

# Howard County Public School System

## 2019 - 2020 School Improvement Plan

School Name: **Glenwood Middle**

Resource: [SIP Feedback Form](#)

### Focus Area: Discipline Practices (OSS/ISS, ODRs, MIRs)

[Hoonuit: Waffle menu > My Focus > SIP > SIP: Disposition](#)

#### Baseline Data (2017 - 2018)

<p style="text-align: center;"><b>Overall</b> (1st Hoonuit metric)</p> <p>Total # of students (2017-2018 Total N): 502          Overall # of Dispositions/Referrals (2017-2018 # Dispositions): 23          Overall Disposition rate (2017-2018 Rate): 4.6%</p>	<p style="text-align: center;"><b>Identified Student Group</b> (scroll down in Hoonuit): <b>Hispanic</b></p> <p>Total # in the student group (2017-2018 Total N): 38          # Dispositions in the student group (2017-2018 # Dispositions): 4          Student group Disposition rate (2017-2018 Rate): 4/36 = 10.5%</p> <p>New group for 2019/2020: IEP</p> <p>Total # in the student group (2017-2018 Total N): 45 (SY 17/18); 46 (SY 18/19)          # Dispositions in the student group (2017-2018 # Dispositions): 6 (SY 17/18); 10 (SY 18/19, as of 5/10/19) (incidences)          Student group Disposition rate (2017-2018 Rate Disposition Rate = (# Dispositions/Total Students) * 100): 6/45 = 13% (SY 17/18); 10/50 = 20% (SY 18/19)</p>
---	--

#### Targets

2018 - 2019 (Rate, # Dispositions, Target columns in Hoonuit, 2018-2019 row)				2019 - 2020 (Target columns in Hoonuit, 2019-2020 row)		2020 - 2021 (Target columns in Hoonuit, 2020-2021 row)	
Overall Target met? Yes		Student Group Target met? Yes		Overall	Student Group	Overall	Student Group
# Dispositions (Target # Dispositions): 20	# Dispositions (# Dispositions): 20 <b>(removed C.Kennedy, #6)</b>	# Dispositions (Target # Dispositions): 3	# Dispositions (# Dispositions): 1	# Dispositions (Target # Dispositions): 22 (Base on target rate of 4.4% with 516 students) 10.3.19	New Group Identified? Y/N If yes, specify: IEP students # Dispositions (Target # Dispositions): 8	# Dispositions (Target # Dispositions):	# Dispositions (Target # Dispositions):
Disposition Rate (Target # Rate): 4.23	Disposition Rate (Rate): 5.2	Disposition Rate (Target # Rate): 15.3	Disposition Rate (Rate): 2.6	Disposition Rate (Target # Rate): 4.4	Disposition Rate (Target # Rate): 16.5	Disposition Rate (Target # Rate):	Disposition Rate (Target # Rate):
				If new group, 2018-19 actual rate: 22 (11 dispositions out of 50 students) 10.3.19			
				<b>Increase school average on the Belonging Survey from 3.93 to 4.0 by June of 2020.</b>			

# Howard County Public School System

## 2019 - 2020 School Improvement Plan

**School Name: Glenwood Middle**

Resource: [SIP Feedback Form](#)

**Cultural Root Cause** *(required):* **Resource:** Equity Inquiry *(coming soon)*  
 Students who identify with any minority group (for example: race, religion, sexual orientation, academic needs or other factors that distinguish them from the majority) do not feel a sense of belonging at GMS. A sense of belonging to school is defined as the extent to which students feel personally accepted, respected, included, and supported by others in the school environment ([Goodenow, 1993](#)).

**Cultural Strategies** *(not to exceed 3; at least 1 focuses on identified student group; addresses PL; linked to root cause):* **Resource:** Restorative Justice practices *(coming soon)*  
 Survey all students at GMS at the start and end of the 19-20 school year to assess their sense of belonging using Goodenow's [Psychological Membership Scale](#). A survey tool will be used that allows select staff (responsible for tracking progress around this goal) to monitor responses from students who identify with any minority group.

**Cultural Milestones** **Resource:** [Monthly Suspension Review](#)  
 Baseline and end of year survey data will be collected and analyzed.

**Staff actions:** *How will fidelity of implementation be measured? (e.g., walkthroughs, content-specific look-fors, meeting observations, staff feedback):*  
 School counselors will work with a content area to administer the survey.

**Student results:** *How will student progress toward targets be measured? (e.g., MIRs, ODRs, other behavioral data):* End of year survey responses will be compared to the date from the start of the school year. Student feedback will be collected through the [Psychological Membership Scale survey](#).

**Checkpoint 1 10/28/19 - What is your progress toward the targets?** Survey has been administered to all students. Survey data will be shared with the staff at the November 18 faculty meeting. Strategies to address concerning aspects of the data will be developed. The overall school data was better than expected but there are still areas that can be addressed. Resources for the 11/18 faculty meeting are [here](#). A modified version of the survey was also given to staff. School counselors are doing individual check-ins with students who have low ratings on the survey. **Resource:** [SIP Data Dive Check-in \(MS/ES\)](#) [SIP Data Dive Check-in \(HS\)](#)

What strategies are working? How do you know? <i>Include staff actions and student results data (overall &amp; student group).</i>	What strategies still need attention or what are still barriers?	What are your next steps and what adjustments need to be made (if any)?
--	--	---

**Checkpoint 2 date - What is your progress toward the target?** **Resource:** [SIP Data Dive Check-in \(MS/ES\)](#) [SIP Data Dive Check-in \(HS\)](#)

What strategies are working? How do you know? <i>Include staff actions and student results data (overall &amp; student group).</i>	What strategies still need attention or what are still barriers?	What are your next steps and what adjustments need to be made (if any)?
--	--	---

**Instructional Root Cause** *(optional):* GMS staff are not able to fully recognize and address the unique learning and emotional needs of students who identify with a minority group.

**Instructional Strategies** *(not to exceed 1; addresses professional learning; linked to root cause):* Provide professional learning sessions to staff that will allow them to build awareness and knowledge of the importance of culturally proficient instruction in their classrooms.

**Instructional Milestones** *(how is fidelity of implementation being measured):*

**Staff actions:** *How will fidelity of implementation be measured? (e.g., walkthroughs, content-specific look-fors, meeting observations, staff feedback):*  
 The leadership team will develop and implement faculty meeting sessions for school staff that that build awareness of the impact of culture on classroom climate and students' sense of belonging.

# Howard County Public School System

## 2019 - 2020 School Improvement Plan

**School Name: Glenwood Middle**

Resource: [SIP Feedback Form](#)

**Student results:** How will **student progress** toward targets be measured? (e.g., classroom performance, F&P, MAP, student group MAP growth): End of year survey responses will be compared to the date from the start of the school year. Student feedback will be collected through the [Psychological Membership Scale survey](#).

**Checkpoint 1 date - What is your progress toward the targets?**

Resource: [SIP Data Dive Check-in \(MS/ES\)](#) [SIP Data Dive Check-in \(HS\)](#)

What instructional strategies are working? How do you know?  
*Include staff actions and student results data (overall & student group).*

What instructional strategies still need attention or what are still barriers?

What are your next steps and what adjustments need to be made (if any)?

**Checkpoint 2 date - What is your progress toward the target?**

Resource: [SIP Data Dive Check-in \(MS/ES\)](#) [SIP Data Dive Check-in \(HS\)](#)

What instructional strategies are working? How do you know?  
*Include staff actions and student results data (overall & student group).*

What instructional strategies still need attention or what are still barriers?

What are your next steps and what adjustments need to be made (if any)?

**Structural Root Cause** (*optional*): There is not sufficient time built into the schedule at GMS to allow for regular lessons to take place that reinforce students' understanding of the new PBIS expectations.

**Structural Strategies** (*not to exceed 1; addresses professional learning; linked to root cause*): One extended homeroom schedule will be implemented each month and devoted to class discussions about the new PBIS expectations.

**Structural Milestones**

**Staff actions:** How will fidelity of **implementation** be measured? (e.g., walkthroughs, content-specific look-fors, meeting observations, staff feedback):

The PBIS work group will develop discussion questions for all of the refresher lessons held during the 2019-2020 school year. A system for recognizing positive behavior form students will be implemented as part of the PBIS program.

**Student results:** How will **student progress** toward targets be measured? (e.g., classroom performance, F&P, MAP, student group MAP growth): End of year survey responses will be compared to the date from the start of the school year. Student feedback will be collected through the [Psychological Membership Scale survey](#). The number of RISE Up forms will be monitored by grade level and teacher throughout the year.

**Checkpoint 1 date - What is your progress toward the targets?**

Resource: [SIP Data Dive Check-in \(MS/ES\)](#) [SIP Data Dive Check-in \(HS\)](#)

What structural strategies are working? How do you know?  
*Include staff actions and student results data (overall & student group).*

What structural strategies still need attention or what are still barriers?

What are your next steps and what adjustments need to be made (if any)?

**Checkpoint 2 date - What is your progress toward the target?**

Resource: [SIP Data Dive Check-in \(MS/ES\)](#) [SIP Data Dive Check-in \(HS\)](#)

What structural strategies are working? How do you know?  
*Include staff actions and student results data (overall & student group).*

What structural strategies still need attention or what are still barriers?

What are your next steps and what adjustments need to be made (if any)?