



Priority School Comprehensive Needs Assessment and Intervention Plan 2017-2018

Booker T. Washington, Baltimore City Public Schools





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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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	Booker T. Washington Middle School for the Arts
School Address	1301 McCulloh Street, Baltimore, MD 21217
Grades Served	Grades 6-8
Principal's Name	Misha Scott
Principal's Email Address	mlscott@bcps.k12.md.us
School Phone Number	410-396-7734
Principal Supervisor's Name	Daryl Kennedy
Principal Supervisor's Email	DEKennedy@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
Misha Scott	Principal	1	mlscott@bcps.k12.md.us
Nakia Jones	Assistant Principal	2	nnjones@bcps.k12.md.us
Megan Kashdin	Lead teacher	4	mkashdin@bcps.k12.md.us

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	Our vision is to provide every scholar with rigorous instruction and authentic arts experiences in a restorative setting.
Mission	Our mission relies on a strong curriculum with an arts focused genre. Our students learn the importance of one of the following: Instrumental Music, Musical Theater, Visual Arts, Media Arts, Fashion & Cosmetology or Dance. Beginning in sixth grade, our students begin their journey developing their arts abilities and learning a discipline. Students use these skills to immerse themselves in the core academic classes which will propel them to a high school of their choice. We are building pathways to Baltimore Design School, Baltimore School for the Arts, or one of the other highly competitive high schools.

Goals	<p>Goal 1: During the 2017-2018 school year, all students that are reading:</p> <ul style="list-style-type: none"> -on grade level will show at least 0.75 years of growth - one year below or more will show at least 1.5 years of growth <p>from the first administration in September of iReady to the third administration in March 2018.</p> <p>Goal 2: By the end of the 2017-2018 School Year the attendance rate will increase from 82% to 86% as measured by Infinite Campus monthly reports.</p> <p>Goal 3: By the end of the 2017-2018 School Year the number of out of school suspensions will decrease by 25% from 67 in 2016-17 to 50 for 2017-18 as measured by Infinite Campus monthly reports.</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.		258	309	314	
Grade Level Enrollment: 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	83	96	96	
	Grade 7	82	103	109	
	Grade 8	93	110	109	
	Grade 9				
	Grade 10				
Grade 11					
Grade 12					
Gender: Identify the number of male and female students.	Male	146	173	160	
	Female	112	136	154	
Race/Ethnicity: Identify the number of students in each group.	Black/African American	100%	99%	99%	
	Hispanic/Latino	*	*	*	
	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)	*	0%	0%	
	Migrant	*	0%	0%	
	Free and Reduced Meal Programs (FARMs)	77.9%	98%	98%	
	Special Education	14%	31%	29%	
	Homeless	10%	5%		
Additional Data: Identify requested data for each category.	Student Mobility - Percentage of students that move from one school community to another.		TBD	53%	44%
	Student Attendance - Percentage of students in school for at least half of the average school day during the school year.		TBD	86%	89%
	Chronic Absenteeism: Percentage of students absent more than 20 days.		TBD	35%	38%
	Student Promotion - Percentage of students promoted to grade six.				
	Student Promotion - Percentage of students promoted to grade nine.		TBD	*	*
	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 = 10.29
		Risk Ratio for Students with Disabilities = 1.57
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.	Read 180/ System 44	
	Do the Math Now	
	American Reading Company IRLA	
	American Reading Company Research Labs	
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.	There were no opportunities for academic acceleration.	
	All students participated in Arts programming on a daily basis. Arts offering for the 2016-17 school year included Instrumental Music, Choral Music, Visual Arts, and Dance.	
	Approximately one-third of the school population participates in the Baltimore Symphony Orchestra' OrchKids program, which provides enrichment through in school and after school choral and instrumental music	
	Thurgood Marshall Law & Leadership Institute	
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.	Restorative Practices	
	PBIS (including incentives in partnership with the Ed Reed foundation)	
	Concentric Mentoring Groups for males and females Character Coaches at each grade level	

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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			
	Grade 4			
	Grade 5			
	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%
PARCC Mathematics Identify the percentage of students that have met or exceeded expectations	Grade 3			
	Grade 4			
	Grade 5			
	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	PARCC English 10			
	Bridge Plan for Academic Validation ELA - Identify the percent of students who fulfilled testing requirements using Bridge.			

Identify the percentage of students that have met or exceeded expectations.	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 6.	NA	NA	NA
	Percentage of students that did not pass two or more courses in grade 7.	NA	NA	NA
	Percentage of students that did not pass two or more courses in grade 8.	NA	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
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			
	Grade 4			
	Grade 5			
	Grade 6	9.5	9.5	81
	Grade 7	12.3	5.3	82.5
	Grade 8	1.6	4.8	93.5
	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			
	Grade 4			
	Grade 5			
	Grade 6	6.8	26	67.1
	Grade 7	3.4	10.3	86.2
	Grade 8	0	8.5	91.5
	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	0.2		
Number of Assistant Principals	1		
Teachers			
School Year	2016-17	2015-16	2014-15
Percentage of first year teachers	28.00%	NA	NA
Percentage of teachers with 1- 3 years teaching experience	36.00%	NA	NA
Percentage of teachers with 4-5 years teaching experience	4.00%	NA	NA
Percentage of teachers with 6-10 years teaching experience	16.00%	12.00%	NA
Percentage of teachers with 11-15 years teaching experience	8.00%	12.00%	NA
Percentage of teachers with 16+ years teaching experience	8.00%	4.00%	NA
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%	80.00%	NA
Percentage of teachers with Resident Teacher Certification	8.00%	8.70%	13.60%
Percentage of teachers with Conditional Certificates	28.00%	8.70%	9.10%
Percentage of teachers with Standard Professional Certificates	36.00%	21.70%	36.40%
Percentage of teachers with Advanced Professional Certificates	28.00%	21.70%	18.20%
Percentage of teachers that have National Board Certification	NA	NA	NA
Percentage of teachers teaching classes outside of their certification area	3.60%	NA	NA
Percentage of teachers rated highly effective	NA	0.00%	20.80%
Percentage of teachers rated effective	NA	87.00%	75.00%
Percentage of teachers rated ineffective	NA	13.00%	4.20%
Teacher Attendance (Average Daily Rate-Percent)	89.20%	92.70%	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.

2 Social Workers (1 school-wide, 1 PRIDE program)

2 School psychologists (1 school-wide, 1 PRIDE program)

Community School Coordinator

School 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.)	Booker T. Washington has an Instructional Leadership Team made up of administrators, support staff, and teachers from each content team. We use the shared decision-making model to foster and shape the direction of the school. The Instructional Leadership Team regularly analyzes academic and climate data as well as data on instructional practices.
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.)	During the hiring process grade level team members as well as content are represented in the decision making process. To develop and sustain talent in our school we have created a strategic schedule that allows for increased professional learning time. The weekly professional learning is increased from 70 minutes to 84. Additionally, the schedule is adjusted to build in common content planning time (an increase from 0 to 3 hours monthly). The focus for professional learning is based on walk-through data. The Professional Learning Communities are driven by formative data by content areas. All teachers receive support through the Instructional Leadership Team. Early Career Teachers (defined as 3 or less years as an educator with the Maryland State Department of Education) receive individualized mentoring.
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.)	We've created a strategic schedule that allows for increased professional learning time. The weekly professional learning is increased from 70 minutes to 84. Additionally, the schedule is adjusted to build in common content planning time (an increase from 0 to 3 hours monthly). The focus for professional learning is based on walk-through data. The Professional Learning Communities are driven by formative data by content areas.

<p>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.</p>	<p>What have been the most effective practices for engaging students, family and the community? (establishing Family School Council, Family Liaison, Community School, etc.)</p>	<p>We are a community school that partners with University of Maryland/ Promise Heights. We have a School Family Council that meets monthly. We are a full Restorative Practices school which focuses on authentic relationships, student relationships, community building with the end result of creating a connection between the school community. We are a PBIS gold school which is awarded to schools that are demonstrating sustainability for the systems, practices, and data utilization for school-wide PBIS and can demonstrate that their implementation has had positive effects on both their discipline and achievement data for at least two years. We have a number of outside partners that provide services to members of our school community focusing around our five focus areas: current data, assessments, strategic thinking, learning targets/objectives and documenting student evidence of learning.</p>
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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?	There is a high turnover in school leaders as well as teaching staff. Since 2014 our school has had 4 school leaders. For the 2017-18 school year 59% of teachers are in their first or second year with the school.
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?	Teacher development has been a challenge in previous years due to historically high teacher turnover. For the 2017-18 school year 59% of teachers are in their first or second year with the school. Additionally 47% of teachers are Early Career (defined as 3 or less years as an educator with the Maryland State Department of Education). As a result there's significant need to build teacher capacity.
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?	More than 90% of our students are two or more grade level below in reading or math. Teachers struggle to provide standards-based grade level instruction while differentiating to meet students' ranging skill and readiness levels.
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 challenges in engaging students, family, and the community?	Despite consistent school efforts our parent involvement remains low. For example our 2017 Back to School Night had 23 parents in attendance, which represents less than 10% of our student population. Despite on-going home visits and utilization of action plans our average monthly attendance rate is far below the last year we worked with partners to do home visits home visits and develop action plans around support for attendance for our school however falls short of district goals. Our most recent attendance data for the 2016-17 school year is 82%, which is short of the 94% district goal.

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 and Talent Development	<p>Goal 1: During the 2017-2018 school year, all students that are reading: -on grade level will show at least 0.75 years of growth - one year below or more will show at least 1.5 years of growth from the first administration in September of iReady to the third administration in March 2018.</p>	The goal will be measured annually using the growth of all students via the iReady end of year assessment.	<p>Quarter 1: Baseline data is collected. Quarter 2: Middle of the Year iReady data is collected to determine student growth; an average of increase of .5 years of growth is expected. Quarter 3: End of Year iReady data is collected. The target of 1.0 average years of growth should be met or exceeded.</p> <p>Formative and summative data will be collected throughout the year to support progress towards meeting the goal.</p>	iReady diagnostic data from the 2016-17 school year indicated that 6% of students are reading on grade level, 6% of students are reading 1 year below grade level, and 88% of students are reading 2 or more years below grade level. In the 2016-2017 school year 68% of teachers were early career teachers and 32% were first year teachers. For the 2017-18 School Year 47% of teachers are Early Career Teachers. In the 2016-17 school year 62% of teachers were rated Effective or Highly Effective.
Cultural Shift	Goal 2: By the end of the 17-18 School Year the attendance rate will increase from 82% to 86% as measured by Infinite Campus monthly reports.	The goal will be measured annually using the schoolwide attendance rate in Infinite Campus monthly reports.	1% increase in attendance rates at the end of each quarter as measured by Infinite Campus.	The attendance rate based on Infinite Campus reporting was 82% for 2015-16 and 2016-17 years. The district goal for attendance is 94%. The chronic absenteeism rate for the 2016-17 school year was 35%.
Cultural Shift	Goal 3: By the end of the 17-18 School Year the number of out of school suspensions will decrease by 25% from 67 in 2016-17 to 50 for 2017-18 as measured by Infinite Campus monthly reports.	The goal will be measured annually using the schoolwide suspension rate in Infinite Campus monthly reports.	6% decrease in suspensions at the end of each quarter when compared to last year's end of school year data.	The Risk Ratio for Black/African American Students (100% of school population) in 2016-17 was 10.29.

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
SMART Goal 1	Coaching for all teachers who facilitate instruction in literacy.	Develop master schedule to include: Student literacy blocks Student literacy intervention time Teacher collaborative planning time (grade level) Teacher content planning time	Master schedule with evidence of protected time for identified areas	August 30, 2017	School Instructional Leadership Team	
		Development of literacy coaching structure that includes: Content/ curriculum planning and practice Classroom observation and debrief with coach Student data analysis	Agendas and minutes from content/ curriculum planning Notes from observations and debriefs with coach Evidence of student data analysis	September - June, 2018	Principal Assistant Principal Lead Teacher	Literacy Lead Academic Content Liaison
	Establish Professional Learning Communities (PLC's) to utilize data to inform instruction and improve teacher practice	Adjust schedule to include monthly opportunities for PLC's in content teams	Master schedule with evidence of protected time for content team PLC's	August 30, 2017	Principal	School Instructional Leadership Team
		Implementation of Professional Learning Communities utilizing 5-step cycle	Agendas, minutes, sample data from PLC's	ongoing	Lead Teacher Content Leads	All teachers
	Implement cycle of coaching and feedback for all teachers aligned to professional learning and City Schools Instructional Framework Teach Key Actions	Development of long range professional learning calendar that aligns to the City Schools Instructional Framework	Professional Learning Calendar	October 2, 2017	Principal Assistant Principal Lead Teacher	
		Development of building-wide monitoring tools	Monitoring Tools created to monitor implementation of professional learning	Developed monthly September – June, 2018	Principal	School Instructional Leadership Team
		Develop substitute coverage plan for Teacher Content Leads to provide peer coaching as well as to develop Teacher Content Leads through coaching and professional learning sessions	Substitute coverage plan that includes anticipated days and funds for substitutes	October 2, 2017	Principal	School Instructional Leadership Team
	Implementation of data cycle with fidelity	Instructional Leadership Team analysis of teacher data (informal observations, lesson plans) and student work	Agenda and meeting minutes to provide evidence of review of teacher and student data	On-going during bi-weekly Instructional Leadership Team Meetings September - June, 2017	Instructional Leadership Team	
		Development of building-wide monitoring tools	Monitoring Tools created to monitor implementation of professional learning, data	Developed monthly September – June, 2018	Principal	Content Leads, Academic Content Liaisons, Lead Teacher Instructional, Leadership Team
		Monthly analysis of literacy standards-aligned formative assessment	SANE documentation from professional learning sessions planning	On-going during professional learning September - June, 2017	Instructional Leadership Team	Teachers

SMART Goal 2	Multi-tiered system of support to improve attendance in alignment with the school's culture and climate support model – Restorative Practices/ PBIS Blended Model	Daily Restorative Practices Community Building Circles	School schedule builds in time for Community Building circles Informal observation notes indicate consistency with community building circles	September - June, 2018	School Instructional Leadership Team	Teachers
		Develop a building attendance plan	Attendance plan include processes for engaging families, recognizing good or improved attendance, monitor attendance data, outreach, and response to barriers.	October 2, 2017	Attendance Lead, Assistant Principal, Grade Level Leads	Climate and culture vendors Promise Heights/ Community School Coordinator
		Develop attendance team meeting schedule that will allow for monthly review of data	Monthly team agendas and meeting minutes	October 2, 2017 for meeting schedule Ongoing agendas and meeting minutes September - June, 2018	Attendance Lead, Grade Level Leads	School Instructional Leadership Team
		Monitor attendance data monthly to identify trends and students that fall into different tiers of support.	Categorization of students into different tiers of support based on attendance data	Monthly September - June, 2018	Attendance Lead	Instructional Leadership Team
		Utilization of SST process to identify supports for individual students	SST sample agenda, signatures, and notes	Ongoing September - June	Grade Level Leads	Principal
		Home visits to identify barriers which may influence school attendance	Documentation of home visits including sample home visit notes	September - June, 2018	Attendance Lead, Assistant Principal, Grade Level Lead	Instructional Leadership Team, Promise Heights
		School Family Council engages parents and partner through climate data analysis	SANE documentation from School Family Council Meetings	Quarterly September - June, 2018	Grade Level Leads	School Family Council, Promise Heights
		In alignment with Restorative Practices and PBIS, implement strategies to improve attendance. For example these include monthly PBIS events and student incentives based on monthly attendance goal.	Documentation from PBIS events, lists of students who participate in events and incentives.	September - June, 2018	Attendance Lead	Instructional Leadership Team
SMART Goal 3	Multi-tiered system of support to reduce suspensions in alignment with the school's culture and climate support model – Restorative Practices/ PBIS Blended Model	Daily Restorative Practices Community Building Circles	School schedule builds in time for Community Building circles Informal observation notes indicate consistency with community building circles	September - June, 2018	School Instructional Leadership Team	Teachers
		Teachers receive training and develop behavior plans	All teachers have an approved behavior plan	Completed by October 20, 2017	Grade Level Leads	Principal
		Development of preventive strategies in Bi-monthly collaborative planning	SANE documentation from Collaborative Planning meetings	Bi-monthly October – June, 2018	Grade Level Leads	Teachers
		Instructional Leadership Team analysis of climate data	SANE documentation from ILT Meetings	Bi-monthly October – June, 2018	Instructional Leadership Team	
		Utilization of SST process to identify supports for individual students	SST sample agenda, signatures, and notes	Ongoing September - June	Grade Level Leads	Principal
		Home visits to identify barriers which may influence school attendance	Documentation of home visits including sample home visit notes	September - June, 2018	Attendance Lead, Assistant Principal, Grade Level Lead	Instructional Leadership Team, Promise Heights

		School Family Council engages parents and partner through climate data analysis	SANE documentation from School Family Council Meetings	Quarterly September - June, 2018	Grade Level Leads	School Family Council, Promise Heights
		In alignment with Restorative Practices and PBIS, implement strategies to improve attendance. For example these include monthly PBIS events and student incentives based on monthly attendance goal.	Documentation from PBIS events, lists of students who participate in events and incentives.	September - June, 2018	Attendance Lead	Instructional Leadership Team