym, hallway, classroom, etc. and continuous support by our teachers</p>

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	reinforcing the school rules daily to our students systematically and with the same expectations, student classroom misbehavior as well as office referrals, after school detentions, and suspensions, should decrease. Consequently, attendance and the number of honor roll and distinguished honor roll students should increase.	
7. Strategies	<ul style="list-style-type: none"> ● Utilization of RAMS Period for tutoring in language arts, math, science and social studies. ● Teacher mentoring program. ● Utilization of peer tutoring. ● Check out books with the appropriate Lexile level. ● Assignment to Academic Intervention for additional academic support – available Tuesdays/Thursdays in E/LA, MA, SC, SS. ● Complete goal setting with guidance counselor. ● Parent conference. ● Team conference. 	
Notes:		
SLO Establishment:		
_____ Signature	_____ Principal Signature	_____ Date
SLO Check:		
_____ Signature	_____ Principal Signature	_____ Date
SLO Evaluation:		
_____	_____	_____

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Signature	Principal Signature	Date	
OVERALL RATING OF SLO: (please circle)			
Highly Effective 100% 17.5 points	Effective 75% 13 points	Developing 50% 9 points	Ineffective 25% 5 points