



Priority School Comprehensive Needs Assessment and Intervention Plan 2017-2018

**Brehms Lane Elementary School (0231),
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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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	Brehms Lane Public Charter School
School Address	3536 Brehms Lane, Baltimore, MD 21213-1853
Grades Served	PreK-5
Principal's Name	Diya Hafiz
Principal's Email Address	dhafiz@brehmslanepcs.org
School Phone Number	410-396-9150
Principal Supervisor's Name	Will McKenna
Principal Supervisor's Email	wmckenna@afyabaltimore.org

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
Brenna Williams	Parent Liaison	16 years	bwilliams@afyabaltimore.org
Jaclyn Giddens	Director of Teaching and Learning	1 year	jgiggens@brehmslanepcs.org
Jeremy Slack	Director of Culture and Climate	0	jslack@brehmslanepcs.org
Stephanie Palmer	Attendance Support Recorder	0	spalmer@brehmslanepcs.org
Diya Hafiz	Principal	1 year	dhafiz@brehmslanepcs.org
Will McKenna	Charter Operator	1 year	wmckenna@afyabaltimore.org

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	At Brehms Lane Public Charter School (BLPCS), we believe that students need regular opportunities to think critically, be physically active, and interact constructively with peers.
Mission	The mission of our school is to motivate young people to live healthy lives, by teaching the whole child: intellectually, physically and emotionally.
Goals	Our goals are to make sure that teachers are working in PLCs to analyze data, and using that data to create prescriptions for every child. As a result we want every child reading on grade level. We also will be closely monitoring student attendance, and strategically planning with our Social Worker and our Attendance Support Recorder to make sure that we have 94% student

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.		680	696	700	
Grade Level Enrollment: Identify the number of students enrolled in each grade level.	Pre-Kindergarten	67	69	66	
	Kindergarten	94	110	109	
	Grade 1	106	117	111	
	Grade 2	111	100	110	
	Grade 3	102	106	101	
	Grade 4	105	95	111	
	Grade 5	95	99	92	
	Grade 6				
	Grade 7				
	Grade 8				
	Grade 9				
	Grade 10				
	Grade 11				
	Grade 12				
Gender: Identify the number of male and female students.	Male	351	367	376	
	Female	329	329	324	
Race/Ethnicity: Identify the number of students in each group.	Black/African American	652	666	670	
	Hispanic/Latino	20	24	26	
	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)	71.2%	81.1%	>=95%	
	Special Education	14.7%	17.3%	14.7%	
	Homeless	4.0%	5.2%		
Additional Data: Identify requested data for each category.	Student Mobility - Percentage of students that move from one school community to another.		TBD	40.2%	40.3%
	Student Attendance - Percentage of students in school for at least half of the average school day during the school year.		TBD	91.9%	91.1%
	Chronic Absenteeism: Percentage of students absent more than 20 days.		TBD	28.2%	28.2%
	Student Promotion - Percentage of students promoted to grade six.		TBD	NA	NA
	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 = 1.08 Risk Ratio for Hispanic/Latino Students = 1.2 Risk Ratio for Students with Disabilities = 1.77
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.	Brehms Lane currently runs an after school program with oversight by Afya Baltimore, Inc. and with funding through a 21st Century grant. We doubled the enrollment in this program to 150 students and continued to follow the afterschool model touted by the Family League, which included time for academic intervention, arts and fitness enrichment, and supper. Enrollment in in this program focused on Tier II and III students.	
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.	Lego Club, STEAM Club, Basketball, Junior Coaches	
Student Engagement List programs that focus on fostering supportive culture and climate within the school for the 2016-17 school year. Example programs include:	Partnership with Ramapo, Paths to Pax, Responsive Classroom (including morning meetings)	

include Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.

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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	TBD	4= <= 5.0% 5= <= 5.0%	4= 13.3% 5= <=5.0%
	Grade 4	TBD	4= 18.5% 5= <= 5.0%	4= 5.5% 5= <=5.0%
	Grade 5	TBD	4= <= 5.0% 5= <= 5.0%	4= <= 5.0% 5= <= 5.0%
	Grade 6			
	Grade 7			
	Grade 8			
PARCC Mathematics Identify the percentage of students that have met or exceeded expectations	Grade 3	TBD	4= <= 5.0% 5= <= 5.0%	4= 16.5% <= 5.0%
	Grade 4	TBD	4= 19.6% 5= <= 5.0%	4= 11.6% 5= <= 5.0%
	Grade 5	TBD	4= 9.5% 5= <= 5.0%	4= <= 5.0% 5= <= 5.0%
	Grade 6			
	Grade 7			
	Grade 8			
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	NA	NA	
	Kindergarten	17%	83%	
	Grade 1	15%	42%	65%
	Grade 2	17%	22%	65%
	Grade 3	24%	15%	61%
	Grade 4	17%	19%	64%
	Grade 5	31%	30%	39%
	Grade 6			
	Grade 7			
	Grade 8			
	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	65%	20%	15%
	Kindergarten	31%	19%	50%
	Grade 1	NA	NA	NA
	Grade 2	NA	NA	NA
	Grade 3	11%	45%	44%
	Grade 4	11%	34%	55%
	Grade 5	5%	29%	66%
	Grade 6			
	Grade 7			
	Grade 8			
	Grade 9			
	Grade 10			
	Grade 11			
	Grade 12			

Staff Profile Data			
Principal			
Number of years of experience as a principal	1		
Number of years at current school as an administrator	1		
Number of Assistant Principals	2		
Teachers			
School Year	2016-17	2015-16	2014-15
Percentage of first year teachers	10.80%	NA	NA
Percentage of teachers with 1- 3 years teaching experience	21.60%	NA	NA
Percentage of teachers with 4-5 years teaching experience	16.20%	NA	NA
Percentage of teachers with 6-10 years teaching experience	24.30%	27.03%	NA
Percentage of teachers with 11-15 years teaching experience	8.10%	16.22%	NA
Percentage of teachers with 16+ years teaching experience	18.90%	18.92%	NA
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%	91.89%	NA
Percentage of teachers with Resident Teacher Certification	5.40%	7.10%	14.80%
Percentage of teachers with Conditional Certificates	8.10%	0.00%	0.00%
Percentage of teachers with Standard Professional Certificates	43.20%	25.00%	22.20%
Percentage of teachers with Advanced Professional Certificates	43.20%	35.70%	51.90%
Percentage of teachers that have National Board Certification	NA	NA	NA
Percentage of teachers teaching classes outside of their certification area	5.70%	NA	NA
Percentage of teachers rated highly effective	11.00%	0.00%	0.00%
Percentage of teachers rated effective	72.00%	87.90%	85.00%
Percentage of teachers rated ineffective	3.00%	12.10%	15.00%
Teacher Attendance (Average Daily Rate-Percent)	93.30%	92.20%	NA
Para-Professionals			
School Year	2016-17	2015-16	2014-15
Number of para-professionals	7	9	9
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 nurse

1 psychologist

1.5 speech therapist

2 Psychiatric Rehabilitation Programs - Time Organization & Hope Health

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.)	At Brehms Lane Public Charter School (BLPCS), our most effective leadership strategies have been creating and training grade level team leads and developing an Instructional Leadership Team. Both of these leadership groups helped to implement our literacy academic priority. As a result, when our students took the technology-based reading assessment that combines performance on brief indicators of foundational skills with performance on a running records measure
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.)	At BLPCS we partner with local universities and teacher programs to develop a recruitment plan; individual math coaching for teachers through Do The Math; school wide and individual coaching with Scholastic; Monthly meetings and individual mentors for new teachers; monthly recognition and appreciation of staff. As a result, on our school climate survey, 100% of our staff felt that the school administration provides teachers actionable feedback on their instructional practices
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.)	At BLPCS teachers submit their lesson plans weekly to administration; teachers meet weekly to collaborate and plan with their grade level or content area team; in-house weekly professional developments on Thursdays; implementation of school-wide data cycle and goal setting; implemented individual math and reading coaching for teachers through Do the Math and Scholastic; use of i-Ready diagnostic and instruction reading and mathematics adaptive assessment to progress monitoring and personalize learning and intervention; use of technology for teaching and learning.
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 practices that we implemented for engaging students and the community, as well as making the school safer and more inviting for all stake holders, was hiring 2 behavior specialists and assigning one of the assistant principals as the Director of Culture and Climate. This helped to reduce our out of school suspension rate from 96 to 64 in one year. We were also able to host more parent and community activities. As a result, our School Climate Survey reflects that 79.1% of the parents feel like their child belongs at this school compared to 69.4% the year before. In addition, students liking their teacher on the School Climate Survey grew from 88.5 % to 94.4%.

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?	As a first year principal, the biggest challenge has been changing the mind-sets of the staff, and that staff lacked the skills to serve in productive leadership roles. Data shows that over 70% of the teachers who taught at Brehms Lane Public Charter School in 2016-2017 had been here for over 5 years.
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?	Traditionally there was a lack of support to staff from administration. This caused staff to have low expectations for themselves, their peers and their students. The data shows the percentage of teachers with provisional certificates increased from 0% to 8.10%; and 5.7% of teachers were teaching outside of their certification area in 2016-2017.
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?	Teacher vacancies were a challenge in 2016-2017: A 3rd grade teacher resigned three days before school started which caused that class to be taught by a para-professional from the primary grades until December. Then a teacher from an alternative teaching program who was surplus from another school was hired to teach the class. A 5th grade teacher left on undocumented sick leave after winter break. Another challenge is teachers from alternative certification programs not readily prepared for classroom management issues and student trauma as evidenced in many urban schools.
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?	The challenges of engaging students, families and the community have been negative over the last few years due to lack of communication, inconsistency with addressing concerns, low student achievement, expectations and engagement. Our student attendance has also declined to 91% with 16% of students missing at least one day a week; 40% of students missing at least one day every other week; and only 60% of students in attendance 90% or more of the year.

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
Turn Around Leadership	By the end of 2017-2018, 80% of teachers will deliver effective or highly effective MCCRS-aligned literacy and math instruction that is aligned to MCCRS as measured by a walkthrough observation tool.	Observation tools will be created to measure progress by the Annual Metrics, the Progress Metrics and the Action Steps of the Strategic Plan.	The leadership goals will be measured monthly at Team Lead meetings, quarterly at ABI Board meetings and Annually at the ABI Retreat.	To engage staff in student achievement growth and performance at the school by increasing the magnitude of teacher leadership. More teacher input encourages stronger commitment to instruction.
Instructional Transformation	By May 2018 50% of all students in grades 3-5 will score <i>Proficient</i> or <i>Above Proficient</i> in reading as measured by the <i>End of Year</i> Text Reading Comprehension (TRC) assessment.	<ul style="list-style-type: none"> * Technology based assessment tools and interventions * Collaborative planning and ongoing support from grade level leads * Consistent observation and actionable feedback from leadership team 	<ul style="list-style-type: none"> * Sept. 2017 - Administer TRC diagnostic assessment (Beginning of Year) * Jan. 2017 - Administer TRC with evidence of growth at least 2 levels (Middle of Year) * May 2018 - Administer TRC with evidence of growth at least 2 more levels (End of Year) 	The lack of students making expected growth using the TRC data and Intervention Block. Data from TRC shows that in 3rd grade at the <i>End of the Year</i> assessment 76% of students were reading Far Below or Below grade level; 51% of students in 4th grade were reading Far Below or Below grade level; and 69% of 5th graders were reading Far Below or Below grade level.
Culture Shift	By the end of the 2017-2018 school year we will increase our student attendance rate to 94% (from 91%) as measured by daily student attendance in Infinite Campus.	<ul style="list-style-type: none"> * Average Daily Attendance reports Infinite Campus attendance reports Teacher data and contact logs 	<ul style="list-style-type: none"> * Daily Attendance Report Quarterly Attendance Reports (November, January, March, June) * Monthly Contact logs from home visits 	Overall student attendance went down compared to last year 16% of students missed at least one day a week; 40% of students missed at least one day every other week; Only 60% of students were in school attendance 90% or more.

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
Goal 1 Turn Around Leadership	<ul style="list-style-type: none">* Reconstruct the Instructional Leadership Team.* Develop teacher leaders through the grade level team lead structure.	<ul style="list-style-type: none">* July 2017 - Summer PD at Towson University for Grade Level Leads, intervention teachers and Admin.* Monthly Meetings with Admin, Lead teachers and ABI leadership<ul style="list-style-type: none">* Instructional Rounds in November (Leads observe Leads), December (grade level teams observe their leads) and January (Grade level leads observe their grade level teams)	<ul style="list-style-type: none">*Weekly Collaborative planning with on-going support from grade level leads.*Rigorous instruction being observed informally (Weekly) and formally (by semesters) during the Instructional Rounds and "Pineapple Chart"	Starting on September 18, 2017 and ending on June 18, 2018, lead teachers will meet monthly (Every 3rd Monday of the Month)	Principal, Director of Teaching and Learning	ABI Staff
GOAL 2 Instructional Transformation	<ul style="list-style-type: none">* Implementation of new literacy curriculum* Restructure reading interventions to support more students<ul style="list-style-type: none">* Scoring Proficient or Above Proficient on the Text Reading Comprehension (TRC) assessment.	<ul style="list-style-type: none">* Implement new literacy curriculum, Reach for Reading (RFR)• Conduct summer institute professional development from RFR• Implement collaborative planning and ongoing support from grade level leads• Monthly technology-based interventions<ul style="list-style-type: none">* Consistent formal & informal observations with actionable feedback.• Phonics pull-out intervention provided by Intervention teachers and SPED teachers• Identify intervention group students. Have intervention teachers push into grades two and three during intervention block for guided reading• Expand Literacy Lab to include Kindergarten students and implement home connection strategies.• Train and support para-professionals to provide small group and one-on-one support to Pre-Kindergarten and Kindergarten students in letter/sound ID and phonemic awareness• Continue TutorMate program in grade one• Use special educators to push into grade one intervention block for guided reading• intervention teachers will provide enrichment in grades 4 & 5 through book clubs (twice weekly); and continue to provide additional intervention time after school to targeted students.<ul style="list-style-type: none">* Evaluate progress and make adjustments as needed.	<ul style="list-style-type: none">* Monthly teacher trainings and check-ins on the new curriculum to effectively build their skills* Monthly coaching for teachers* Weekly collaboration with teammates to examine students' progress and assignments* Monthly technology based assessment tools and interventions* On-going sessions on collecting and analyzing data* Consistent observation and actionable feedback from leadership team with in 3 days	Students completing individual diagnostics (3x per year)For PD: August and then on Thursdays throughout the school year; weekly team meetings.	Director of Teaching and Learning, ILT, Grade Level Team Leads, Teachers	ABI Staff
GOAL 3 Culture Shift	<ul style="list-style-type: none">* Focus on student attendance (the need is to increase student attendance and decrease chronic absenteeism)* The strategy is to increase resources dedicated to this effort, focus on chronically absent students during August and Q1 , then implement coordination between attendance specialist, social worker, and teacher teams.	<ul style="list-style-type: none">• Hold events during the summer to engage with families and students• Create an attendance monitor position<ul style="list-style-type: none">* Quarterly Student Attendance Assemblies (November, January, March and June)*Special recognition of families with improved student attendance• Hold meetings with parents to encourage volunteering, provide opportunities, and conduct trainings.• Monthly collaborative team meetings to look at attendance data; contacting families of chronically absent students every day they are absent; develop an attendance specialist position; collaboration between teachers, social worker and attendance specialist .	<ul style="list-style-type: none">* Improved attendance at family meetings* Positive feedback on evaluation and survey forms* Improved communication between teachers and parents (i.e. Class dojo, grade level newsletters, etc.)* Parent Contact Logs and Google Docs will show parent/teacher communication has improved* Notes and SANE (Sign-ins, Agendas, Notes and Evaluations from meetings	On-Going Quarterly reach out to families for last year's Chronically Absent Students and each time they are absent; Monthly home visits and letters to Truancy Rate (# students missing 10% or more of school days);	Principal, Director of Culture and Climate, Attendance Specialist, Parent Liaison; Social Worker	ABI Staff