

**Howard County Public School System
2018 - 2019 School Improvement Plan**

School Name: Reservoir High School

Focus Area: Suspension (Discipline Referrals - for schools with fewer than 10 suspensions)					
Baseline Data (2017 - 2018):					
Total number of students: 1,537 Overall number of suspensions: 71 Overall suspension rate: 4.6%			Identified Student Group: SPED Total number of students in the student group: 127 SPED Number of suspensions in the student group: 14 SPED Student group suspension rate: 11% SPED		
Targets (Include Student Groups)					
2018 - 2019		2019 - 2020		2020 - 2021	
Overall	Student Group	Overall	Student Group	Overall	Student Group
# of suspensions: 65	# of suspensions: 12 SPED	# of suspensions: 57	# of suspensions: 9 SPED	# of suspensions: 49	# of suspensions: 5 SPED
Suspension Rate: 4.2%	Suspension Rate: 9.4% SPED	Suspension Rate: 3.7%	Suspension Rate: 7% SPED	Suspension Rate: 3.1%	Suspension Rate: 3.9% SPED
Cultural Root Cause (required): All instructional and support staff do not consistently create a positive school culture and climate for students.					
Cultural Strategies: (not to exceed two): 1. All staff will stand at their doors and greet students by name to welcome them in their classes. 2. All staff are provided professional learning opportunities - book study, a cadre of staff participating in a CPD course, and self-selected PD on restorative justice and social-emotional strategies.					

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

1. Through formal and informal observations, staff members are in hallways and at doors welcoming students, time is reserved within the classroom for community building, and positive conversation flows throughout classrooms and common areas.
2. Monthly discipline review via Hoonuit

Instructional Root Cause (*optional*): Instructional and support staff do not consistently (provide differentiated instruction allowing all students the opportunity to access rigorous coursework) select and implement challenging tasks that promote student curiosity and a desire to learn and engage.

Instructional Strategies (*not to exceed one*): Professional learning during department meetings and PIPs provide opportunities for teachers to build lessons that highlight student curiosity and engagement

Instructional Milestones (*how is fidelity of implementation being measured*): Instructional practice measured through formal and informal observations and through teacher collaboration in department meetings, on Canvas, and during PIPs.

Structural Root Cause (*optional*): All instructional and support staff do not consistently access student support resources.

Structural Strategies: (*not to exceed one*): Teachers will have monthly communication in staff meetings and/or in PIPs to access student support resources, such as SST, Attendance, PBIS, 9th Grade Team, Social Worker, Alt. Ed., BSAP, and Hispanic Achievement Liaison

Structural Milestones (*how is fidelity of implementation being measured*): Monthly SST, Attendance, Social Work, Alt. Ed., and disciplinary data reflects reduced suspensions and more reflective of student populations.

Midyear - What is your progress towards the target?

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What is working?	What still needs attention or what is still a barrier?	What are your next steps and what adjustments need to be made (if any)?
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Evaluation - Did you hit the target?

What is working?	What still needs attention or what is still a barrier?	What are your next steps and what will be continued next year (if any)?
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