



Priority School Comprehensive Needs Assessment and Intervention Plan 2017-2018

**Eutaw-Marshburn Elementary (0011),
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	Eutaw-Mashburn Elementary
School Address	1624 Eutaw Place, Baltimore, MD 21217
Grades Served	PreK-5
Principal's Name	Tiffany Cole
Principal's Email Address	tcole01@bcps.k12.md.us
School Phone Number	410-396-0779
Principal Supervisor's Name	Mark King
Principal Supervisor's Email	Meking@bcps.k12.md.us

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

Name of Team Member	Position	Years at this School	Email
Erika Robinson	Lead Teacher	7	erobinson@bcps.k12.md.us
Amani Warren	Community School Coordinator	2	acoker.warren@gmail.com
Jennifer Lyons	Special Educator	1	jlyons@bcps.k12.md.us
Fareeha Waheed	Special Educator	2	fwaheed@bcps.k12.md.us
Tanya Boye	Science Lead	2	trboye@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	The vision is the realization of a nurturing, educationally stimulating and socially enriched atmosphere wherein students can maximize their human potential for greatness.
Mission	The mission is to enhance the lives of students by facilitating academic excellence, fostering social competence, and cultivating cultural awareness to increase their opportunities for success and prosperity in life.
Goals	80% of students will meet their Tiered Growth Goal 1. 70% of students reading on or above grade level will make one years growth as measured by the end of the year TRC Assessment 2. 40% of students reading below or far below grade level will make one year plus of growth as

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.		300	333	316	
Grade Level Enrollment: Identify the number of students enrolled in each grade level.	Pre-Kindergarten	44	40	23	
	Kindergarten	52	53	53	
	Grade 1	42	50	52	
	Grade 2	47	56	43	
	Grade 3	46	45	48	
	Grade 4	40	41	56	
	Grade 5	29	48	41	
	Grade 6				
	Grade 7				
	Grade 8				
	Grade 9				
	Grade 10				
	Grade 11				
	Grade 12				
Gender: Identify the number of male and female students.	Male	152	170	163	
	Female	148	163	153	
Race/Ethnicity: Identify the number of students in each group.	Black/African American	286	318	300	
	Hispanic/Latino	*	10	13	
	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)	76.0%	91.3%	>=95%	
	Special Education	13%	11.8%	11.4%	
	Homeless	8%	9.35%	9%	
Additional Data: Identify requested data for each category.	Student Mobility - Percentage of students that move from one school community to another.		TBD	49.8%	38.7%
	Student Attendance - Percentage of students in school for at least half of the average school day during the school year.		TBD	90.7%	91.5%
	Chronic Absenteeism: Percentage of students absent more than 20 days.		TBD	28.4%	35.0%
	Student Promotion - Percentage of students promoted to grade six.		TBD	100%	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: Degree of disproportionality with a school between a student group and all other students.	Risk Ratio for Black/African American Students = 0.92
		Risk Ratio for Students with Disabilities = 6.87
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.	Risk Ratio for Black/African American Students = 0.92	
	So What Else After School Program (grades 4 and 5)	
	Child First After School Program	
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.	Students who demonstrate proficiency in math and language arts will take courses with teachers in the next grade level based on Joseph Renzulli's model	
	NA	
Student Engagement List programs that focus on fostering supportive culture and climate within the school for the 2016-17 school year. Example programs include Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.	PBIS	
	Restorative Practice	
	Positive School Center Conference and Site Based PD/Coaching	
	Check-in/Check out	



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= 17.4% 5= <=5.0%
	Grade 4	TBD	4= <= 5.1% 5= <= 5.0%	4= 5.7%% 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= <= 16.7% 5= <= 5.0%	4= 8.5% 5= <=5.0%
	Grade 4	TBD	4= 30.8% 5= <= 5.0%	4= 5.7% 5= <=5.0%
	Grade 5	TBD	4= <= 5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%
	Grade 6			
	Grade 7			
	Grade 8			
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 9.			
	Percentage of students that did not pass two or more courses in grade 10.			
	Percentage of students that did not pass two or more courses in grade 11.			
English Language Proficiency Assessment Identify the percentage of students that have met bridging or reaching.				

Benchmark (end of year)		Above or On Grade Level	One-Two Grade Levels Below	More than Two Grade Levels Below
Student Achievement English Language Arts Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten			
	Kindergarten			
	Grade 1			
	Grade 2			
	Grade 3	40	15	45
	Grade 4	2.9	48.6	48.6
	Grade 5	10	30	60
	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			
	Kindergarten			
	Grade 1	7.7	82.1	10.3
	Grade 2	2.4	73.8	23.8
	Grade 3	22.5	55	22.5
	Grade 4	20	48.6	31.4
	Grade 5	26.7	23.3	50
	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	3		
Number of years at current school as an administrator	2		
Number of Assistant Principals	0		
Teachers			
School Year	2016-17	2015-16	2014-15
Percentage of first year teachers	21.00%	NA	NA
Percentage of teachers with 1- 3 years teaching experience	26.30%	NA	NA
Percentage of teachers with 4-5 years teaching experience	0.00%	NA	NA
Percentage of teachers with 6-10 years teaching experience	10.50%	52.94%	NA
Percentage of teachers with 11-15 years teaching experience	31.60%	5.88%	NA
Percentage of teachers with 16+ years teaching experience	10.50%	5.88%	NA
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%	94.12%	NA
Percentage of teachers with Resident Teacher Certification	10.50%	6.70%	0.00%
Percentage of teachers with Conditional Certificates	5.30%	0.00%	0.00%
Percentage of teachers with Standard Professional Certificates	21.10%	40.00%	46.20%
Percentage of teachers with Advanced Professional Certificates	63.20%	40.00%	38.50%
Percentage of teachers that have National Board Certification	NA	NA	NA
Percentage of teachers teaching classes outside of their certification area	7.40%	NA	NA
Percentage of teachers rated highly effective	NA	23.50%	5.00%
Percentage of teachers rated effective	NA	70.60%	90.00%
Percentage of teachers rated ineffective	NA	5.90%	5.00%
Teacher Attendance (Average Daily Rate-Percent)	93.30%	93.90%	NA
Para-Professionals			
School Year	2016-17	2015-16	2014-15
Number of para-professionals	3	3	3
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.	0.7 Social Worker , 2.0 Social Workers (through partnerships)
	0.2 Psychologist
	Judy Center Staff (1 director, 1 parent liaison, 1 LCSW)
	1 school health aide, 1 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.)	<p>The school has created a strong Instructional Leadership Team, representative of each school department. Team focuses on analyzing school data, strategic planning, modeling instruction for peers. The school leader coordinates resources with school needs when resources are available.</p> <p>Multiple opportunities are created to leverage staff strengths by creating leadership roles which support effective instruction, and positive school climate. Staff have</p>
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.)	<ol style="list-style-type: none"> 1. Comprehensive new teacher induction and site based mentor to support new staff members. 2. The Instructional Leadership Team has worked alongside stakeholders to develop a Eutaw Marshburn hiring protocol.
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.)	<ol style="list-style-type: none"> 1. Master schedule supports a weekly 80 minute collaborative planning session. 2. Teachers access students data to create grade level action plans in order to offer opportunities for acceleration 3. Students utilize a 45 minute resource period to access online interventions in reading and math. 4. Extended learning opportunities have been provided through the Child First After School Program, Judy Center After School, Soaring Eagles Summer school. Students were selected based on data with a focus on literacy. Literacy Lab tutors worked with students in grade PK-2 - students showed growth in DIBELS.
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.)	<ol style="list-style-type: none"> 1. Regular monthly celebrations to recognize staff attendance, staff member of the month and weekly kudos. 2. Quarterly awards and attendance celebrations recognized parents and students. Volunteer and partner appreciation. Parent University series. 3. Restorative practice used as a behavioral strategy

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?	Staff attendance Recruiting, training, and retaining high quality staff Implementation of behavior strategies with fidelity
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?	Staff Attendance Differentiation of staff development. Coaches unable to provide support due to teacher attendance
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?	Staff retention after extensive training provided. Full use of tracking systems for Foundations to make real time data shifts. Utilizing teacher leaders to monitor/support delivery of instructional model.
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?	Alternatives to out of school suspensions that support the students holistically. Mindfulness training for staff to improve self-care management. Increase training in trauma response.

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
Intervention Goal(s) Instructional Transformation	1 By June 2018, 50% of students reading on strategic and intensive level in grades prekindergarten through 2nd grade will make one year of growth 65% of students reading on the proficient or advanced level in grades prekindergarten through 2nd grade will make one year of growth as measured by End of the year Total Reading Comprehension Assessment	end of year total reading comprehension,	Progress Monitoring, Running Records, middle of the year total reading comprehension assessment	Review of EOY TRC data indicates that more than half of our students are reading below grade level. It is critical that students learn how to become fluent readers by the time they enter 3rd grade. A focus on early literacy skills will support school academic goals. Our trend data suggest that the percentages are attainable. Last year 40% of students reading below and far below grade level made more than one year of growth. 60% of students on or above grade level made one year of growth.
Culture Shift	2 By June 2018, we will reduce the number of suspensions by 20% moving from 22 to 18 as measured by Infinite Campus suspension data	Infinite Campus Suspension Data	Quarterly Suspension Data (October, January, March, June)	Out of school suspension does not change student behavior and has a negative impact on student achievement.
Instructional Transformation	By June 2018, 16% of students who scored 1 grade level below on the I-Ready Math Assessment will increase by one grade level or greater as measured by the End of Year I-Ready Math Assessment. 57% of students who scored 2 or more grade levels below on the I-Ready Math Assessment will increase by one grade level or greater as measured by the End of Year I-	End of Year I-Ready Math Assessment	Beginning of Year I-Ready Math Assessment and Middle of Year I-Ready Math Assessment	Review of End of Year I-Ready Math Assessment from the 2016-2017 school year indicates that 89% of students in Grades 1-3 are performing one or more grade levels below in Math. It is critical that students learn the skills necessary to be successful in Mathematics.
	4			

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	<p>Foundations: Foundations is a research based program that teaches word recognition, phonemic awareness and phonological awareness strategies, spelling, handwriting, fluency. Foundations has a direct impact on DIBELS, a measure included in TRC.</p> <p>Fluency: Fluent readers are masters at accuracy (word recognition), automaticity, and expression. Fluency has direct impact on Amplify TRC data USDE found that fourth grade students' oral reading fluency is a strong predictor of silent reading comprehension. The study found that effective fluency instruction leads to overall improvements in reading. (http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf).</p>	Teachers will teach Foundations as program denotes and give unit assessments at the end of every unit. They will report the data to the literacy lead, then plan with the lead for five day reteach lesson plan set (Foundations provides the lesson plan template). They will reassess after re-teaching. Literacy Lead will have a data wall to show Foundations Unit Assessment Data and Reteach growth data. Additionally, teachers will plan for an additional of 10 - 15 minutes of fluency instruction daily, in shared reading, small group, or centers. Literacy Lead will track student fluency progress with teachers. RAZ kids fluency passages, reader's theatre passages, etc. will be used as resources. Literacy Lead will support teachers in building fluency knowledge - Literacy ACL will provide Fluency 101 'course' for Lead to facilitate with teachers. Tim Rasinski's articles, texts, and videos will be used as additional resources.	<p>Amplify DIBELS progress monitoring reds/yellows every 3/6 weeks respectively. Amplify Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) benchmarks in DIBELS and EOY Amplify TRC.</p> <p>Foundations Unit Assessments/Reteach data. Fluency will be assessed using RAZ Kids fluency passages and one minute timed readings. Teachers will need to track fluency growth over time, and teach students how to do so as well. Growth from BOY to MOY to EOY for fluency will be indicated on Amplify DIBELS assessment.</p>	September 5, 2017- June 18, 2017 daily ofr delivery of Foundations, weekly during collaborative planning periods	Erica Robinson, Literacy Lead;	Supported by Literacy ACL

#2	Restorative Practices Restorative Practice Coaching for all staff Monthly mindfulness coaching for students and staff	1. Intro to Circles Refresher, master schedule will reflect restorative practice circle 2. Revise role of the Climate Lead 3. Biweekly climate lead meetings to include behavior team in order to develop and revise protocols 4. Celebrate staff that are utilizing strategies with students 5. Monthly staff meeting will begin with circles and include feedback and next steps with restorative practices 6. Mindfulness training for students will provide them with the coping skills that align with restorative practices. If students are able to control anger and resolve conflict this will help us to reduce suspensions due to physical altercations	Agendas and evaluations from Monthly PD, Climate meeting notes, agendas, and evaluations and feedback, Infinite Campus Referral Data, Master schedule reflects circle time, revised referral protocol, school year calendar reflects mindfulness training, Climate walks, Circle logs, Teacher schedule indicates circles are held three times a week	1. August 21-25, 2017 2. August 28, 2017 3. August 28- June 18, 2018 4. September 5- June 18, 2018 monthly 5. second Monday of the month beginning September 12- June 12, 2018 6. Monthly beginning in November 2017 - June 2018	Student Support Liaison	Community School Coordinator, TIME, Villa Maria, Instructional Leadership Team
#3	Fluid Instructional Grouping- Teams will meet weekly to analyze data and determine instructional groupings Do the Math Intervention Program Learn Math and Learn Zillion	Develop grade level action plans (using the End of Year Math Assessment) Weekly Math Collaborative Planning Quarterly Math Planning (The Module/Topic/Lesson Study Process) Data Analysis of Module Assessments	Collaborative Planning Agendas Module Study Documents and evaluations from Monthly PD, Climate meeting notes, agendas, and evaluations and feedback, Infinite Campus Referral Data, Master schedule reflects circle time, revised referral protocol, school year calendar reflects mindfulness training,	September 19, 2017- June 13, 2018 weekly	Math Lead Math ACL	ILT CLN