



Priority School Comprehensive Needs Assessment and Intervention Plan 2017-2018

**Arundel Elementary/Middle(0164),
Baltimore City**





Overview

All Maryland priority and school improvement grant (SIG) schools receiving Title I and/or SIG funds are required to complete this needs assessment and intervention plan. The needs assessment and plan must be approved by the Maryland State Department of Education.

The purpose of this needs assessment and intervention plan is to:

- (1) identify needs and performance challenges in a school based on data; and
- (2) develop an intervention plan that contains evidence based-strategies to address identified need.

The needs assessment and intervention plan is designed to be completed by a team and informed by data.

Questions about the needs assessment and intervention plan process for priority schools may be directed to:

Dr. Gail Clark Dickson
Section Chief Program Improvement and Family Support Branch
Maryland State Department of Education
gail.dickson@maryland.gov
410-767-5153





Background

Identification of Priority Schools for 2017-2018

As states and local education agencies (LEAs) transition to the Every Student Succeeds Act (ESSA), the Maryland State Department of Education (MSDE) is required to provide clarification concerning the identification and support for low-performing schools for the 2017-2018 school year. The U.S. Department of Education provided two options for states to identify low-performing schools for the 2017-2018 school year. The options are as follows:

- (1) continue to serve its existing priority and focus schools, except those that the state may remove from the list of priority and focus schools any school that has met the State's exit criteria; or
- (2) refresh its list using its existing methodology in place prior to the start of the 2017-2018 school year.

MSDE has selected option one, which will allow the state to serve the current list of priority and focus schools for the 2017-2018 school year. Maryland is choosing to freeze its list of priority and focus schools which means no priority schools or focus schools will exit the list for the 2017-2018 school year.

Support for Priority Schools in 2017-2018

MSDE will reserve funds from its fiscal year 2017 annual Title I, Part A allocation for use in the 2017-2018 school year to support its priority and focus schools. As in past years, these funds will be allocated by formula to LEAs with identified priority schools for the implementation of their intervention plans.

Maryland is committed to the continuous improvement of the state's priority schools. MSDE will support LEAs and schools in identifying and prioritizing school needs through the needs assessment; developing an intervention plan with evidence-based strategies; and implementing and monitoring intervention plans. MSDE will participate in LEA Central Support Team and Turnaround Executive Support Team meetings and conduct learning walks to view evidence-based strategies in action. MSDE will also leverage cross-divisional support to aid in the implementation of approved school intervention plans.

School Profile

School Name	Arundel Elementary
School Address	2400 Round Road
Grades Served	PreK-8
Principal's Name	Rochelle Machado
Principal's Email Address	rdmachado@bcps.k12.md.us
School Phone Number	410-396-1379
Principal Supervisor's Name	Dr. Mark King
Principal Supervisor's Email	meking@bcps.k12.md.us

Comprehensive Needs Assessment Team: The comprehensive needs assessment is designed to be completed by a team and must align with school and district priorities and goals. In the space below, identify team members who contributed to completing the needs assessment. It is highly recommended that parents and other key stakeholders be included in this process.

Name of Team Member	Position	Years at this School	Email
Lisa Calicchia	Dean of Curriculum & Assessment	1	lcalicchia@bcps.k12.md.us
Sherman Barksdale	Dean of Culture & Climate	5	srbarksdale@bcps.k12.md.us
Kellie Brown	Community School Coordinator	2	kbrown@humanim.com

Local Educational Agency' s Vision, Mission, and Goals: School improvement must align with the vision, mission, and goals for the local educational agency. In the space below, record the local educational agency's vision, mission, and goals for the 2017-18 school year.

Vision	Every student will graduate ready to achieve excellence in higher education and the global workforce.
Mission	Excellence and equity in education for every child at every level by focusing on quality instruction, managing systems efficiently, and sustaining a culture of excellence.
Goals	By 2020, all students will be able to access complex texts and tasks to critically analyze information in order to take a stance develop a coherent written evidence based argument, and communicate with confidence and conviction at or above grade level.

School's Vision, Mission, and Goals: School improvement must align with the vision, mission, and goals for the school. In the space below, record vision, mission, and goals for the 2017-18 school year.

Vision	All scholars will leave Arundel Elementary Middle School with the confidence and skills needed to excel in high school, college, career and their community.
Mission	Arundel Elementary Middle School will provide an intentional instructional program responsive to the needs of every scholar while supporting their social, emotional and intellectual well-being in a safe, restorative and rigorous learning environment.

<p>Goals</p>	<p><u>Leadership</u> Build the capacity of ILT members, teachers and students so they can lead from their space.</p> <p><u>Literacy</u> Implement City Schools' Instructional Model and Cycles of Professional Learning to increase overall reading comprehension, fluency and vocabulary.</p> <p><u>Climate and Culture</u> Engage students in daily restorative practices such as morning meetings, mentoring, peer mediation and mindful moments to foster respectful relationships.</p>
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Student Profile Data				
School Year		2016-17	2015-16	2014-15
Total Student Enrollment: Identify the total number of students enrolled for each school year.		373	394	438
Grade Level Enrollment: Identify the number of students enrolled in each grade level.	Pre-Kindergarten	32	30	39
	Kindergarten	43	41	60
	Grade 1	0	44	59
	Grade 2	67	50	54
	Grade 3	0	53	48
	Grade 4	20	51	44
	Grade 5	0	40	44
	Grade 6	0	35	34
	Grade 7	0	26	27
	Grade 8	0	24	29
	Grade 9			
	Grade 10			
	Grade 11			
Grade 12				
Gender: Identify the number of male and female students.	Male	208	223	233
	Female	130	171	205
Race/Ethnicity: Identify the number of students in each group.	Black/African American	366	388	422
	Hispanic/Latino	*	*	11
	Asian	*	*	*
	White	*	*	*
	Multi-Racial/Other	*	*	*
	American Indian/ Alaska Native	*	*	*
	Native Hawaiian/Other Pacific Islander	*	*	*
Special Services: Identify the percentage of students in each group.	Limited English Proficiency (LEP)	*	*	*
	Migrant	*	*	*
	Free and Reduced Meal Programs (FARMs)	72.5% (ES), 90.3% (MS)	83.4% (ES), 92.5% (MS)	>=95%
	Special Education	11.4% (ES), 36.6% (MS)	11.0% (ES), 33.3% (MS)	12.5% (ES), 32.1% (MS)
	Homeless	3%	4.5%	
Additional Data: Identify requested data for each category.	Student Mobility - Percentage of students that move from one school community to another.		TBD	46.2% (ES), 51.3%(MS)
	Student Attendance - Percentage of students in school for at least half of the average school day during the school year.		TBD	91.7% (ES), 90.3% (MS)
	Chronic Absenteeism: Percentage of students absent more than 20 days.		TBD	30.2% (ES), 39.5% (MS)
	Student Promotion - Percentage of students promoted to grade six.			
	Student Promotion - Percentage of students promoted to grade nine.			
	Student Promotion - Percentage of students promoted to grade ten.			
	Dropout Rate - Percentage of students dropping out of school in grades 9 - 12 in a single year.	Grade 9		
		Grade 10		
		Grade 11		
		Grade 12		
	Graduation Rate - Percentage of students who graduate from high school as 4 year cohort.			
	Graduation Rate - Percentage of students who graduate from high school as 5 year cohort.			
	Certificate Rate - Percentage of students who receive certificate of completion.			

		School Year 2016 - 17
Disproportionality Rate : The determination based on school discipline data whether school practices are having a disproportionate impact on students of color and students with disabilities. <i>If the Maryland State Department of Education identifies a school's discipline process as having a disproportionate impact on students of color or a discrepant impact on special education students, the local school system shall prepare and present to the State Board a plan to reduce the impact within 1 year and eliminate it within 3 years (school year 2017-18 Root Cause Analysis; school year 2018-19 Full Implementation) COMAR 13A.08.01.21.</i> The Maryland model will analyze out-of-school suspension and expulsion (removal) data using two complementary measures, risk ratio and State comparison.	Risk Ratio: The risk ratio measure captures whether the "risk" of removal for a student in one student group is lower or higher than the risk of removal for a student in the comparison group. Risk, in this context, refers to the likelihood that a student will receive an out-of-school suspension or expulsion. A risk ratio of 1.0 means the risk of removal is proportionate. A risk ratio below 1.0 means the risk is lower, while a risk ratio above 1.0 means the risk is higher and, therefore, disproportionate to some degree.	Risk Ratio for Black/African American Students = 2.65
		Risk Ratio for Students with Disabilities = 1.37
Student Opportunities for Enrichment and/or Remediation: List academic programs that provide opportunities for student enrichment and/or remediation available in the 2016-17 school year. Example programs include: Credit Recovery, Extended Learning, etc.	BELL	
	HIGHER ACHIEVEMENT	
	SATURDAY AND AFTERSCHOOL TUTORING	
Student Opportunities for Acceleration and/or Enhancement: List academic programs that provide opportunities for student acceleration and/or enhancement for the 2016-17 school year. Example programs include Gifted and Talented, Advanced Placement, Dual Enrollment, etc.	NA	
Student Engagement List programs that focus on fostering supportive culture and climate within the school for the 2016-17 school year. Example programs include Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.	PBIS	
	Restorative Practices	
	Mindfulness	

Student Achievement Data				
School Year		2016-17	2015-16	2014-15
PARCC English Language Arts / Literacy Identify the percentage of students that have met or exceeded expectations	Grade 3	TBD	4= <5.0% 5= <= 5.0%	4= 15.2% 5= <=5.0%
	Grade 4	TBD	4= < 5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%
	Grade 5	TBD	4= <5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%
	Grade 6	TBD	4= 5.0% 5= <= 5.0%	4= 6.5% 5= <=5.0%
	Grade 7	TBD	4= <5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%
	Grade 8	TBD	4= < 5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%
PARCC Mathematics Identify the percentage of students that have met or exceeded expectations	Grade 3	TBD	4= < 5.0% 5= <= 5.0%	4= 10.9% 5= <=5.0%
	Grade 4	TBD	4= < 5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%
	Grade 5	TBD	4= < 5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%
	Grade 6	TBD	4= 5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%
	Grade 7	TBD	4= < 5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%
	Grade 8	TBD	4= < 5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%

Maryland High School Assessment Identify the percentage of students that have met or exceeded expectations.	PARCC English 10			
	Bridge Plan for Academic Validation ELA - Identify the percent of students who fulfilled testing requirements using Bridge.			
	PARCC Algebra I			
	Bridge Plan for Academic Validation Mathematics - Identify the percentage of students who fulfilled state requirements using Bridge.			
Service-Learning Hours	Percentage of students that have completed less than 50% of service-learning hour requirements by grade 11.			
	Percentage of students that have completed service-learning requirements by grade 11.			
School Year		2016 - 17	2015 - 16	2014 - 15
Course Performance	Percentage of students that did not pass two or more courses in grade 9.			
	Percentage of students that did not pass two or more courses in grade 10.			

	Percentage of students that did not pass two or more courses in grade 11.	
English Language Proficiency Assessment Identify the percentage of students that have met bridging or reaching.		

Benchmark (end of year)		Above or On Grade Level	One-Two Grade Levels Below	More than Two Grade Levels Below
Student Achievement English Language Arts Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten			
	Kindergarten			
	Grade 1			
	Grade 2			
	Grade 3	11.4	29.5	59.1
	Grade 4	8.1	43.2	48.6
	Grade 5	2	20.4	77.6
	Grade 6	3.6	10.7	85.7
	Grade 7	7.7	11.5	80.8
	Grade 8	4.5	4.5	90.9
	Grade 9			
	Grade 10			
	Grade 11			
	Grade 12			
Student Achievement Mathematics Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten			
	Kindergarten			
	Grade 1			
	Grade 2			
	Grade 3	67.6	29.4	2.9
	Grade 4	20	60	20
	Grade 5	14	46.5	39.5
	Grade 6	16.7	47.2	36.1
	Grade 7	2.1	25.5	72.3
	Grade 8	7.1	35.7	57.1
	Grade 9			
	Grade 10			
	Grade 11			
	Grade 12			

Staff Profile Data			
Principal			
Number of years of experience as a principal	4		
Number of years at current school as an administrator	4		
Number of Assistant Principals	0		
Teachers			
School Year	2016-17	2015-16	2014-15
Percentage of first year teachers	11.50%	NA	NA
Percentage of teachers with 1- 3 years teaching experience	30.80%	NA	NA
Percentage of teachers with 4-5 years teaching experience	19.20%	NA	NA
Percentage of teachers with 6-10 years teaching experience	23.10%	4.17%	NA
Percentage of teachers with 11-15 years teaching experience	3.80%	4.17%	NA
Percentage of teachers with 16+ years teaching experience	11.50%	4.17%	NA
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%	100.00%	NA
Percentage of teachers with Resident Teacher Certification	3.80%	0.00%	17.60%
Percentage of teachers with Conditional Certificates	15.40%	0.00%	N/A
Percentage of teachers with Standard Professional Certificates	57.70%	55.00%	41.20%
Percentage of teachers with Advanced Professional Certificates	23.10%	20.00%	23.50%
Percentage of teachers that have National Board Certification	NA	NA	NA
Percentage of teachers teaching classes outside of their certification area	2.70%	NA	NA
Percentage of teachers rated highly effective	NA	16.70%	5.00%
Percentage of teachers rated effective	NA	79.20%	90.00%
Percentage of teachers rated ineffective	NA	4.20%	5.00%
Teacher Attendance (Average Daily Rate-Percent)	94.5	90.90%	NA
Para-Professionals			
School Year	2016-17	2015-16	2014-15
Number of para-professionals	4	4	4
Percent of instructional para-professionals who are qualified	100%	100%	100%
Staff to Support Student Services			

Staff to Support Student Services List the licensed staff providing support services. Examples include social workers, nurses, school counselors, etc.	social worker
	nurse

Intervention Planning Guide

The Maryland State Department of Education (MSDE) uses West Ed's Four Domains of Rapid School Improvement as a framework for school improvement. Priority school leaders will use this framework along with the templates on the following pages to prioritize needs and identify evidence-based strategies to address identified needs. Intervention plans must be collaboratively developed and approved by MSDE.



Strengths

Directions: Using both qualitative and quantitative data, identify the strengths in each domain where applicable. There may not be strengths in each domain and some strengths may cross multiple domains.

Domain for Rapid of School Improvement	Guiding Questions	School Strengths
Turnaround Leadership: Turnaround leaders catalyze and organize the coordinated work of the staff charged with implementing efforts to rapidly improve schools, harnessing their efforts and drawing them to a shared vision of success. Leaders at all levels understand their role in ensuring turnaround; they develop and execute data-informed turnaround plans that are customized to local needs to guide and monitor turnaround initiatives; and they accept responsibility for results.	What have been the most effective leadership strategies implemented at your school? (Shared Decision-Making, Creation of Leadership Team, etc.)	Distributive Leadership- designating various staff members to focus on buckets of work. Based on the data from iReady Reading (SY16-17 Beginning of Year Tier 1- 3%; Tier 2- 11%; Tier 3- 86%/End of Year Tier 1- 7%; Tier 2- 24%; Tier 3- 70%), student achievement has increased over the past year due to the continuity of staff and also the use of distributive leadership that designated various staff members to focus on specific buckets of work (climate, literacy, family and community)
Talent Development: Turnaround competencies are identified and used to select and develop turnaround teachers, model teachers, and leaders. At all levels, educators utilize and hone their instructional and transformational leadership to build capacity in those they supervise by continually balancing support with accountability.	What have been the most effective strategies for recruiting, developing and sustaining talent in your school? (Creating Professional Learning Communities, Support for New Teachers, etc.)	In order to develop and sustain talent in our school, we paired 100% of novice teachers with veteran teachers. As a result of the pairing, the data from iReady Reading indicated (SY16-17 Beginning of Year Tier 1-3%; Tier 2- 11%; Tier 3- 86%/End of Year Tier 1- 7%; Tier 2- 24%; Tier 3- 70%).
Instructional Transformation: Effective instructional practice, including strong standards-based instruction, data-based planning, differentiation and individualization, research-based pedagogical approaches, and classroom management, must be identified and supported. Schools cultivate an environment of both high expectations and support for students' academic accomplishment. Schools also address factors that are traditionally non-school-based so that every student comes to the task of learning ready for the challenge.	What effective practices have you implemented to build a strong school community focused on learning? (Curriculum Implementation, Instructional Coaching, Advanced-Level Course Offers, etc.)	To build a strong school learning community, we planned and implemented weekly school based collaboration and twice a month we collaborated with Teacher Created Materials (curriculum consultant). Data indicates, 70% of teachers rated professional development sessions extremely/very beneficial on a mid year school based survey.
Culture Shift: A turnaround culture fuses strong community cohesion with an academic press. Leadership establishes the structures and opportunities for faculty and staff to work together around common goals, engendering a culture of mutual respect, shared responsibility, and focused attention on student learning. Families are engaged to support their children's learning and the overall turnaround effort. A strong school community attends to the culture both inside and outside the school, gathering input from stakeholders and gauging perceptions about the school and the turnaround effort. Students are challenged and supported to aim higher, work harder, and realize the satisfaction of accomplishment.	What have been the most effective practices for engaging students, family and the community? (establishing Family School Council, Family Liaison, Community School, etc.)	The most effective strategy for engaging families has been the Monthly Chat and Chews. Data indicates there was an increase of 50% in participation rates. Participants requested the following topics of interest: nutrition, reading and financial literacy; school staff and community partners presented.

Challenges		
Directions: Using both qualitative and quantitative data, identify the challenges in each domain where applicable. There may not be challenges in each domain and some challenges may cross multiple domains.		
Domain for Rapid of School Improvement	Guiding Questions	School Challenges
Turnaround Leadership: Turnaround leaders catalyze and organize the coordinated work of the staff charged with implementing efforts to rapidly improve schools, harnessing their efforts and drawing them to a shared vision of success. Leaders at all levels understand their role in ensuring turnaround; they develop and execute data-informed turnaround plans that are customized to local needs to guide and monitor turnaround initiatives; and they accept responsibility for results.	What have been challenges in developing and/or implementing effective turnaround leadership strategies at your school?	The Instructional Leadership Team was not functioning at a high level, which resulted in a reduction of 38% of the team in order to identify specific buckets of work for each individual team member.
Talent Development: Turnaround competencies are identified and used to select and develop turnaround teachers, model teachers, and leaders. At all levels, educators utilize and hone their instructional and transformational leadership to build capacity in those they supervise by continually balancing support with accountability.	What have been challenges to implementing effective strategies for recruiting, developing, and/or sustaining talent in your school?	Due to a 42.6% mobility rate, recruitment of teachers have been difficult. In addition to this challenge, 72.5% of elementary students and 90.3% of middle school students are eligible for free and reduced meals. Also, 11.4% of elementary students and 36.6% of middle school students are identified as needing special education services. There was an increase from 2015-2016 school year to 2016-2017 school year. Due to enrollment adjustment, we lost one new teacher.
Instructional Transformation: Effective instructional practice, including strong standards-based instruction, data-based planning, differentiation and individualization, research-based pedagogical approaches, and classroom management, must be identified and supported. Schools cultivate an environment of both high expectations and support for students' academic accomplishment. Schools also address factors that are traditionally non-school-based so that every student comes to the task of learning ready for the challenge.	What challenges have hindered you from building a strong school community focused on learning?	Due to limited content/curriculum focus during collaborative planning, we fell short of decreasing Tier 3 students by 34 percentage points as measured by iReady Reading End of Year Report.
Culture Shift: A turnaround culture fuses strong community cohesion with an academic press. Leadership establishes the structures and opportunities for faculty and staff to work together around common goals, engendering a culture of mutual respect, shared responsibility, and focused attention on student learning. Families are engaged to support their children's learning and the overall turnaround effort. A <input type="checkbox"/> Culture Shift community attends to the culture both inside and outside the school, gathering input from stakeholders and gauging perceptions about the school and the turnaround effort. Students are challenged and supported to aim higher, work harder, and realize the satisfaction of accomplishment.	What have been the challenges in engaging students, family, and the community?	The End of Year City Schools' 2016-2017 climate survey indicates that there was a 21.4% student satisfaction rate with regard to respect.

Intervention Goal(s)

Directions: Identify one or more domains to address the school intervention goals (no more than 4 goals). Goals must be specific, measurable, achievable, realistic, and time-bound (SMART). Please provide a rationale for each the selected intervention goals

Domain for Rapid School Improvement	Intervention Goal(s)	How will this goal be measured annually?	What are key benchmarks toward meeting identified goal?	Rationale
Turnaround Leadership	During the 2017-2018 school year, members of the Instructional Leadership Team will build their leadership capacity by participating in 10 learning walks as measured by a standard aligned observation tool.	Monthly review of Instructional Leadership Team Rubric at meetings.	Informal observations submitted to the Instructional Leadership Executive Director monthly	The Instructional Leadership Team needed to be streamlined in order to be more effective. This was done due to our inability to reach our end of year goal, which was to decrease our Tier 3 students to 50%.
Talent and Development	By June 2018, there will be an increase of 10% of teachers rated highly effective or effective as compared to the 2017 school-year, as measured by the annual evaluation report.	Reviewing teach action ratings from the City Schools' Instructional Framework on weekly informal observation and fall/spring formal observations. Reviewing monthly learning walk trend data.	Weekly informal observations. Formal observations conducted in the Fall and Spring	Data indicates our highly effective and effective teachers have high levels of student achievement. Based on iReady data, teachers who were rated as effective or highly effective has growth from beginning of year to end of year.
Instructional Transformation	By June 2018, 15% of 3rd-8th grade students in Tier 2 and Tier 3 will show 1.0 year of growth from beginning of year assessment window to end of year assessment window as measured by the iReady Reading assessment in Spring 2018.	iReady Reading	iReady Beginning of Year-Baseline Middle of Year -0.5 End of Year-1.0 assessment 0windows. We will also administer monthly formative and interim assessments to measure growth before the middle of year window.	70% of students are performing at least two grade levels below for reading.
Culture Shift	By June 2018, the student satisfaction rate will increase from 21.4% to 31.4% as measured by key item #1 (Respect) on the End of Year City School's climate survey.	Administering student, staff and parent surveys. Monitoring discipline data at Instructional Leadership Team, School Family Council and Climate committee meetings. Scheduling and reviewing climate walk	Mid-year Climate Survey 26.4% End of Year 31.4%	The End of Year City Schools' 2016-2017 climate survey indicates that there was a 21.4% student satisfaction rate with regard to respect. Respect is a key indicator of student achievement.

Intervention Plan: Complete the table below to identify how the school will address prioritized needs.

Intervention Goal Number (only 3-4)	Evidenced-Based Strategies (2-3): Identify the strategies that will be used to address the need.	Action Steps	Indicators of Success/ Benchmark	Timeframe	Person(s) Responsible	Stakeholder/ Partner supporting
#4 Culture Shift	1) Implementation of the blended model for Restorative Practice and PBIS ; 2) Use of early warning indicators to identify students who need additional support in areas of academics, behavior and attendance	1) Students and teachers will engage in Morning Meeting every day from 8:15-8:30 am. 2) The Dean of Climate and Culture will lead his team to implement PBIS with fidelity and plan incentives and or activities. 3) University of MD will collaborate with staff to identify students of concerns to offer social/emotional support. 3) Based on early warning indicators, teachers will make home visits to strengthen relationships with families.	Monthly Climate Walk Reduction of Monthly Office Referrals and Suspensions	Monthly-September 2017-June 2018	Dean of Culture and Climate; Principal; Clinicians; Community School Coordinator; Student Support Liaison; Teachers; Support Staff	University of Maryland International Institute for Restorative Practices Baltimore City Schools Office of Student Support

#3 Instructional Transformation	1) Data cycle will drive implementation of intervention; 2) Small group instruction; 3) Implement online reading program to increase reading comprehension	Staff and students will engage in Skill-It Fridays . Students will be grouped with teachers based on skill reading levels per iReady data. Per the instructional model for reading, teachers will use iReady data to plan for small group intervention/enrichment. Reading Partners will support by offering one on one tutoring for Tier 2 and 3 students. Students will use Compass Learning during centers or afterschool to increase reading comprehension.	Ongoing increase of percentages on iReady Reading, formative and interim assessments of Tier 3 students.	September 2017 December 2017 March 2018	Dean of Curriculum and Assessment; Principal, Academic Content Liaison; Teachers	Baltimore City Schools Office of Teaching & Learning Reading Partners; Maryland State Department of Education; Vendor To Be Determined pending approval
#2 Talent and Development	1) Monthly Peer Observations; 2) Inter-visitations (teachers will visit schools within the network or school system)	Teachers will adhere to the monthly peer observation schedule and provide feedback to colleagues. During collaborative planning teachers will adjust strategies within their lesson plans. Peer observations are conducted for teachers to obtain best practices. Interventions are scheduled for teachers to obtain support with instruction or to model best practices for colleagues.	Increase of teach action ratings on the Instructional Framework.	October 2017 January 2018 April 2018	Dean of Curriculum and Assessment; Principal, Academic Content Liaison; Teachers	Reading Partners, Vendor to Be Determined pending approval

#1 Turnaround Leadership	1) Learning Walks; 2) Distributive Leadership	The Instructional Leadership Team will conduct monthly learning walks. Each member will have a specific bucket of work to focus on. ILT will meet to discuss trends from the LW and Professional will aligned to the trends.	ILT Rubric; monthly learning walk data trends based on specific buckets of work	Monthly-September 2017-June 2018	Instructional Leadership Team Members	Baltimore City Schools and Maryland State Department of Education
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