



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

**Furman Templeton Preparatory Academy (0125),  
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

<b>School Name</b>	Furman Templeton Preparatory Academy
<b>School Address</b>	1200 Pennsylvania Avenue
<b>Grades Served</b>	Pre-k-5
<b>Principal's Name</b>	Evelyn Perry
<b>Principal's Email Address</b>	<a href="mailto:emperry@bcps.k12.md.us">emperry@bcps.k12.md.us</a>
<b>School Phone Number</b>	410-396-0882
<b>Principal Supervisor's Name</b>	Rosalind Lockwood
<b>Principal Supervisor's Email</b>	<a href="mailto:rlockwood2@bcps.k12.md.us">rlockwood2@bcps.k12.md.us</a>

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

Name of Team Member	Position	Years at this School	Email
Dr. Evelyn Perry	Principal	2	<a href="mailto:emperry@bcps.k12.md.us">emperry@bcps.k12.md.us</a>
Rosalind Lockwood	Executive Director	3	<a href="mailto:rlockwood2@bcps.k12.md.us">rlockwood2@bcps.k12.md.us</a>
Ladaisha Ballard	Education Associate	14	<a href="mailto:small01@bcps.k12.md.us">small01@bcps.k12.md.us</a>
Shyrene Small	Education Associate	8	<a href="mailto:llballard@bcps.k12.md.us">llballard@bcps.k12.md.us</a>
Denia Payton	Business Manager		<a href="mailto:dlpayton@bcps.k12.md.us">dlpayton@bcps.k12.md.us</a>

<b>Local Educational Agency' s Vision, Mission, and Goals:</b> School improvement must align with the vision, mission, and goals for the local educational agency. In the space below, record the local educational agency's vision, mission, and goals for the 2017-18 school year.	
<b>Vision</b>	Every student will graduate ready to achieve excellence in higher education and the global workforce.
<b>Mission</b>	Excellence and equity in education for every child at every level by focusing on quality instruction, managing systems efficiently, and sustaining a culture of excellence.
<b>Goals</b>	By 2020, all students will be able to access complex texts and tasks to critically analyze information in order to take a stancem develop a coherent written evidence based argument, and communicate with confidence and conviction at or above grade level.
<b>School's Vision, Mission, and Goals:</b> School improvement must align with the vision, mission, and goals for the school. In the space below, record vision, mission, and goals for the 2017-18 school year.	
<b>Vision</b>	<b>Accelerating the academic achievement of all students, in partnership with the entire community, to ensure that students have the attitudes, skills, and proficiencies needed to succeed in college and the 21st century global workforce.</b>
<b>Mission</b>	<b>To accelerate the opportunites and outcomes for our children by demanding nothing but excellence from the students, staff and the community.</b>
<b>Goals</b>	<b>Reading goal:By June 2018, teachers will decrease the grade level Tier 3 in Reading i-Ready data from 29% (131 students) to 25% (111 students) by planning and executing high quality lessons outlined in school-wide professional development and professioinal learning communities. Math Goal: By June 2018, teachers will decrease the grade level Tier 3 percentage in math i-</b>

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.		512	512	505	
Grade Level Enrollment: Identify the number of students enrolled in each grade level.	Pre-Kindergarten	44	45	48	
	Kindergarten	78	73	81	
	Grade 1	77	90	84	
	Grade 2	88	90	76	
	Grade 3	79	74	71	
	Grade 4	79	76	68	
	Grade 5	67	64	77	
	Grade 6				
	Grade 7				
	Grade 8				
	Grade 9				
	Grade 10				
	Grade 11				
	Grade 12				
Gender: Identify the number of male and female students.	Male	283	279	260	
	Female	229	233	245	
Race/Ethnicity: Identify the number of students in each group.	Black/African American	494	500	490	
	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)	*	*	*	
	Migrant	*	*	*	
	Free and Reduced Meal Programs (FARMs)	78%	85%	>=95.0%	
	Special Education	14%	15%	13%	
	Homeless	10%	4%		
Additional Data: Identify requested data for each category.	Student Mobility - Percentage of students that move from one school community to another.		TBD	49%	35%
	Student Attendance - Percentage of students in school for at least half of the average school day during the school year.		TBD	92%	92%
	Chronic Absenteeism: Percentage of students absent more than 20 days.		TBD	25%	27%
	Student Promotion - Percentage of students promoted to grade six.		TBD		
	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
<b>Disproportionality Rate :</b> The determination based on school discipline data whether school practices are having a disproportionate impact on students of color and students with disabilities. <i>If the Maryland State Department of Education identifies a school's discipline process as having a disproportionate impact on students of color or a discrepant impact on special education students, the local school system shall prepare and present to the State Board a plan to reduce the impact within 1 year and eliminate it within 3 years (school year 2017-18 Root Cause Analysis; school year 2018-19 Full Implementation) COMAR 13A.08.01.21.</i> The Maryland model will analyze out-of-school suspension and expulsion (removal) data using two complementary measures, risk ratio and State comparison.	<b>Risk Ratio:</b> The risk ratio measure captures whether the “risk” of removal for a student in one student group is lower or higher than the risk of removal for a student in the comparison group. Risk, in this context, refers to the likelihood that a student will receive an out-of-school suspension or expulsion. A risk ratio of 1.0 means the risk of removal is proportionate. A risk ratio below 1.0 means the risk is lower, while a risk ratio above 1.0 means the risk is higher and, therefore, disproportionate to some degree.	<b>Risk Ratio for Black/African American Students = 1.77</b>
		<b>Risk Ratio for Students with Disabilities = 1.64</b>
<b>Student Opportunities for Enrichment and/or Remediation:</b> List academic programs that provide opportunities for student enrichment and/or remediation available in the 2016-17 school year. Example programs include: Credit Recovery, Extended Learning, etc.	Child First Authority:After School & Enrichment Programs	
	Extended Day Program (Friday and Saturday School)-Tier 2 and Tier 3 Students	
	i-Ready Diagnostic and Instruction: Curriculum Intervention Program	
	School-wide Reading and Mathmatics Interveniton Program-Tier 2 and 3 Students	
	Dru Judy Center:Early Learner/ Head Start Program	
	Partner's Program: Let's Grow (Autism or related communication, social and behavioral needs)	
	Reading Partners	
<b>Student Opportunities for Acceleration and/or Enhancement:</b> List academic programs that provide opportunities for student acceleration and/or enhancement for the 2016-17 school year. Example programs include Gifted and Talented, Advanced Placement, Dual Enrollment, etc.	Gifted and Advanced Learners	
	Schol-wide Intervention Program-Reading, Mathematics and Fine Arts	
	School TV Broadcasting Program	
<b>Student Engagement</b> List programs that focus on fostering supportive culture and climate within the school for the 2016-17 school year. Example programs include Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.	Michael Jones Male Mentering Program	
	Beautiful Butterflies Program for Girls	
	Positive Behavior Intervention and Support	
	Restorative Practice	
	Healthy Eating Program (U of MD Pilot)	





Student Achievement Data				
School Year		2016-17	2015-16	2014-15
<b>PARCC English Language Arts / Literacy</b> Identify the percentage of students that have met or exceeded expectations	Grade 3	TBD	4 = 15.7% 5 = <=5.0%	4 = 9.5% 5 = <=5.0%
	Grade 4	TBD	4 = 5.6% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
	Grade 5	TBD	4 = 8.1% 5 = <=5.0%	4 = 8.5% 5 = <=5.0%
	Grade 6			
	Grade 7			
	Grade 8			
<b>PARCC Mathematics</b> Identify the percentage of students that have met or exceeded expectations	Grade 3	TBD	4 = 12.7% 5 = <=5.0%	4 = 6.6% 5 = <=5.0%
	Grade 4	TBD	4 = <=5.0% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
	Grade 5	TBD	4 = 6.5% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
	Grade 6			
	Grade 7			
	Grade 8			
<b>Maryland High School Assessment</b> Identify the percentage of students that have met or exceeded	PARCC English 10			
	Bridge Plan for Academic Validation ELA - Identify the percent of students who fulfilled testing requirements using Bridge.			
	PARCC Algebra I			

expectations.	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
<b>Student Achievement English Language Arts</b> Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten			
	Kindergarten			
	Grade 1			
	Grade 2			
	Grade 3	22.2	27.8	50
	Grade 4	22.1	41.6	36.4
	Grade 5	7.9	33.3	58.7
	Grade 6			
	Grade 7			
	Grade 8			
	Grade 9			
	Grade 10			
	Grade 11			
	Grade 12			
<b>Student Achievement Mathematics</b> Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten			
	Kindergarten			
	Grade 1	38.7	58.1	3.2
	Grade 2	14.1	61.5	24.4
	Grade 3	21.1	57.9	21.1
	Grade 4	28.6	35.1	36.4
	Grade 5	19.7	51.5	28.8
	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	7		
Number of years at current school as an administrator	2		
Number of Assistant Principals	1		
Teachers			
School Year	2016-17	2015-16	2014-15
Percentage of first year teachers	23.30%		
Percentage of teachers with 1- 3 years teaching experience	46.70%		
Percentage of teachers with 4-5 years teaching experience	10.00%		
Percentage of teachers with 6-10 years teaching experience	13.30%		
Percentage of teachers with 11-15 years teaching experience	6.67%		
Percentage of teachers with 16+ years teaching experience	0.00%		
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%		
Percentage of teachers with Resident Teacher Certification	2.00%	21.70%	13.80%
Percentage of teachers with Conditional Certificates	0.00%	0.00%	0.00%
Percentage of teachers with Standard Professional Certificates	4%6.70	26.10%	24.10%
Percentage of teachers with Advanced Professional Certificates	26.70%	17.40%	31.00%
Percentage of teachers that have National Board Certification	0.03%		
Percentage of teachers teaching classes outside of their certification area	0.80%		
Percentage of teachers rated highly effective	3.00%	6.90%	71.90%
Percentage of teachers rated effective	47.00%	82.80%	28.10%
Percentage of teachers rated ineffective	7.00%	10.30%	0.00%
Teacher Attendance (Average Daily Rate-Percent)	93.10%	93.10%	
Para-Professionals			
School Year	2016-17	2015-16	2014-15
Number of para-professionals	8	8.0%	
Percent of instructional para-professionals who are qualified	100.0%	100.0%	
Staff to Support Student Services			

<b>Staff to Support Student Services</b> List the licensed staff providing support services. Examples include social workers, nurses, school counselors, etc.	
	2.5 Social Workers
	1 Nurse
	0.5 School Psychologist
	1 Speech Therapists
	1 Intervention Coordinator

# 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
<b>Turnaround Leadership:</b> Turnaround leaders catalyze and organize the coordinated work of the staff charged with implementing efforts to rapidly improve schools, harnessing their efforts and drawing them to a shared vision of success. Leaders at all levels understand their role in ensuring turnaround; they develop and execute data-informed turnaround plans that are customized to local needs to guide and monitor turnaround initiatives; and they accept responsibility for results.	What have been the most effective leadership strategies implemented at your school? (Shared Decision-Making, Creation of Leadership Team, etc.)	<p>The most effective leadership strategy has been the school's commitment to "distributed leadership" and embracing the concept of the school becoming a "professional learning community". The responsibility of student achievement, teacher development, establishing and maintaining a positive school culture are no longer seen as the sole responsibilities of the Leadership Team.</p> <p>This year we began the school year with reinventing the Instructional Leadership Team (ILT) and standardizing the focus of the biweekly meetings—week 1: reviewing, discussing, and planning next steps for at least one category of school data (academic, attendance, suspensions/student referrals, parent surveys, etc.) and week 2: addressing/assessing/planning school programmatic concerns and upcoming events, teacher development, and teacher concerns and recommendations. ILT team members assume of grade level team Leads and ensure that all decisions made by the ILT are shared with their team members and when needed ensure that they progress monitor and/or support team members in implementing and follow through on agreed upon next steps.</p> <p>Another strength is the Academic and Climate/Culture Education Associates. The Academic Education Associate meets twice weekly with grade level team to analyze data, collaborative planning, and professional development. The Associate also observes classroom instruction and provides individual teacher support. The Climate/ Culture Education Associate observes and provides feedback and support to teachers displaying classroom management concerns. All of the above (ILT, Team Leads, Ed Associates) increase the opportunities for the Administration to spend more time observing classroom instruction; providing individual support and feedback to classroom teachers; and addressing the needs of parents and students.</p>

<p><b>Talent Development:</b> Turnaround competencies are identified and used to select and develop turnaround teachers, model teachers, and leaders. At all levels, educators utilize and hone their instructional and transformational leadership to build capacity in those they supervise by continually balancing support with accountability.</p>	<p>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.)</p>	<p>Two years ago the school developed a recruitment plan for identifying and hiring new teachers. The school has a recruitment team that send members to hiring fairs and interviews potential hires. The team, after interviewing will recommend a new hire to the principal who will interview and make the final decision.</p> <p>This year, the school has embraced the concept of Professional Learning Communities. The initial preparation for school-wide implementation was a 2-day professional development by Marzano Research consultants and then presented to the entire staff during professional development in August.</p> <p>A mentoring program for the support of new teachers meets monthly for teacher support and professional development. Twice weekly common planning time and professional development for grade level teams have been incorporated into the school wide schedule. Professional development opportunities geared to teacher needs and deficits; informal observations; and classroom management supports are also provided. Lead teachers are assigned to mentor new teachers to the professions, as well.</p> <p>The school has also developed the TEN Project-mindfulness self-care program for teachers; staff incentives such as breakfast and lunch, scavenger hunts, staff socials off site; staff member of the month recognition; staff shout outs and thank you in weekly staff newsletter and school TV broadcast; Instructional leadership Team</p>
<p><b>Instructional Transformation:</b> Effective instructional practice, including strong standards-based instruction, data-based planning, differentiation and individualization, research-based pedagogical approaches, and classroom management, must be identified and supported. Schools cultivate an environment of both high expectations and support for students' academic accomplishment. Schools also address factors that are traditionally non-school-based so that every student comes to the task of learning ready for the challenge.</p>	<p>What effective practices have you implemented to build a strong school community focused on learning? (Curriculum Implementation, Instructional Coaching, Advanced-Level Course Offers, etc.)</p>	<p>The school is focused on being "data driven"—collecting, analyzing and using data for instruction, school improvement, teacher development, teacher and student goal setting, and progress monitoring of academic achievement, climate and culture, and all stakeholders' satisfaction. The use of a school-wide data learning cycle is in place and the data is used to make instructional decisions regarding curricula and academic interventions. iReady is being used for students kindergarten – grade 5 as a diagnostic data source and technology classroom resource. i-Ready also provides data-driven insights and support for successful implementation of the new standards.</p> <p>A more visible approach to the coaching is being implemented this school year. The administrators are being charged with performing more informal observations that take on the model of the instructional coaching approach to teacher development.</p> <p>The 2 Education Associates responsibilities have been divided into 2 area. One Ed. Associate teams with the Principal to focus on developing and supporting teachers in planning and implementing ELA, math and social sciences and providing professional development. The second Ed. Associates teams with the Assistant Principal focusing on climate and culture supporting teachers in classroom management, restorative practice and providing professional development.</p> <p>National Training Network is being used as a coaching support for the Academic Ed. Associates and Principal for mathematics and the Wonders consultant is supporting/coaching the Ed. Associate in ELA.</p> <p>Teachers submit weekly lesson plans to administration and Ed. Associates. There are weekly grade level meetings for collaborative planning and professional development as well as afterschool teacher support for planning.</p>



<p><b>Culture Shift:</b> A turnaround culture fuses strong community cohesion with an academic press. Leadership establishes the structures and opportunities for faculty and staff to work together around common goals, engendering a culture of mutual respect, shared responsibility, and focused attention on student learning. Families are engaged to support their children's learning and the overall turnaround effort. A strong school community attends to the culture both inside and outside the school, gathering input from stakeholders and gauging perceptions about the school and the turnaround effort. Students are challenged and supported to aim higher, work harder, and realize the satisfaction of accomplishment.</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>The shift to becoming a Professional Learning Community is the first step toward changing the culture and climate of the school. Shared leadership and decision making, collaborative planning, respect and support as well as the collegiality seem to be making a difference in the tenor and tone amongst the staff. A lot of effort is being made to create a culture of excellence and learning through monthly House meetings for parents and students, daily broadcasts focusing on monthly core values, teacher and student recognition for academic gains, PBIS incentives for attendance, homework, uniforms, and behavior. Family nights focusing on literacy, mathematics, awards, field day, etc. are a part of the school calendar. Workshops for parents on parenting, entrepreneurship, saving, etc. have been planned for this academic year.</p> <p>A lot of attention is being paid to attendance, tardiness and suspension data. An attendance committee meets bi-weekly to address attendance concerns. A school-wide attendance plan has been developed that encompasses all school stakeholders. School attendance data is presented and discussed at monthly staff, ILT and charter Board meetings.</p> <p>School suspension data is presented monthly to staff, ILT and Charter Board meetings, as well. The climate and Culture Team meets bi-weekly to review the data and plan next steps to support students and staff in ameliorating the causes through classroom observations, parent conferences, restorative circles and referrals to appropriate social workers and/or health care providers.</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
<p><b>Turnaround Leadership:</b> Turnaround leaders catalyze and organize the coordinated work of the staff charged with implementing efforts to rapidly improve schools, harnessing their efforts and drawing them to a shared vision of success. Leaders at all levels understand their role in ensuring turnaround; <b>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.</b></p>	<p>What have been challenges in developing and/or implementing effective turnaround leadership strategies at your school?</p>	<p>Furman L. Templeton School is generally made up of young, inexperienced teachers. For the 2016-2017 academic year, 70% of the school's teachers had 3 years or less teaching experience. 23.3% were first year teachers. That same year the school had 2 teacher vacancies. The school began the 2017-2018 academic year with 4 teacher vacancies. Only one of those vacancies have been filled, to date. There are 2 first year teachers; 4 teachers brand new to the building and just recently 1 teacher (a valued member of the ILT) has informed the administration that he will be leaving for a job promotion with BCPSS Headquarters. In addition, this past year one teacher was put on administrative leave by BCPSS and at the end of the year the assistant principal was removed for poor performance as was a teacher.</p> <p>We are making positive strides with the ILT but we struggle with the fact that 6 of the 13 ILT members are teachers with 1-3 years of teaching experience; however, the plus is that we are developing leaders as we develop teachers.</p> <p>Teacher vacancies, ineffective job performance by staff members, and a high percentage of new and inexperienced teachers in this school are probably the biggest challenges. The lack of consistency (substitutes) and yearly staff turnover have had an impact on student achievement and staff morale.</p> <p>Another challenge is the Teacher's Union. The administration sometimes struggle with getting some teachers to commit to participating in activities that happen beyond the "required contractual hours". These are usually academic events that involve parents and students other than Back To School Night. We are grateful for those teachers who see this as a part of what they should do as teachers but we still have two or three who don't see "building relationships" as a part of their contractual obligation.</p>

<p><b>Talent Development:</b> Turnaround competencies are identified and used to select and develop turnaround teachers, model teachers, and leaders. At all levels, educators utilize and hone their instructional and transformational leadership to build capacity in those they supervise by continually balancing support with accountability.</p>	<p>What have been challenges to implementing effective strategies for recruiting, developing, and/or sustaining talent in your school?</p>	<p>Inexperienced teachers tend to have the most problems with classroom management and at Furman L. Templeton, this is true, as well. Too many of our students come with trauma concerns and/or mental health issues that new teachers are not prepared to address. Teacher burn-out is reflected in adult absences and transfers at the end of the year are a challenge to developing and sustaining staff.</p> <p>Hiring teachers through Teach For America (TFA) and Urban Teachers (UT) has become a challenge, as well. We have not been able to hire TFA candidates because our year round schedule interferes with TFA's last week of professional development for their new teachers. Their agreement with MSDE precludes them from allowing their teachers to attend our school's week long PD and begin teaching when our students report.</p> <p>Because we have so few tenured and highly effective and/or effective general education teachers in our building, the school has not been able to continue with UT who place their teachers in a classroom with and experienced teacher for a one year internship.</p> <p>The school's location has become a encumbrance to the school, as well. Several experienced teachers have turned down positions at Furman because of the school's community's reputation.</p>
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<p><b>Instructional Transformation:</b> Effective instructional practice, including strong standards-based instruction, data-based planning, differentiation and individualization, research-based pedagogical approaches, and classroom management, must be identified and supported. Schools cultivate an environment of both high expectations and support for students' academic accomplishment. Schools also address factors that are traditionally non-school-based so that every student comes to the task of learning ready for the challenge.</p>	<p>What challenges have hindered you from building a strong school community focused on learning?</p>	<p>The school struggles with academic achievement due to teacher absences (2 with documented, extended illness); student absences; student suspensions; creating a culture where students have a positive perception of school; and student trauma. All are indicators of an at-risk student population.</p> <p>At the end of the 2016-2017 academic year the school's iReady data indicated 30% of the students on or above grade level; 50% were one level below; and, 20% were two or more grade levels below. Only 130 students out of 440 students were on grade level.</p> <p>The school's PARCC data for 2016 indicated only 15.17% of third grade students scored at Level 4 in ELA and 0% of 4th and 5th graders scored at ELA Level 4 in 2016. In 2017, 6.3% of 4h graders and 11.8% of 5th graders scored at Level 4 in 2017. 0% of 3rd, 4th or 5th graders scored at Level 4 in mathematics in 2016 or 2017. For PARCC mathematics Level 3, the number for all grade levels decreased in 2016 to 2017.</p> <p>As noted from the MSDE walk-through:</p> <ul style="list-style-type: none"> <li>• Most teachers only requested rote memory responses as indications of student understanding.</li> <li>• The majority of dialogue observed was teacher directed.</li> <li>• There was minimal discussion between students in most classrooms</li> </ul> <p>The above indicates that teachers still have difficulty providing students with task with high cognitive demand; tasks that consistently encourage high-level student thinking and reasoning; and the use of a variety of question types that gather information, probe understanding, and asks students to reflect and justify their reasoning. Getting teachers to make the paradigm shift from the "old" (model and recall) to providing lesson centered on engaging students in solving and discussing task that promote reasoning and problem solving is a challenge.</p>
<p><b>Culture Shift:</b> A turnaround culture fuses strong community cohesion with an academic press. Leadership establishes the structures and opportunities for faculty and staff to work together around common goals, engendering a culture of mutual respect, shared responsibility, and focused attention on student learning. Families are engaged to support their children's learning and the overall turnaround effort. A strong school community attends to the culture both inside and outside the school, gathering input from stakeholders and gauging perceptions about the school and the turnaround effort. Students are challenged and supported to aim higher, work harder, and realize the satisfaction of accomplishment.</p>	<p>What have been the challenges in engaging students, family, and the community?</p>	<p>There low percentage of parent participation in parent organizations; neighborhood differences that carry over into the school setting between adults and students; and, the limited number of parents consistently engaged in students learning are a challenge.</p> <p>The 2 biggest challenges are student attendance and suspensions. In February 2016 the school counted 109 suspensions-76 general education students, 33 students with disabilities, and 20 students with multiple suspensions. In March 2016 the school counted 149 suspensions-115 general education students, 34 students with disabilities, and 28 students with multiple suspensions. The end of the school year data indicates 197 suspensions-140 general education students, 57 students with disabilities and 41 students with multiple suspensions.</p> <p>The average attendance rate for all students in 2015-2016 was 91.2%. The average attendance rate for all students in 2016-2017 was 89.6%. 2016-2017 School attendance data trended as follows: September (90.6%), December (88.6%), April (89.3%) and in June (78.9%).</p>

**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 and Instructional Transformation	<p><b>Reading Goal:</b> By June 2018, teachers will decrease the grade level Tier 3 in Reading i-Ready data from 29% (131 students) to 25% (111 students) as measured by the EOY iReady assessment.</p> <p><b>Math Goal:</b> By June 2018, teachers will decrease the grade level Tier 3 percentage in math i-Ready data from 20% (88 students) to 15% (66 students) as measured by the EOY iReady assessment..</p>	The goal will be measured annually using the percent of all Kindergarten through 5th grade students in Tier 3 using data from the i-Ready end of year assessments in reading and mathemtics.	<p>Quarter 1 baseline data collected via BOY i-Ready and Quarter 2 middle of year i-Ready data collected for reading and mathematics to determine student growth toward target. Quarter 3 End of year data mathematics and reading data will determine number of students meeting benchmark.</p>	For the past 2 years, 20-30 percent of students in grades kindergarten through grade 5 have scores that rank them in Tier 3 on the EOY i-Ready diagnostic assessment. Students in Tier 3 are identified as "At risk for Tier 3: 2 or more level below". Data from the iReady diagnostic infirms the placement of students into the appropriate RTI Tier. students assigned to Tier 3 are given more intensive support and intervention.
	2		<p>Additional formative and summative assessment data in reading and mathematicssuch as weekly reading assessments; math and reading unit assessments, Exit Ticketsand Kindergarten Readiness data will be collected and analyzied throughout the year to support and monitor progress towards meeting Intervention Goals.</p>	

	3			<p>Implementation of the PLC process as a school-wide initiative will also support the process for Turn Around and Instructional Transformation. Teachers will meet regularly as a team to analyze current levels of achievement, set achievement goals, identify essential and valued student learning, share strategies and research best practices.</p> <p>There is a need to further develop teacher teams as a means to providing more effective learning opportunities to teachers; to increase our instructional competence, and, to better coordinate our efforts as a school. The purpose of the PLC is for teachers to develop new understandings and apply it to their classroom to raise student achievement.</p>
Culture shift	<p>During the 2017-2018 academic year, the school wide annual suspension rate will decrease from 197 total out- of -school- suspensions to 138 suspensions (30% decrease) as measured by the monthly End of Year Instructional Leadership Team (ILT) Tool .</p>	<p>The goal will be measured annually using the ILT Monthly Tool suspension rate from the Baltimore City Public Schools Climate Dashboard. Monthly data from the ILT Monthly tool will be used as a progress monitoring measure to ensure the school is successfully progressing toward the intended goal. The school will also use data collected from the number of school behavior referrals and suspensions. the climate and culture team will collect and analyze data on a bi-weekly basis and use it to support teachers, identify student</p>	<p>The total number of fewer suspensions needed to meet the benchmark is 59; so by mid-year there should be 30 fewer suspensions when compared to last school year's data.</p>	<p>2017 end of year data showed an increase of student suspensions from 43 students in May to 197 students in June. 106 students were suspended and 41 had multiple suspensions.</p>
Culture shift	<p>During the 2017-2018 academic year, the school wide annual attendance rate will increase from 89.6% to 92.28% (3 % end of year increase)as measured by the monthly End of Year Instructional Leadership Team (ILT) Tool.</p>	<p>The goal will be measured annually using the ILT Monthly Tool Attendance rate from the Baltimore City public Schools Climate Dashboard. Monthly data from the ILT Monthly tool will be used as a progress monitoring measure to ensure the school is successfully progressing toward the intended goal.</p>	<p>The goal will be measured quarterly with a .67% increase each quarter.</p>	<p>The annual attendance rate for the last 3 school years shows a steady decline: 2015 (92.2%); 2016 (91.6 %) and 2017 (89.6%).</p>

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	To decrease the number of Tier 3 students in reading and math content areas, the school will fully integrate a schoolwide data plan: data collection, data analysis, goal setting, and data driven instruction into the school improvement process	Implementation of " <b>Data use Model for Improving Learning</b> ": (1) Learning Progression; (2) Elicit evidence of learning; (3) Interpret evidence of learning; (4) identify the gap; (5) Feedback; (6) Plan learning/instructional modifications; (7) Scaffold new learning	Teachers will provide and/or demonstrate: <ul style="list-style-type: none"> <li>• Description of skills, knowledge and understanding that build over time</li> <li>• Use of multiple sources of data</li> <li>• Teacher data analysis</li> <li>• Identification of gaps in learning; school wide, grade level, classes, individual students</li> <li>• Reflection on student performance</li> <li>• Instructional Leadership Team data meetings</li> <li>• School wide data meetings</li> <li>• Grade level data meetings</li> <li>• Individual student reflection and goal setting meetings-students monitoring learning</li> <li>• Focus on: (1) what students will learn rather than what they will do. (2) Providing a sequence for learning. (3) Using data to differentiate instruction. (4) Using data for teacher professional development.</li> <li>• Begin with what students can do. Students need to be aware of their strengths and feel good about tasks they can do with little or no assistance</li> </ul>	September 2017-June 2018 Bi-Weekly Grade Level Meetings	Classroom Teachers, Special Educators, Para-educators, Education Associates, Intervention Team	Principal, Assistant Principal, Executive Leadership Team

1		Development and implementation of a "School-wide Data Analysis Process"	<ol style="list-style-type: none"> <li>1. Create a rigorous data analysis process to evaluate the degree of success in goal attainment</li> <li>2. Staff familiarity with appropriate data regarding student achievement is evident</li> <li>3. Multiple opportunities for training on data analysis for individuals and teams is provided</li> <li>4. Efforts by the school to determine gaps between goals and improvement expectations are a part of the data analysis process</li> <li>5. Disaggregation of assessment data reflects relevant groups in the school (intervention, gifted and talented, special education)</li> <li>6. Multiple types of assessment data are communicated throughout the school (academic, attendance, suspension, promotion, special education referrals)</li> <li>7. The inclusion of data analysis topics in the agenda of professional development</li> <li>8. A variety of assessments that are directed toward student achievement</li> </ol>	September 2017-June 2018 Bi-Weekly Grade Level Meetings	Classroom Teachers, Special Educators, Para-educators, Education Associates, Intervention Team	Principal, Assistant Principal, Executive Leadership Team
	Developing a school-wide system of teacher teams that collaborate on issues of instruction, assessment, and other topics with the goal of improving instruction	Forming Professional Learning Communities - collaborative teams that will work collaboratively to improve instruction and academic achievement	<p><b>Distributive leadership among faculty-Instructional Leadership Team (ILT)</b></p> <ul style="list-style-type: none"> <li>• ILT members will use instructional data to improve instruction throughout the school, including knowing how to determine their staff's professional development needs.</li> <li>• Collect and analyze instructional data through walkthroughs and looking at student work.</li> <li>• ILT members will act as lead teacher for their grade level teams providing instructional and mentoring support for fellow team members.</li> <li>• ILT will meet twice a month.</li> </ul> <p>o <b>Week 1:</b> Data analysis meeting: ILT members will review and discuss all school wide academic data, State Standards and instruction—classroom assessments, PARCC, iReady, attendance, suspensions, student, parent and teacher surveys. Team members will identify success, challenges, solutions, next steps and smart goals based on the data. Re-teaching and intervention strategies will be discussed.</p> <p>o <b>Week 2:</b> Teacher Support, Development, and Training—Looking at student work, professional development, issues raised by teachers, programmatic reviews</p> <p><b>Grade Level Teams:</b> Development of a systematic process in which teachers work together to analyze and improve classroom instruction. Increased collaboration: Collaborative planning time and</p>	September 2017-June 2018 Bi-Weekly ILT Meetings	ILT, Grade level Teams, Principal, Assistant Principal, Special Educators	Executive Leadership Team



4	Multi-tiered system of support to improve school's annual attendance rate and decrease the number of yearly school suspensions.	<b>Creation of an attendance plan that will include:</b> <ul style="list-style-type: none"> <li>• School-wide, grade level and individual student goals;</li> <li>• Collecting and analyzing school data;</li> <li>• Protocol for monitoring and reporting student attendance and tardiness; and</li> <li>• Prevention and incentive activities to improve tardiness and chronic absenteeism.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a strong attendance data collection and dissemination system that helps target interventions early and often, including an early warning system               <ul style="list-style-type: none"> <li>o Review EOY attendance data and student academic data</li> <li>o Review attendance data of new enrollees and transfer students</li> </ul> </li> <li>• Create a uniform system, but one that has flexibility to address individual needs               <ul style="list-style-type: none"> <li>o Share attendance plan with ILT for feedback</li> <li>o Share attendance plan with staff</li> </ul> </li> <li>• Create a communication campaign regarding the importance of attendance</li> <li>• Use rewards and incentives</li> <li>• Develop an individualized, comprehensive plan of services and supports for students in need of intensive intervention</li> <li>• Focus on high need populations, grades, and times of year when attendance problems are most prevalent</li> <li>• Reduce school initiated exclusions, such as suspension</li> <li>• Partner with families early and often</li> </ul>	September 2017-June 2018 Attendance Team	Attendance Team: Administrator, Community School Coordinator, AmeriCorp Student Service Coordinator; Early childhood Mental Health consultant, ILT, Staff, Parents, Students	Executive Leadership Team
4	Multi-tiered system of support to improve school's annual attendance rate and decrease the number of yearly school suspensions.	<ul style="list-style-type: none"> <li>• Creation of and full implementation of a school-wide climate and culture plan</li> <li>• Creation of a climate and culture committee with specific goals centered on improving school climate.</li> <li>• Focus/implementation on behavior interventions to prevent student discipline problems</li> <li>• Implementation of Positive Behavioral and Intervention Supports</li> <li>• Teacher support for classroom management/practices</li> <li>• Student support (SST, emotional and trauma wellness)</li> <li>• Use of restorative discipline practices</li> </ul>	<b>Climate and culture team meets biweekly analyze school data from multiple sources: student, staff, parent surveys; student behavior data (referrals, suspensions; teachers' anecdotal records; ILT monthly suspension data</b> <ul style="list-style-type: none"> <li>• Collated data results presented to ILT (monthly)</li> <li>• ILT and climate team develops, next steps, goals, interventions and strategies for each focus area based on data and staff ideas; develop process for progress monitoring</li> <li>• ILT meets with grade level teams to present and discuss data and implementation of goals, interventions and strategies</li> <li>• Data used to provided teacher for individual teacher and student support ( informal observations focused on classroom climate and practices/feedback; student referrals to SST, school social worker, mental health consultants)</li> </ul> <b>PBIS and school-wide plan:</b> <ul style="list-style-type: none"> <li>• Monthly PD for staff on implementation of PBIS</li> <li>• Full implementation of PBIS process</li> <li>• PBIS committee created consisting of staff members</li> <li>• Components of school-wide culture plan reviewed at staff monthly meetings</li> </ul> <b>Restorative Practice</b> <ul style="list-style-type: none"> <li>• October: Introductory training for all new staff members</li> </ul>	September 2017-June 2018 Climate/Culture Team Meetings	Culture and Climate Team, ILT, Grade Level Teams, Administrative Team, Special Educators, Students, SST,	Executive Leadership Team, School Safety Patrol
