| **School Name and Number: Garrison MS Tier: I**  **Intervention Model : RESTART MODEL** | | | | | | |
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| The following represents the Operator’s Restart model:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | | **School Needs Assessment** | | | | **Strategy to address:** | | | **Person(s) responsible:** | | | | **Estimated Date of Completion:** | | **Documentation that can be used as evidence of Successful Completion** | | | | | Staff Profile | | The majority of teachers do not receive their evaluations in a timely manner and do not receive formal or informal observation feedback. Less than half of teachers are currently using Power Teacher Grade book (All teachers are using Power Teacher Gradebook in SY2011-2012).There is a high rate of staff turnover and no recruitment strategy in place to recruit and retain quality teachers. The staffing model at Garrison is not reflective of the school’s needs and goals. Leadership must recruit a variety of teachers in terms of their years of classroom experience. For teachers with less than 5 years’ experience, the operator should consider mentor teachers and coaches to ensure effective instruction for student achievement. | | | | ~~Less than 50% of the staff was retained from SY 09-10. Those that remain were observed in the classroom and interviewed for their position, and the operator feels these teachers are committed to the changes that will be made. The admin team will be new to the school.~~ The GPS Change Leader will monitor Principal ~~and AP~~ evaluation schedules to ensure teachers are evaluated as per BTU contract.    ~~For SY2011-2012 Garrison has 5 new teachers, 2 of which are from BCTR.~~    Therefore, with new staff and administrators, GPS will work with the leadership team to improve absenteeism through ~~training to develop a more collaborative and values based school culture .~~ building a more connected community through the implementation of Restorative Practices. This training will focus on improving school and classroom climate and building positive relationships with students. We have developed an implementation calendar for Restorative Practices.  ~~Staff morale will improve through greater trust, communication, and team building. Professional development in the above mentioned areas will help establish a school structure common approach throughout the building that is supportive of teachers and students so that achievement improves.~~ Teachers will be supported by administrative and leadership team at Garrison, who will model instruction in the classroom. Teachers will also participate in weekly collaborative planning that focuses on instructional strategies, student behavior, data analysis to track progress and inform instruction, and student/family outreach for at-risk students.  Garrison will receive support for language arts and mathematics through a collaboration with the MSDE Breakthrough Center. | | | Principal  ~~Assistant Principals~~  GPS Education Change Leader  Teachers  Grade Level Team Leaders  District Support  MSDE Breakthrough Center | | | | ~~Summer Training (Aug 9-20)~~  Other activities will be on-going from August to June | | Improved teacher attendance rates  100% completion of all required evaluations as per BTU contract  Documented improvements in instructional delivery as reported by instructional coaches, and administrators.~~, and Staff Developer~~  Minutes/logs of training sessions during common planning periods  Record of training dates, content and participant logs of staff participation in all training. | | | | | **Data point (from Needs Analysis)** | | **School Needs Assessment** | | | | **Strategy to address:** | | | **Person(s) responsible:** | | | | **Estimated Date of Completion:** | | **Documentation that can be used as evidence of Successful Completion** | | | | | Staff Profile  (continued) | | Teacher~~/administrator~~ attendance must improve. If teachers feel more supported through professional development and in school supports, attendance should increase. | | | | Highly effective teachers enjoy greater job satisfaction. To facilitate this, support systems have been put in place for staff such as behavior management training, administrative coaching, and targeted, effective professional development to help them be more successful in their practice. | | | GPS Change Leader  Teachers Consultants | | | | Ongoing from August to June | | Minutes/logs of training sessions during common planning periods  Record of training dates, content and participant logs of staff participation in all training. | | | | | Student Profile | Enrollment declined by 117 students in 2009. ~~School staff and GPS must examine the programming, especially in 6th grade, to determine what caused fewer 5th graders to enroll at Garrison Middle School.~~ Mobility was consistent over the past two years, while attendance improved in 2009. Expulsions and suspensions declined in the past year which is a positive trend. The restart school has some positive trends that will provide momentum as they begin the 2010 school year. | | | | | | GPS provided a Project Manager from April to August 2010 to schedule and coordinate student and family recruitment events to increase enrollment. GPS Change Leaders ~~will~~ met with the Coordinator of of Student Placement to reach out to unassigned 5th graders or those on waiting list. Community Partners (Meet Me Half Way) ~~will~~ coordinated outreach to community groups and faith-based groups to send the message of positive change at Garrison for the summer of 2010.  Leadership at Garrison is working to recruit students as a viable choice for middle school.  **~~Enrollment:~~** ~~GPS will conduct a mass mailing to the community to increase student enrollment. City Schools has identified 300 students that have not chosen a middle school and GPS and school staff will target these students with the brochure.~~ | | Principal  GPS Change Leader  Community Liaison(s)  Student ~~Support Manager (if budget allows)~~  Attendance monitor  ~~Consultants from ATS~~ | ~~Phase 1: By student count day~~  ~~Phase 2: Enrollment period in Spring of 2011~~  ~~Spring of 2012~~  ~~All other indicators will be measured on an on-going basis to track mobility and student suspensions and expulsions~~  A representative will attend district wide recruitment events. | | | | | | Increased enrollment  Reduction in losses and gains during 2010-2011  Decrease in suspension and expulsions  Upward trajectory in improved attendance  Log of recruitment events, fairs, etc.  Establishment of GPS office at Garrison to facilitate parent contacts; field teacher and staff questions; conduct teacher, staff, principal and parent interviews; set up local phone contact for questions about GPS. | | | **Data point (from Needs Analysis)** | | | | **School Needs Assessment** | **Strategy to address:** | | | **Person(s) responsible:** | | | **Estimated Date of Completion:** | | | **Documentation that can be used as evidence of Successful Completion** | | | | | | Student Profile  (continued) | | |  | | **~~Mobility:~~** ~~GPS has been working with community leaders to increase parent involvement and establish a culture that supports rigorous academic achievement. The school staff and GPS will re-image the school through renovations and a marketing effort that documents and broadcasts the improvements being made at Garrison.~~  **Suspensions and Expulsions**: The School will hire a Staff Associate for SY2012-2013 to support an improved learning environment and provide supervision and redirection for students. The Staff Associate will provide students a supportive environment in which to reflect and engage in conflict resolution as appropriate. In addition, the Staff Associate will communicate with parents and provide appropriate consequences for inappropriate student behavior. In addition, these activities will be supported by the Guidance Counselor as her time allows.  ~~GPS and Garrison administrative team is enlisting the support of an organization called ATS (Alternatives to Suspensions) to work with students, teachers and administrators on alternatives to suspension and improved teacher and student relationships.~~  ~~School staff will coordinate media and community outreach to publicize early “wins” and incremental improvements to enhance the image of Garrison. Principal will communicate early “wins” to parents and community, i.e. improvements to school climate, student behavior, teacher and student attendance, teaching and learning, professional collaboration, school culture, and family and community engagement through newsletters, school events, etc.~~ Garrison staff will keep parents and community abreast of changes and improvements through the distribution of the Garrison Gazette.  ~~The Parent/community outreach coordinator will facilitate connections to key stakeholders to bring the message of change to the broader community.~~  The Community Engagement Specialist through Meet Me Half Way will continue to collaborate with the Garrison administration and appropriate partners to promote parental and community engagement at Garrison.  The Attendance Monitor will continue to monitor student attendance and will chair the student attendance team. | | | Principal  GPS Change Leader  Community Liaison(s)  ~~Student Support Manager (if budget allows)~~  Attendance  Monitor  Staff Associate  Guidance Counselor  Community Engagement Specialist | | | | Ongoing | | | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Student Achievement | Reading and Mathematics achievement on the MSA improved from 2008 to 2009, but in 2010, Reading only improved by1.5 points and math declined by -4.7 points.  This means at in order to make the 2014 target of 100% proficient, then for the next 3 years, the scores must improve by 11 points each year in Reading and 16 points each year in Math.  Additionally, Special Education students have made dramatic increases in the past two years, but we do not yet have subgroup scores for 2010. | **Overall Achievement:** ~~An intensive summer institute is planned for 10 days from August 9-20. 5 days will be focused specifically on proven instructional practices in reading and math, and in content area reading for Social Studies and Science.~~  The Educational Associate will support staff in the process of analyzing and responding to data. In addition, she will provide direct support to new teachers in conjunction with the district/network mentor assigned to Garrison.  The Educational Associate will assist with developing MSA testing protocols, data analysis sessions and curriculum pacing plans.  **Special Education:** ~~nnual reviews before the school year will begin and ensure that special education services (including team meetings) are delivered to those students according to their IEPs during the school year.~~  Annual reviews for students with IEPs will be monitored and supported by the IEP Associate.  ~~Due to the inordinately large sped population, one of the APs will provide more consistent support to the special ed program.~~ | Principal  ~~Assistant Principals~~  GPS Change Leader  IEPA(s)  Educational Associate  Teachers | ~~Summer Instructional Institut~~  ~~August 2011: August 9-13~~  Ongoing: Support for teachers and students from August to June | * Participant logs for training * ~~Documentation and reports from CORE coaches demonstrating their work with teachers~~ * ~~Significant growth (at least 10 points) in MSA Reading and Math results for all subgroups~~ * ~~Improvement in benchmark assessment scores from Fall 2010, Fall 2011 to Spring 2011, Spring 2012 in all subgroups~~ * ~~Improved student results on monthly and quarterly benchmarks~~ * Continued improvement in special education scores * Compliance with all accommodations for special ed students * MSA testing protocols, evidence of data analysis sessions and curriculum pacing plans. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | | **School Needs Assessment** | | | | **Strategy to address:** | | **Person(s) responsible:** | | **Estimated Date of Completion:** | | | **Documentation that can be used as evidence of Successful Completion** | | | | | Student Achievement  (continued) | | The Restart leadership team must analyze what aspects of the current curriculum are working, and take steps to improve the delivery of instruction. It is important that supports to special education students continue so that their performance will progress. School leadership needs to review IEP accommodations for special education students to determine if they’re effective in allowing students to access the general education curriculum and improve achievement. Accommodations identified should enable students to more fully participate in instruction and better demonstrate their knowledge and skills. Implementation of accommodations for daily classroom instruction should be monitored through classroom visits ~~and lesson plan reviews~~ to determine effectiveness and ensure that they are being implemented with fidelity. The provision of these accommodations during assessments should be planned in advance and monitored to ensure that they are implemented and students are able to participate. | | | | ~~Staff have been assigned to ensure these services are delivered are as follows: 1 special education teacher for 3 days per week, 1 school psychologist for 3 days per week, 2 IEP Associate for 5 days per week, and 1 administrator for 3 days per week for Special Education planning . The 2 IEP Associates will monitor student needs and respond with appropriate interventions.~~  For SY2012-2013, the school has an IEP Associate, Special Education Teachers, and a Guidance Counselor to ensure appropriate Special Education services are delivered as indicated by student IEPs.  The SST will review referrals from grade-level teams to determine appropriate action steps or intervention for students.  ~~For SY2011-2012 there is a fully functioning Special Education/ED PRIDE Program, an IEP Team Associate, 1.5 School Psychologist and 1 AP designated to supervise Special Education.~~  Education Change Leader will work with the administrative team to identify instructional gaps. Administrative team will support to provide meaningful instructional strategies and activities to draw from to improve instructional capacity to structure meaningful lessons that respond to the needs of students. Teachers will be trained to embed quality practices into daily lessons in order to stay on pace to move students toward more proficient outcomes.  In SY2012-2013, Garrison will have an instructional coach who will provide direct support to teachers in implementing identified curricula and in implementation of effective instructional practices. The school will also receive supports from the MSDE Breakthrough Center and Network ACLs.  ~~The Educational Associate will assist with developing MSA testing protocols, data analysis sessions and curriculum pacing plans.~~ | |  | | Ongoing: Support for teachers and students from August to June | | | ~~Improved attendance in after school programs~~ | | | | | **Data point (from Needs Analysis)** | **School Needs Assessment** | | | **Strategy to address:** | | | | | **Person(s) responsible:** | | | **Estimated Date of Completion:** | | | **Documentation that can be used as evidence of Successful Completion** | | Rigorous Curriculum | The curricula in use at Garrison are in compliance with state standards, however, the achievement data suggests that the delivery of instruction is not providing students with the skills/knowledge necessary to achieve scores of proficient or advanced. The Restart leadership team must examine the entire curriculum to ensure that it is rigorous and instructional delivery is effective. After school programs and/or an extended day would benefit students in two ways - more time for instruction and an opportunity for the extra-curricular programming which will facilitate student engagement and interest in school. | | | * GPS Change Leader and Garrison administrative team will ensure that students’ academic curriculum and the PD for staff are aligned with Maryland Common Core State Curriculum and the Professional Development Standards. * Efforts in the SY2012-2013 will focus on deep implementation of Agile Minds with all Garrison students and the use of curriculum materials developed by the LDCs in the area of language arts. Both are aligned to the Common Core. * ~~In SY2011-2012 extended day options will be available for targeted students beyond the regular school day to increase student time on task and necessary intervention blocks.~~ * Garrison Middle School is planning to implement thirty minutes of an extended school day in order to improve learning outcomes. The majority of the time will allow for the implementation of Restorative Practices which is designed to improve the school learning environment and community at Garrison. * ~~Professional development training during the summer (5 days Reading, 5 days Math) on the fundamentals of reading and math instruction in the CORE Reading and Math Academy. Social Studies and Science teachers will join the Reading Academy for content area strategies.~~ * In SY2011-2012- 5 days of PD and collaboration focusing on instructional and standard-based planning * ~~Evaluate success of current after school programs. None for 2011-2012.~~ * ~~rofessional development will assist teachers in using more problem-solving and project based work, as well as more challenging instructional inquiry in their lessons (i.e. Lemov's~~ *~~Teach Like A Champion~~* ~~strategies, 2010, 2011).~~ * PD will focus on developing effective instructional practice in all content areas and address academic shortcomings by enhancing teacher and administrator knowledge of research-based instructional practices, particularly for reading and math. * ~~Support fidelity of proven curriculum and, if necessary, enhance high leverage areas for students~~ Develop leadership and institutional capacity for sustainable improvements and high-quality implementation by coordinating network, administrative and other support mechanisms to improve instructional practice. * ~~More effective afterschool programming.~~ | | | | | Principal  ~~Assistant Principals~~  GPS Change Leader  GPS Leaders  ~~SES Providers~~  Restorative Practices | | | Ongoing ~~from August to June~~ | | | * Measure impact of professional development through informal and formal teacher observations. * Determine quality of professional development through staff evaluations. * Gauge impact of longer day through staff, parent and student surveys. * ~~Measure success of afterschool programs through program assessments~~ | | **Data point (from Needs Analysis)** | | | **School Needs Assessment** | | **Strategy to address:** | | **Person(s) responsible:** | | | | **Estimated Date of Completion:** | | | **Documentation that can be used as evidence of Successful Completion** | | | | | Instructional  Program | | | Teachers base classroom instruction on curriculum mapping that ~~is partially aligned to~~  supports state standards. The Restart leadership must take steps to ensure that the curriculum is always aligned with state standards. Teachers require more intensive professional development to ensure quality delivery of instruction. Professional development should be used to teach faculty how to use technology in the classroom as a vehicle to engage students in their learning. All teachers must use assessments frequently and analyze that data to inform their classroom instruction. Analyzing data will indicate what skills student have accomplished and what skills need to be re-taught/reviewed. | | ~~Summer Training for Instruction: 5 days of simultaneous reading and math training;~~  ~~The next 5 days are devoted to 1 day for Blackboard training:.5 days on turnaround leader and teacher competencies; 1 day for team building, 1day for building professional community and trust; 1.5 days for data-driven analysis strategies aligned to school improvement goals to develop a 30-60-90 day plan.~~  ~~The 5-day CORE Institute train teachers in the scientific research behind quality reading and math instruction, pedagogy and research-based practices.~~  ~~Also incorporated is CORE's Adolescent Solutions course which is specifically designed for educators teaching in middle schools and is focused on content area strategies training to improve content learning.~~ | | Principal  GPS Change Leader  GPS IT Director | | | | On-going ~~August to June~~ | | | * Data walls/room should be evidenced in a common area in the school * Teachers must be able to articulate percentage of students and numbers needed to reach true AMOs ~~AYP or through Safe Harbor targets.~~ * Students should know their benchmark scores and be able to set their own targets. * Teachers must be able to identify strands/areas of concern after each benchmark in Math and articulate what they are doing to address deficiencies.   Grade level meeting minutes will document the above information. | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Instructional  Program  (continued) |  | ~~Garrison administrative team will conduct fidelity assessments to ensure that teachers are properly teaching the specified curriculum and are doing so at the prescribed pace.~~  The School will continue to provide ongoing professional development opportunities for teachers in collaboration with the Network.  Customized PD, driven by the SPP and modeled after MD’s professional development standards will be consistently delivered by the GPS Change Leader, and other consultants based on specific needs of the teachers and students.  Teachers are given consistent feedback on their performance by administrative team |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Instructional  Program  (continued) |  | * ~~Smartboards will be installed in several classrooms and students will have access to computer labs to take monthly benchmarks~~ * ~~GPS will provide two wireless carts for laptops, 4 classrooms that have wireless access, and new computers for the computer lab.~~ * ~~GPS is also researching e-learning software for accelerated learning for overage students.~~ * GPS and Garrison administrative team will train teachers and then monitor data analysis sessions during the common planning period so that teachers frequently use data (student work product) to track student progress and inform/adapt instruction. * ~~GPS Change Leader will use BCPS Data Link to to access City Schools’ quarterly benchmark data.~~ * ~~GPS coaches, as appropriate, will be familiar with SchoolNet, Math and Reading Works, etc. which align to the Maryland State Curriculum.~~   GPS and Garrison administrative team staff will keep themselves apprised of the new Common Core Standards as they are phased into the Maryland Standards and as appropriate incorporate into ongoing professional development sessions. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | | | **Person(s) responsible:** | | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | | Assessments | Gains are evident among certain subgroups but there is limited instructional and leadership capacity to codify lessons learned to recreate best practices school-wide. Teachers base classroom instruction on curriculum mapping that is partially aligned to state standards. Grouping may occur based on testing in the beginning of a unit, but falls off toward the end. Technology is rarely used to help student’s access information outside of the classroom. Teachers require professional development to ensure the quality delivery of instruction is consistent across grade levels. | * ~~Entry level data "deep dive," including review and/or analysis of SPP, MSA data, surveys, needs assessment, curriculum/instructional materials assessment will be conducted during summer training to ensure that teachers review the data and understand how to use the findings~~ * Educational Associate will review data and support appropriate analysis to be used as a spring board for ongoing professional development. * ~~Revision of the schedule will allow for flexible grouping across grade level teams~~ * ~~On-site assessment of literacy and math curricula and textbooks by the team of GPS and Garrison staff to determine strengths, weaknesses and resources of support to intensify instruction and to guide decisions about continuation/cessation of practices or use of materials;~~ * Comprehensive GPS and administrative team review of ~~monthly~~ benchmark data and/or student work product and to determine high priority needs; assess staff quality and progress to determine where teachers need assistance. | | | Principal  ~~Assistant Principals~~  GPS Change Leader  ~~Tech teacher (if budget allows)~~  Educational Associate | | ~~Deep dive to be completed during summer training. All other data analysis will be~~ ongoing | * GPS Performance Dashboards * Rapid Response Tool * Benchmark data * ~~Accountability Matrix derived from review of SIP~~   ~~Participation on monthly benchmarks analyzed by teacher~~ | | | **Data point (from Needs Analysis)** | **School Needs Assessment** | | **Strategy to address:** | **Person(s) responsible:** | | **Estimated Date of Completion:** | | | **Documentation that can be used as evidence of Successful Completion** | | | Assessments  (continued) | Use of data to inform classroom instruction is minimal and disconnected. There is currently no way to monitor teacher comfort level with accessing benchmark data from data systems. Use of assessments are inconsistent and informal. No strategy is in place to monitor student mastery. Teachers conduct a paper review of the assessment data. There is no thoughtful alignment of resources toward driving student achievement. Teachers must be required to use assessments consistently so that they can set targets for student progress and know what needs to be reviewed. Leadership must be sure teachers know how to access data from City Schools data systems. | * ~~Integration of City Schools’ formative assessment platform, school and student performance dashboards, professional collaboration platform.As mentioned in question 5,~~ Teachers will use Smartboard technology and computers as one method for accommodating the various learning styles of their students. * Garrison administrative team and GPS Education Change Leader will use BCPS technology platform to track student ~~participation and~~ progress ~~on benchmarks~~ ~~as part of GPS performance dashboard.~~ * ~~Principal, APs and Teacher/Staff developer will be required to present progress data quarterly based on goals and accountabilities as outlined in the SPP. These achievement summits will be attended by other GPS leaders.~~   Garrison Middle School will begin piloting the use of the Scholastic Reading Inventory to track student reading lexiles and begin to develop a plan to strategically address students at the appropriate reading level. | | |  | |  |  | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | School Climate & Culture | Climate surveys show that students and parents feel disengaged from the Garrison school community. The SST generates report and referrals for students in need of support or who are not meeting behavioral expectations but evidence of implementation and monitoring is lacking. Garrison needs to implement programs that can enhance school climate and engage their school community. Students and parents feel disengaged and this can be resolved with implementation of strategies designed to encourage student and community support. | **~~Cultural Transformation:~~** ~~GPS leaders will provide intensive training, beginning in the summer institute in building a professional community, establishing trust, improving communication, and creating a values-driven organization. Team building is essential to this process.~~  **Community engagement** will be strengthened through a strong relationship with community partners. GPS has already enlisted full support from Meet Me Halfway, a long established community advocacy group in the Garrison community. ~~GPS consultants with expertise in building community relations will work with school leadership and the community partners.~~  **Student Support:** School leadership, supported by the GPS Change Leader, will continue to use and refine ~~initiate~~ a school-wide behavior plan collaboratively developed with staff ~~during the August training~~. Code of Conduct will be reviewed with students and parents at the start of school. PBIS will be reinforced since it already is in place at Garrison, but not effectively used. | Principal  ~~APs~~  GPS Change Leader  GPS Leadership  School Leadership Team  Teachers  Community Partners  SST Chair  ~~Behavior Specialist Consultant~~ | On-going with training beginning in August | Improved parent, teacher and student satisfaction survey results as measured by annual BCPS Climate survey. The Climate Survey is completed each year by students, their families and school level staff. The results provided are a compilation of their ratings of various aspects of school climate, i.e. school safety, parent engagement, etc.   * ~~Teacher evaluations from summer training~~ * Improved dialogue, discussion, intervention support for students at risk as evidenced by documented efforts of SST * Visible evidence of improved climate, student behavior and student/teacher attendance. |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | | **Documentation that can be used as evidence of Successful Completion** | | | School Climate & Culture  (continued) | Utilizing the Student Support Team (SST) to provide support to students that are not following the school code of conduct will assist in improving the safety dimension on the school climate survey. Early identification of students that have at-risk factors, such as truancy and misconduct, and putting programs in place will assist in promoting an improved climate. | As needed the SST Chair or designee will focus on student support and work with at-risk students and families andwill meet with grade level teachers to develop strategies and interventions for struggling students. These students will be closely monitored to ensure progress.  ~~GPS will also be enlisting the support of youth development and support through ATS (Alternatives to Suspension), a highly successful support group for students at-risk.~~  New school leadership will establish high expectations for student and teacher behavior.  ~~GPS leaders will deliver professional development around cultural transformation and values alignment to fully engage staff.~~  ~~GPS will conduct summer training on team building, trust, collaborative cultures and schedule values training for early Fall.~~  GPS will establish student support protocols, and administrative team will set up parent and students meetings around Code of Conduct.  There will also be periodic ~~community meetings to report progress at Garrison in coordination with the FCE Specialist in the Network.~~ reporting at FCE Council Meetings. |  | |  | | * Improved student behavior statistics * Minutes from meetings with Student Support ~~Manager~~ Liaison * Documentation of support and interventions for at-risk students * ~~Documented reports from ATS~~   Council meeting agendas/sign-ins | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Student, Family Community Support | There is no evidence of an effective mechanism in place for keeping parents informed about academic and behavioral progress or activities and or meetings. There is no evidence of an organized parent organization. The school must have meaningful youth development opportunities for leadership development, service learning, and character development. Schools must develop partnerships with community agencies and organizations to assist in providing these opportunities to students. As stated above, efforts must be made to engage parents in the education of their students. | * The GPS Change Leader will work with school leadership on family engagement and using community resources. * Garrison will be part of the National Network of Partnership Schools. Professional development, coaching and a toolkit of strategies developed in consultation with Dr. Joyce Epstein (Johns Hopkins) and/or Dr. Reginald Clarke (Cal Tech) will be used to improve student and family engagement. * Engagement strategies will focus on a variety of topics such as: parenting; communicating; volunteering; learning at home; decision making; and collaborating with the community. * ~~Work with ATS will focus on Youth Development strategies to re-engage students in the educational process.~~ * GPS Change Leader will work with principal and leadership team to develop a communication strategy, as well as expectations and activities to improve parent/teacher communication. * ~~GPS Change Leader will assist school leadership in utilizing strategies from Joyce Epstein's body of work on Family and Student engagement to establish a PTO~~ * Teachers will be expected to conduct parent conferences at least twice a year to report student progress. * ~~Principal will work with Community Partners to organize a more effective PTO and a Board of Friends~~ * Students attending Roland Park and Boys Latin partnership program in the summer will be trained as student leaders and ambassadors and will be encouraged to mentor Garrison Students. * ~~GPS will assist with identifying community advocates to help spread the word about changes at Garrison~~ | Principal  ~~APs~~  School Leadership Team  Teachers  GPS Change Leader  Community Partners  Student Support Manager  SST  ~~PTO~~ | ~~PTO to be established by October~~  Other strategies will be ongoing from August to June | Monthly newsletters to parents and community  ~~Monthly/quarterly meetings of the PTO~~  Percent of parent contacts for quarterly conferences |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Professional Development | Professional development must continue to be based on the SIP, and should support collaborative planning by ensuring that new faculty are trained and can participate effectively. All professional development must continue to be based on student learning needs and aligned with state professional development standards. Teachers must continue to receive feedback on their instruction through formal and informal observations. | * ~~Summer Training for Instruction: 5 days (August 9-13) of simultaneous reading and math training;~~ * ~~The next 5 days (August 16-20) are devoted to 1 day for Blackboard training:~~ * ~~.5 days on turnaround leader and teacher competencies; 1 day for team building, 1day for building professional community and trust; 1.5 days for data-driven analysis strategies for school improvement.~~ * ~~The 5-day CORE Institute trains teachers in the scientific research behind quality reading and math instruction, pedagogy and research-based practices.~~ * ~~Also incorporated is CORE's Adolescent Solutions course which is specifically designed for educators teaching in middle schools and is focused on content area strategies training to improve content learning.~~ * ~~In addition, CORE will provide professional development during the school year in writing that addresses explicit instruction in the basics of writing as well as proper language usage. CORE’s~~ ~~also will provide vocabulary and comprehension training that focuses extensively on proven ways to support struggling readers.~~ * ~~CORE is committed to 20 days of Math and 20 days of reading coaching directly in class rooms with teachers to enhance the quality of their instruction.~~ | Principal  ~~APs~~  Staff Developer  GPS Leadership  ~~Consultants~~ | ~~Starting August 9~~~~th~~ ~~and continuing through June~~ | * Documentation of meetings held to review ~~SIP~~  SPP * PD Calendar * Completion of all formal observations * Log of coaching sessions by CORE team | | **Data point (from Needs Analysis)** | **School Needs Assessment** | **Strategy to address:** | **Person(s) responsible:** | **Estimated Date of Completion:** | **Documentation that can be used as evidence of Successful Completion** | | Professional Development  (continued) |  | * ~~CORE will also conduct fidelity assessments to ensure that teachers are properly teaching the specified curriculum and are doing so at the prescribed pace.~~ * ~~CORE will commit to the development of five "rapid response" curriculum units to address gaps identified in terms of content, pedagogy or both and the development of the opening nine-week pacing guide pace for the instructional program.~~ * Customized PD, ~~driven by the SIP~~ to support goals articulated by the SPP and modeled after MD’s professional development standards will be consistently delivered by the GPS Change Leader, ~~GPS Leadership~~, ~~Garrison Staff Developer~~ ~~and other consultants~~ based on specific needs of the teachers and students.   Teachers will be given consistent feedback on their performance by ~~the CORE coaches~~ school administration.  The following will also take place:   * Principal will review SPP with staff, parents and ~~SIT~~ SPP team as required by SPP process * ~~SIT~~ SPP Team will schedule a quarterly review of progress toward SPP goals. * A professional development calendar will document all themes and topics as they relate to student needs and state PD standards. * Principal ~~and APs~~ will document all ~~and~~ observations   ~~CORE will maintain logs of all teacher coaching sessions. Core services will not be utilized during the SY2011-2012.~~ |  |  |  | | | | | | | |
| Organizational Structure and Resources |  | GPS Change Leader will schedule meetings with principal to review budget ~~in Principals Dashboard~~ to ensure funds are aligned and being used to support school needs.  The ~~SIP~~ SPP will be an integral part of the accountability expectations as established by the GPS Change Leader. Quarterly reviews of the  ~~SIP~~SPP by the Change Leader and the Leadership Team will be required.  ~~A new schedule will be developed by the GPS staff and the principal to maximize instruction and provide opportunities for double reading and math periods on a rotational basis. (Schedule not to provide double reading and math periods.~~  ~~Self-Contained 6~~~~th~~ ~~grades will be implemented to improve 6~~~~th~~ ~~grade student outcomes. (6~~~~th~~ ~~grade not configured as self contained)~~  GPS staff will ~~coordinate~~ support all startup activities to prepare for the opening of school: scheduling; class configurations and renovation; parent and teacher meetings’ attendance at all operator meetings; transition activities with existing staff and principal; coordination of community outreach; establishment of startup offices; liaison with NY headquarter staff; deep dive into school data, needs assessment, SIP parent/student/staff satisfaction surveys, etc. to determine necessary interventions to address with SIT team, principal and leadership team.  ~~Teachers will be trained on Collaborative Planning over the summer, and will continue to train during the school year through support from GPS and CORE. A key element of the training is to teach staff how to analyze the data and then re-tool lesson plans. School leadership will monitor Collaborative planning process.~~ |  |  |  |
| Comprehensive and Effective Planning |  | The principal working with the Education Change Leader will establish SIT Team which will review the current ~~SIP~~ SPP, and make necessary updates. ~~The Education Change Leader is a proven principal from a neighboring Maryland school district and has experience writing a SIP and implementing SIP~~. This support will be most advantageous to the Garrison principal.  GPS Change Leader to conduct ~~quarterly~~ regular reviews of ~~SIP~~ SPP and progress towards goals. |  |  |  |
| Effective Leadership |  | The Education Change Leader (ECL) is a successful senior educator hired by GPS to provide on-the-ground leadership of turnaround and transformation at each school. The ECL assures the highest quality of delivery of support to a school and community. The ECL serves as the first point of contact for district and community officials. This position ~~is fully dedicated to Garrison Middle~~ School and will provide on-site, instructive coaching working with the administrators and teachers on high-leverage strategies such as effective use of formative assessments, strategies for Special Education, powerful professional collaborations in the analysis of student work and coordination of instructional rounds. The Change Leader will be a ~~daily~~ regular presence at the school and will help principals build their capacity as instructional leaders, provide a sounding board for ideas, and implement the GPS Leadership Development Program. The application of the GPS coaching model creates a chain of improved practices from coach to principals and from principal to faculty. It allows the principal to learn from a proven school leader, while also improving his or her own leadership capacity. The ~~daily~~ regular, on-site support from the Education Change Leader also grows a school’s capacity for distributed leadership through the development of teacher leaders and teacher coaches. A Lack of connection to community and parents was a recurrent theme throughout the needs assessment. The Community Liaison facilitates meetings with key community members and is well known to the school staff, parents and students. ~~The Liaison is a member of the SIT and assists GPS with coordinating interviews, meetings and debriefings with the SIT team. The term of employment is May and June until the GPS Change Leaders takes on full responsibility of coordinating all aspects of community and parent outreach with the new principal.~~  ~~Project Manager (April – August) will coordinate startup events such as to schedule and coordinate student and family recruitment events to increase enrollment; coordinated outreach to community groups and faith-based groups to send the message of positive change at Garrison; coordinate media and community outreach to publicize early wins and incremental improvements to enhance image of Garrison. The position will act as liaison to current staff and administration and GPS as issues, questions and concerns arise; schedule interviews for GPS SVP’s with staff who are staying or leaving Garrison; arrange interviews with SIT and GPS staff for principal; represent GPS at recruitment fairs; coordinated GPS booth at all meetings., fairs and events; and handle all print materials for dissemination. An important element of this work will be to work with the Community Liaison to facilitate connections to key stakeholders to establish positive relationships between GPS and community; establish early connections with Garrison partners, existing school staff and administration, and students and parents. This position will manage the GPS office at Garrison; field and questions from Garrison teachers and parents and forward critical questions and concerns to GPS SVP’s~~  ~~12c. GPS Change Leader will create a performance dashboard that reflects progress towards each of the items listed under effective leadership.~~  ~~12d. Quarterly dashboards will be presented to GPS senior leaders as well as to BCPS network staff via the principal and Change Leader.~~  ~~12e.GPS staff will work in concert with BCPS Human Capital department to recruit and retain quality staff.~~ |  |  |  |