



# **Priority School Comprehensive Needs Assessment and Intervention Plan 2017-2018**

**Benjamin Franklin High School at Masonville Cove (0239),  
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:

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Maryland State Department of Education  
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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

<b>School Name</b>	Benjamin Franklin High School at Masonville Cove
<b>School Address</b>	1201 Cambria Street Baltimore Md 21225
<b>Grades Served</b>	9 through 12
<b>Principal's Name</b>	Christopher Battaglia
<b>Principal's Email Address</b>	<a href="mailto:cbattaglia@bcps.k12.md.us">cbattaglia@bcps.k12.md.us</a>
<b>School Phone Number</b>	410-3961373
<b>Principal Supervisor's Name</b>	Jacque Hayden
<b>Principal Supervisor's Email</b>	<a href="mailto:jyhayden@bcps.k12.md.us">jyhayden@bcps.k12.md.us</a>

**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
April Myrick	Assistant Principal	3	<a href="mailto:amyrick@bcps.k12.md.us">amyrick@bcps.k12.md.us</a>
Jackie Bhandari	Teacher	3	<a href="mailto:jjrau@bcps.k12.md.us">jjrau@bcps.k12.md.us</a>

<b>Local Educational Agency' s Vision, Mission, and Goals:</b> 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.	
<b>Vision</b>	Every student will graduate ready to achieve excellence in higher education and the global workforce.
<b>Mission</b>	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.
<b>Goals</b>	By 2020, all students will be able to access complex texts and tasks to critically analyze information in order to take a stancem develop a coherent written evidence based argument, and communicate with confidence and conviction at or above grade level.
<b>School's Vision, Mission, and Goals:</b> 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.	
<b>Vision</b>	The vision of BFHS is to be Baltimore City Schools' model community high school where...students and teachers work collaboratively, students are academically successful and prepared to be productive members of society, everyone is a valued member of the school community, and all members are nutured and supported.
<b>Mission</b>	The mission of BFHS is to provided students with a customized education that will focus on engaging students behaviorally, emotionally, and cognitively so that he/she will achieve success in post-secondary education or in a chosen career.
<b>Goals</b>	1 - By June of 2018, the number of students passing all classes or all but 1 class will increase from 310 (66%) to 350 (74%) students as measured by EOY report cards 2- During the 2017- 2018 school year, all of the students that are: on or above grade level in reading will show at least 0.75 years of growth; one year below grade level in reading will show at least 1 year growth; and two or more years below grade level in reading will show at least 1.5

Student Profile Data					
School Year			2016-17	2015-16	2014-15
<b>Total Student Enrollment:</b> Identify the total number of students enrolled for each school year.			462	469	440
<b>Grade Level Enrollment:</b> Identify the number of students enrolled in each grade level.	Pre-Kindergarten				
	Kindergarten				
	Grade 1				
	Grade 2				
	Grade 3				
	Grade 4				
	Grade 5				
	Grade 6				
	Grade 7				
	Grade 8				
	Grade 9				
	Grade 10				
	Grade 11				
Grade 12		163	147	161	
		117	119	122	
		91	110	92	
		91	93	65	
<b>Gender:</b> Identify the number of male and female students.	Male		262	267	248
	Female		200	202	192
<b>Race/Ethnicity:</b> Identify the number of students in each group.	Black/African American		204	235	226
	Hispanic/Latino		147	122	98
	Asian		*	*	*
	White		105	105	110
	Multi-Racial/Other		*	*	*
	American Indian/ Alaska Native		*	*	*
	Native Hawaiian/Other Pacific Islander		*	*	*
<b>Special Services:</b> Identify the percentage of students in each group.	Limited English Proficiency (LEP)		21.2%	18.7%	16.1%
	Migrant		*		*
	Free and Reduced Meal Programs (FARMs)		65%	67.7%	89.6%
	Special Education		25%	26.4%	23.4%
	Homeless		2%	*	
<b>Additional Data:</b> Identify requested data for each category.	<b>Student Mobility</b> - Percentage of students that move from one school community to another.		TBD	43.6%	42.1%
	<b>Student Attendance</b> - Percentage of students in school for at least half of the average school day during the school year.		TBD	79.7%	83.6%
	<b>Chronic Absenteeism:</b> Percentage of students absent more than 20 days.		TBD	49.5%	42.9%
	<b>Student Promotion</b> - Percentage of students promoted to grade six.				
	<b>Student Promotion</b> - Percentage of students promoted to grade nine.				
	<b>Student Promotion</b> - Percentage of students promoted to grade ten.		TBD	65.6%	69.3%
	<b>Dropout Rate</b> - Percentage of students dropping out of school in grades 9 - 12 in a single year.	4-year Cohort	TBD	40.17%	30.23%
		5-year Cohort	TBD	TBD	37.50%
	<b>Graduation Rate</b> - Percentage of students who graduate from high school as 4 year cohort.		TBD	50.43%	51.16%
	<b>Graduation Rate</b> - Percentage of students who graduate from high school as 5 year cohort.		TBD	TBD	53.13%
	<b>Certificate Rate</b> - Percentage of students who receive certificate of completion.		<= 5.0%	<=5.0%	<=5.0%
				School Year 2016 - 17	

<p><b>Disproportionality Rate :</b>          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.</p>	<p><b>Risk Ratio:</b> 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.</p>	<p><b>Risk Ratio for Black/African American Students = 2.61</b>  <b>Risk Ratio for Hispanic/Latino Students = 0.59</b>  <b>Risk Ratio for White Students = 0.33</b></p> <p><b>Risk Ratio for Students with Disabilities = 1.36</b></p>
<p><b>Student Opportunities for Enrichment and/or Remediation:</b> 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.</p>	Bayhawk Academic Center	
	Coach Class	
	APEX	
<p><b>Student Opportunities for Acceleration and/or Enhancement:</b> 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.</p>	Advance Placement	
	Dual Enrollment	
	College Writing	
	SAT Prep	
	CTE-Agriculture	
	Learning to Work	
<p><b>Student Engagement</b>          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.</p>	Capturing Kids Hearts	
	Peer Mediation	
	Choice Program	
	Honors Assemblies	

Student Achievement Data				
School Year		2016-17	2015-16	2014-15
<b>PARCC English Language Arts / Literacy</b> Identify the percentage of students that have met or exceeded expectations	Grade 3			
	Grade 5			
	Grade 6			
	Grade 7			
	Grade 8			
<b>PARCC Mathematics</b> Identify the percentage of students that have met or exceeded expectations	Grade 3			
	Grade 5			
	Grade 6			
	Grade 7			
	Grade 8			
<b>Maryland High School Assessment</b> Identify the percentage of students that have met or exceeded expectations.	PARCC English 10	TBD	4= 8.6% 5= <= 5.0%	4= 13.3% 5 <= 5.0%
	Bridge Plan for Academic Validation ELA - Identify the percent of students who fulfilled testing requirements using Bridge.			
	PARCC Algebra I	TBD	4= <= 5.0% 5= <= 5.0%	4= 6.1% 5 <= 5.0%
	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.	15.9	NA	NA
	Percentage of students that have completed service-learning requirements by grade 11.	40.9	NA	NA
School Year		2016 - 17	2015 - 16	2014 - 15
Course Performance	Percentage of students that did not pass two or more courses in grade 9.	38.7	NA	NA
	Percentage of students that did not pass two or more courses in grade 10.	34.2	NA	NA
	Percentage of students that did not pass two or more courses in grade 11.	34.1	NA	NA
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
<b>Student Achievement English Language Arts</b> Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten			
	Kindergarten			
	Grade 1			
	Grade 2			
	Grade 3			
	Grade 4			
	Grade 5			
	Grade 6			
	Grade 7			
	Grade 8			
	Grade 9	3.4	19.3	77.3
	Grade 10	1.4	2.7	95.9
	Grade 11	3.8	13.5	82.7
	Grade 12	0	0	100
<b>Student Achievement Mathematics</b> Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten			
	Kindergarten			
	Grade 1			
	Grade 2			
	Grade 3			
	Grade 4			
	Grade 5			
	Grade 6			
	Grade 7			
	Grade 8			
	Grade 9	8.4	10.1	81.5
	Grade 10	3.5	1.8	94.7
	Grade 11	0	10.5	89.5
	Grade 12	0	0	100

Staff Profile Data			
Principal			
Number of years of experience as a principal	7		
Number of years at current school as an administrator	7		
Number of Assistant Principals	2		
Teachers			
School Year	2016-17	2015-16	2014-15
Percentage of first year teachers	20.5		
Percentage of teachers with 1- 3 years teaching experience	15.4		
Percentage of teachers with 4-5 years teaching experience	17.90%		
Percentage of teachers with 6-10 years teaching experience	30.80%		
Percentage of teachers with 11-15 years teaching experience	7.70%		
Percentage of teachers with 16+ years teaching experience	7.70%		
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%		
Percentage of teachers with Resident Teacher Certification	15.40%	5.40%	3.30%
Percentage of teachers with Conditional Certificates	5.10%	5.40%	3.30%
Percentage of teachers with Standard Professional Certificates	33.30%	48.60%	46.70%
Percentage of teachers with Advanced Professional Certificates	46.20%	27.00%	33.30%
Percentage of teachers that have National Board Certification			
Percentage of teachers teaching classes outside of their certification area	1.80%		
Percentage of teachers rated highly effective		15.40%	43.30%
Percentage of teachers rated effective		84.60%	56.70%
Percentage of teachers rated ineffective		0.00%	0.00%
Teacher Attendance (Average Daily Rate-Percent)	94.00%	94.50%	
Para-Professionals			
School Year	2016-17	2015-16	2014-15
Number of para-professionals	6		
Percent of instructional para-professionals who are qualified	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.

Heather Chapman

Rhonda Waller

Charles Hall

Jill Logan (Part-time)

United Way Family Center Staff

# 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.



<b>Strengths</b> 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
<b>Turnaround Leadership:</b> 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.)	Based on our Instrucional Leadership Team Self-Assessment our Instructional Leadership Team was rated on average a 3.16 which is score of proficiency.
<b>Talent Development:</b> 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.)	Connections with TFA and BCTR, staff-recommended recruitment of new staff, in-house support from school-based mentors like Wilson, Rio; grade-level teams supporting each other, peer observations, project cycle. Using elements of CKH as a staff community helps with retention (relationships.) Only two teachers have voluntarily transferred to another school in a parrellel role since 2011. The teacher attendance rate is 94%. In addition, 100% of teaching staff holds State Certification and Licensure.
<b>Instructional Transformation:</b> 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.)	The school offered three Advanced Placement classes last school year. 2/16 earned a passing score on the English exam and 5/6 earned a passing score on the Spanish exam (3 of which scored a 4). Content Learning Teams now meet weekly to participate in a lesson Plan Study protocol to help all teachers better plan for daily instruction.
<b>Culture Shift:</b> 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.)	Our school works with over 60 partners that make contributions such as job emedded learning, culture, climate, and school decision making.

<b>Challenges</b> 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
<b>Turnaround Leadership:</b> 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?	Because of staffing reduction and schedule change, we can no longer have GLT (grade level teams) which were really effective; Lack of collaborative time in general due to schedule restraints; increased teaching load makes it challenging to distribute leadership to staff; finding coverage is difficult when teacher leaders participate in conferences etc. We lost 11 staff members due to budget cuts. Of those 11 staff members 8 were teachers. That is 20% of our teaching staff.
<b>Talent Development:</b> 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?	Budget cuts both reduced staff in a literal way but also the fear cause teachers to leave before they know what reductions would look like; Dichotomy between moving talented teaching staff into leadership roles but also giving them enough time for meaningful instructional impact. We lost 11 staff members due to budget cuts. Of those 11 staff members 8 were teachers. That is 20% of our teaching staff.
<b>Instructional Transformation:</b> 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?	Last year, time could not be built into the schedule for weekly content team planning AND grade level team planning. Therefore, content teachers could not share ideas related to planning and instruction. Funding cuts resulted in a 20% reduction in the teaching staff which limits each course to having only one teacher thus impacting collaboration around "common" planning.
<b>Culture Shift:</b> 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 challenges in engaging students, family, and the community?	The school has had an influx of ESOL families which has impacted communication and family involvement. Both English speaking and Spanish speaking family involvement is difficult because of the socio-economic factors pulling at availability. Also, the recent political tensions have made it difficult to build trust with our ESOL families to a maximum level.

**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
#3 - Instructional Transformation	1 - By June of 2018, the number of students passing all classes or all but 1 class will increase from 66% to 71% students as measured by EOY report cards	Number of students passing all classes or all but 1 class as measured by quarterly reports cards	Quarterly report cards and progress reports - Then, check in monthly at department meetings. This process will be repeated each quarter which will serve as a way of adding or removing students based on the data.	We believe we can increase pass rates by 5% by the EOY raising the total from 66% to 71%.
#3 - Instructional Transformation	2- During the 2017- 2018 school year, all of the students that are: on or above grade level in reading will show at least 0.75 years of growth; one year below grade level in reading will show at least 1 year growth; and two or more years below grade level in reading will show at least 1.5 years of growth from the first administration of i-Ready in September 2017 to the third administration in March 2018	EOY iReady assessment and reading intervention assessments	Reading Intervention Assessment data and MOYand EOY iReady Assessment data	Measurement is based on individual baseline data and provide accurate growth data for each student. Students reading at or above grade level for the student population who took the I-Ready ELA BOY assessment measures at 2.9%. Likewise, students who are one-two grade levels below measures at 12.6% and students more than two grade levels below measures at 84.5%.
#4 - Culture Shift	3 - By June of 2018, 70% of first time 9th grade students will be on track to matriculate to next grade level as measured by EOY report cards and assessment data. Thus Improving long-term graduation rate.	Number of students promoted from current to next grade level as measured by quarterly report cards	Quarterly report cards and progress reports - Then, check in monthly at department meetings. This process will be repeated each quarter which will serve as a way of adding or removing students based on the data.	By matriculating 70% of first time 9th graders, graduation rate will grow for that cohort of students thus increasing overall graduation rate.
	3			



	4			
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Intervention Plan: Complete the table below to identify how the school will address prioritized needs.

Intervention Goal Number (only)	Evidenced-Based Strategies: Identify the strategies that will be used to address the need.	Action Steps	Indicators of Success/ Benchmark	Timeframe	Person(s) Responsible	Stakeholder/ Partner supporting
1	Student-Staff Mentor: Instructional Leadership Team	1. Tier the students; 2. Identify most impactable; 3. Establish guidelines for mentorship; 4. Strategically match mentors and mentees; 5. Schedule meeting times; 6. Incentives (?)	Improve and maintain course passing rate with identified students at reporting intervals	October 2017 - June 2018 Meet students weekly; Data twice/ quarter; all year	ILT, mentors (whole staff)	teachers, identified students and their families, community members to the extent that they help with external incentives. No priority funding is requested for this strategy
1 and 3	PLC strategies: Gradel Level Teams (GLT)	1. Identify PLCs and focus (ex: department teams or possibly paid optional GLT); 2. Determine schedule; 3. Norms/ social contract; 4. Goals of PLC related to intervention goals; 5. Create data protocol; 6. Determine action steps; 7. Implement data protocol and action steps	Improve and maintain grade level matriculation rate at reporting intervals	September 2017- June 2018 Monthly or as aligned to PLC calendar; Data twice/ quarter; all year	whole staff	whole staff, students from each grade level *Funds are required for this strategy because the limited size of the reduced staff from last year require meetings to take place after school.
1 , 2 and 3	Provide and support professional development around rigorous lesson planning that addresses student learning gaps, both long- and short- term gaps: Professional Development (PD)	1. Select ILT team members and establish meeting schedule; 2. Establish PD opportunity dates (mandatory days, option after-school); 3. Learning experiences for PD team about lesson planning goals so that they may best deliver to the rest of the school; 4. Implement PD; 5. Survey reflection, adjust and repeat	Lesson plan monitoring (Master Teacher), student achievement data	September 2017- June 2018 PD team - weekly; PD sessions - monthly + mandatory PD days	PD team, ILT, BLT	PD Team, whole staff *Funds are required for this strategy

1, 2 and 3	Provide remediation opportunities for students at Ben Franklin school site: Benjamin Franklin Leadership Team (BLT)	1. Create remediation plan; 2. Flesh out purpose: remediation for students with learning gaps, or students who need recovery credits, or both? 3. Identify students in need of remediation; 4. Develop schedule (Apex, Bayhawk Academic Center, Summer school, Pull-out); 5. Staffing, budget and curriculum; 6. execute courses; 7. monitor, reflect & adjust	Matriculation data from each grade/ esp identified students; test scores (standardized and in courses) of identified students	Begin Fall 2017, fully execute by beginning of summer 2018; Weekly remediation/intervention after school	BLT, teachers interested in teaching remediation	students, parents, BLT *Funds are required for this strategy
1 and 3	CTT Educational Consultants - Behavior Intervention Specialist	1. Develop staff in lower level discipline interventions; 2. Create tracking system for interventions; 3. Create a list of lower level interventions.	Amount of class time lost by students.	Ongoing--September 2017--June 2018 School Year; Daily intervention with students and weekly monitoring for student in need of additional supports	Benjamin Franklin HS Leadership Team and Behavior Intervention Specialists	Students and Behavior Intervention Specialists <b>*Funds are required for this strategy and it is necessary to start the year with this strategy in place for when students return.</b>
1 and 3	Ben Franklin Center for Community School	1. Create a list of supports and points of contact for the supports; 2. Identify student's with service and in needs of service; 3. Refer additional students; 4. Alignment with other support services provided. This will help address the need identified in the Instructional Transformation Domain - "Schools also address factors that are traditionally non-school-based so that every student comes to the task of learning ready for the challenge." There is an obvious connection to the Culture Shift Domain. Being recognized as one of 5 schools nationally to win the Community School Award for Excellence speaks to the work the Ben Franklin	Specifics about data are yet to be determined based on confidentiality guidelines.	Ongoing-- September 2017--June 2018 School Year; daily interventions with students in need of mental health services; Attendance and Student Support team meetings alternate weekly for entire year.	Social Workers, Interns and Ben Center staff.	Ben Center, University of Maryland, Johns Hopkins <b>*Funds are required for this strategy and it is necessary to start the year with this strategy in place for when students return.</b>

1 and 3	Choice Program	1. Complete the referral documentation for students who need Choice services; 2. Meet with Choice personnel to explain expectations; 3. Align school goals with the mission of the Choice Program; 3. Decide on meeting times to discuss goals in relation to	Choice Student Matriculation and Pass/Fail Rate	Ongoing 2017--2018 School Year	Choice Staff, Leadership Team, and Teachers	Choice Program and UMBC No Priority funding is requested for this strategy
1 and 3	Parent and Community Communication	1. Interview parents and community members on forms of communication; 2. Create magnets with important dates; 3. Arrange for tables at Elem./Middle Schools with information about the school; 4. Implement a monthly newsletter or form of communicating with families based on the survey; 5. Create a mechanism for	Increased parent and community involvement. Correlations between parent and community involvement and academic improvement.	Ongoing- September 2017 June 2018 School Year; Conduct monthly café conversations with families at the school; Communicate information through social media periodically as events and deadlines occur throughout the year.	Parent and Community Liason	Parents and Community Partners No Priority funding is requested for this strategy



