



Priority School Comprehensive Needs Assessment and Intervention Plan 2017-2018

**Gilmor Elementary (0107),
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	Gilmor Elementary
School Address	1311 North Gimor Street
Grades Served	Pre-k-5
Principal's Name	Curtis Durham
Principal's Email Address	codurham@bcps.k12.md.us
School Phone Number	410-396-0820
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
Curtis Durham	Principal	2	codurham@bcps.k12.md.us
Stacie Smith	Educational Associate	2	slsmith@bcps.k12.md.us
Beth Lueck	Teacher	2	blueck@bcps.k12.md.us
Biante Gainous	Teacher	0	bagainous@bcps.k12.md.us
Sarah Webb	Teacher	9	sablew@bcps.k12.md.us
Heather Osborne	Teacher	3	hosborne@bcps.k12.md.us

Local Educational Agency' s Vision, Mission, and Goals: School improvement must align with the vision, mission, and goals for the local educational agency. In the space below, record the local educational agency's vision, mission, and goals for the 2017-18 school year.	
Vision	Every student will graduate ready to achieve excellence in higher education and the global workforce.
Mission	Excellence and equity in education for every child at every level by focusing on quality instruction, managing systems efficiently, and sustaining a culture of excellence.
Goals	By 2020, all students will be able to access complex texts and tasks to critically analyze information in order to take a stance, develop a coherent written evidence based argument, and communicate with confidence and conviction at or above grade level.
School's Vision, Mission, and Goals: School improvement must align with the vision, mission, and goals for the school. In the space below, record vision, mission, and goals for the 2017-18 school year.	
Vision	Our students are engaged citizens and future leaders equipped to successfully overcome local and global challenges
Mission	We inspire generations of life long learners who are successful in the real world
Goals	1 - During the 2017-2018 school year the school-wide attendance rate will increase 5% from 83% to 88% measures infinite campus monthly reports. 2- By June 2018, 50% of students scoring on or above grade level will increase by one grade level as measured by the End of Year I-Ready Literacy Assessment. 50% of students scoring one grade level below will increase by one grade level 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.		258	277	342				
Grade Level Enrollment: Identify the number of students enrolled in each grade level.	Pre-Kindergarten	42	34	46				
	Kindergarten	38	35	56				
	Grade 1	38	49	57				
	Grade 2	41	43	61				
	Grade 3	42	50	43				
	Grade 4	37	34	41				
	Grade 5	20	32	38				
	Grade 6							
	Grade 7							
	Grade 8							
	Grade 9							
	Grade 10							
	Grade 11							
Grade 12								
Gender: Identify the number of male and female students.	Male	142	147	167				
	Female	116	124	168				
Race/Ethnicity: Identify the number of students in each group.	Black/African American	250	147	335				
	Hispanic/Latino	*	124	*				
	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)	67.4%	82.2%	>=95.0%				
	Special Education	8.9%	12.6%	13.6%				
	Homeless	15.1%	11.6%					
Additional Data: Identify requested data for each category.	Student Mobility - Percentage of students that move from one school community to another.		TBD	51.9%	43.7%			
	Student Attendance - Percentage of students in school for at least half of the average school day during the school year.		TBD	88.3%	90.4%			
	Chronic Absenteeism: Percentage of students absent more than 20 days.		TBD	36.6%	27.8%			
	Student Promotion - Percentage of students promoted to grade six.		100	100	100			
	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.							

		Questions to Consider	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 =1.67	
		Risk Ratio for Students with Disabilities = *	
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.	After School Program with Parks and Recreation and Boys and Girls Club		
	I-Ready Web based Instructional Platform		
	Triumph Learning Web Based Platform		
	Do The Math		
	Wilson Reading		
	Amplify and Raz Kids		
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.	After School Program with Parks and Recreation and Boys and Girls Club		
	I-Ready Web Based Instructional Platform		
	Triumph Learning		
	Positive Behavior Intervention and Supports (PBIS)		
	Restorative Practices		
	Continuous Growth		

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.

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	<=5.0%	<=5.0%	<=5.0%
	Grade 4	<=5.0%	<=5.0%	<=5.0%
	Grade 5	<=5.0%	<=5.0%	<=5.0%
	Grade 6			
	Grade 7			
	Grade 8			
PARCC Mathematics Identify the percentage of students that have met or exceeded expectations	Grade 3	<=5.0%	4 = 9.1% 5 = <=5.0%	4 = 5.6% 5 = <=5.0%
	Grade 4	<=5.0%	4 = <=5.0% 5 = <=5.0%	4 = 5.4% 5 = <=5.0%
	Grade 5	<=5.0%	4 = 6.1% 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	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
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	59	20.5	20.5
	Grade 4	18.4	34.2	47.4
	Grade 5	4.5	31.8	63.6
	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	10.3	79.5	10.3
	Grade 2	18.2	45.5	36.4
	Grade 3	2.5	52.5	45
	Grade 4	10.8	32.4	56.8
	Grade 5	9.1	40.9	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	7		
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	19.00%	0.00%	2.00%
Percentage of teachers with 1- 3 years teaching experience	28.60%	31.11%	23.00%
Percentage of teachers with 4-5 years teaching experience	4.80%	13.63%	15.00%
Percentage of teachers with 6-10 years teaching experience	33.30%	36.63%	40.00%
Percentage of teachers with 11-15 years teaching experience	0.00%	5.00%	10.00%
Percentage of teachers with 16+ years teaching experience	14.30%	13.63%	10.00%
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%	100.00%	100.00%
Percentage of teachers with Resident Teacher Certification	14.30%	0.00%	0.00%
Percentage of teachers with Conditional Certificates	0.00%	0.00%	6.30%
Percentage of teachers with Standard Professional Certificates	42.90%	33.30%	18.80%
Percentage of teachers with Advanced Professional Certificates	42.90%	40.00%	50.00%
Percentage of teachers that have National Board Certification	0.00%	0.00%	0.00%
Percentage of teachers teaching classes outside of their certification area	0.00%	0.00%	0.00%
Percentage of teachers rated highly effective	1.00%	4.50%	5.00%
Percentage of teachers rated effective	97.00%	95.50%	93.00%
Percentage of teachers rated ineffective	2.00%	0.00%	2.00%
Teacher Attendance (Average Daily Rate-Percent)	94.80%	93.20%	92.75%
Para-Professionals			
School Year	2016-17	2015-16	2014-15
Number of para-professionals	4.0	4.0%	4.0%
Percent of instructional para-professionals who are qualified	100.0%	100.0%	100.0%

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.	social workers
	school psychologist
	nurse and nurse assistant

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.)	Instructional Leadership Team, Positive Behaviors Interventions System and Supports, Collaborative planning, increase distributive leadership, increase collaboration, provide new challenges to keep staff engaged, monitoring data through CFIP & ILT tool. 100% of Signature, Agenda, Notes, and Evaluations were collected and reviewed for Instructional Leadership, Administration, and Team Meetings.
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.)	mentoring, mentoring co-planning sessions , Cycles Of Professional Learning , Teacher teams, pool of instructional leaders, collaborate with district to seek out best potential candidate. 100% of Signature , Agenda, Notes, Evaluations for meetings were collected from all school based mentor. A delta and plus chart at the end year provided reflective feedback to the Instructional Leadership Team on the Effectiveness of the strategies
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.)	mentoring, Afterschool professional development series, Scholastic guided reading coaching, foundations coaching, Urban teachers, Literacy Lab, I-ready instructional platform, Reading A-Z. Documentation shows 100% full implementation of each item with the I- ready data showing decrease for Math and literacy grade level analysis with 20% fewer students that were 2 or more grade levels below from Beginning of Year to End of Year administration
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.)	Community food pantry, partnership with: Lillian Jones Recreational Center, Boys&, Girls Club, Future Care, Baltimore City's Mayor's Office of Employment and Development. Based on the School Performance Measure increase from 54% to 60% indicating a better positive view of the school. In addition, school survey results indicates 95% of agreement with school operation.

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?	Decrease in Leadership members, consistent accountability. Due to budget constraints, assistant principal and educational associate position was abolished. The roles of responsibilities of 4 people are shifted to 2 people (principal and educational associate)
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?	School location, school demographics, civil unrest, and reputation has impacted the enrollment which in turns impact viability and funding to consistently improve the School. The enrollment decrease from 277 to 258 during School Year 2016 to School year 2017. In addition, 3 additional School Improvement Grant Recipients recruited from Gilmore's staff.
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 buy-in, Choice in spending funds, teacher exhaustion, classroom management issues. A decrease in the affirmative of students and faculty feeling safe at the school (On Average 15 % points decrease from 2016 to 2017 survey results)
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?	Maintaining acceptable attendance rate (per Infinite Campus Reports 88% to 84% for School year 2016 to 2017), low parent engagement (15 parents out of 15 parents actively participate), lack of consistent method of communication with families (only 75% of the global calls reach homes because numbers are forever changing), safety in the direct community, connecting families with needed services

Intervention Goal(s)

Directions: Identify one or more domains to address the school intervention goals (no more than 4 goals). Goals must be specific, measurable, achievable, realistic, and time-bound (SMART). Please provide a rationale for each the selected intervention goals

Domain for Rapid School Improvement	Intervention Goal(s)	How will this goal be measured annually?	What are key benchmarks toward meeting identified goal?	Rationale
Turnaround Leadership, Culture Shift, Talent Development	1 During the 2017-2018 school year the school-wide attendance rate will increase 5% from 83% to 88% measures infinite campus annual report.	Infinite Campus attendance reports; Average Daily Membership/Average Daily Attendance report	Monthly monitoring of Infinite Campus report with comparing each month with previous month for 0.5 %increase.	Current attendance rate of 83% is significantly below state standard of 94%. Students need more school time in order to obtain instruction.
Turnaround Leadership, Talent development, Instructional Transformation, Culture Shift	2 By June 2018, 50% of students scoring on or above grade level will increase by one grade level as measured by the End of Year I-Ready Literacy Assessment. 50% of students scoring one grade level below will increase by one grade level as measured by the End of Year I-Ready Literacy Assessment. 50% of students scoring two or more grade levels below will increase by one grade level by the End of the Year I-	End of the Year I-Ready Literacy Ass	1. Beginning of the Year I-Ready Literacy Assessment (Sept. 2017) 2. Middle of the Year I-Ready Literacy Assessment (Dec. 2017) 3. End of the Year I-Ready Literacy Assessment (March 2018)	The significant numbers of student who are performing below grade level is staggering. Students are not thoroughly prepared with the necessary literacy skills to successfully move onto success in middle grades.
Turnaround Leadership, Talent development, Instructional Transformation, Culture Shift	3 By June 2018, 50% of students scoring on or above grade level will increase by one grade level as measured by the End of Year I-Ready Mathematics Assessment. 50% of students scoring one grade level below will increase by one grade level as measured by the End of Year I-Ready Mathematics Assessment. 50% of students scoring two or more grade levels below will increase by one grade level by the End of	End of the Year I-Ready Math Assess	1. Beginning of the Year I-Ready Math Assessment (Sept. 2017) 2. Middle of the Year I-Ready Math Assessment (Dec. 2017) 3. End of the Year I-Ready Math Assessment (March 2018)	The significant numbers of student who are performing below grade level is staggering. Students are not thoroughly prepared with the necessary mathematical skills to successfully move onto success in middle grades.

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	Restorative Practices/ PBIS	Participate in school climate and culture professional development - PBIS & restorative practice training. Climate walk performed by designated team.	SWIS/Infinite Campus reports showing infractions will decrease compared to last year.	August 2017 - June 2018 1 time a month during the duration of the school year.	Climate Lead/Principal Resident	School Leadership Team All Staff SSL
	Multi-tiered system of support to improve attendance	Establish an attendance team which will meet the second Thursday of every month at 7:00 am	Identification of students with SY16/17 attendance challenges Development of Data Analysis and action planning resources	August 2017 - June 2018 1 time a month for attendance team; weekly attendance/truancy follow ups	Climate Lead/Principal Resident Vendor	School leadership team Attendance Team Vendor
		School based Attendance and Truancy Protocol	Weekly Data Cleansing Report with Un-submitted Attendance Daily homeroom attendance via Infinite Campus by specified time Tardy Slips issued/recorded/attendance records updated Phone Calls within 1/2 half of day Lunch Room Attendance Sheets	August 2017 - June 2018	Climate Lead/Principal Resident	School Leadership Team Instructional Leadership Team Student Support Team
	Mentoring	Establish check in/check out program Implement restorative practices in small groups based on specific common goals/challenges	Weekly check in/check out sheets School Wide Information System Collection & Data Analysis	August 2017 - June 2018 Weekly submission and review of forms	Vendor Climate Lead/Principal Resident Temp Employee	Student Support Team Instructional Leadership Team Principal
		Identify a literacy lead	Identification of literacy lead who meets the qualifications described in Appendix C of the Turnaround toolkit	30-Aug-17	Principal Resident/Principal	Instructional Leadership Executive Director Academic Content Liaison School Leadership Team

		Create Master Schedule to include students: literacy blocks literacy intervention time teacher collaborative planning teacher professional learning community	master schedule/professional development calendar with evidence of protected time for identified areas	30-Aug-17	Principal Resident/Principal	School Leadership Team
	Literacy Coaching	Create Literacy Lead/Coach schedule with specified times for: curriculum planning/practice classroom observation	Literacy Lead/Coach Schedule Signature/Agenda/Notes/Evaluations (SANE) from coaching sessions	Sept 8, 2017 - schedule September 2017 - June 2018-SANE Documents 3 times per month	vendor Literacy Lead/Coach Principal Resident	Academic Content Liaison School Leadership Team
	Professional Development with Literacy Intervention/Enrichment	Attend regional/national Conference with cross curricula interventions/enrichment focused on literacy	Build principal/school leadership capacity through professional administered by educational experts in the field of education. In addition, conference attendee(s) will deliver workshop on best practices learned to school and CLN(priority).	August 2017 - June 2018 2 times per month	Literacy Lead/Coach Staff	School Leadership Team

Academic Interventions/Enrichment	Develop responsibilities and expectations for the following: -Mentor/Tutor - Intense Reading Intervention	Mentor/Tutor (Certified) -Signature/Agenda/Notes/Evaluations (SANE) from Meetings with parents/student/teacher -Bi weekly Check-in/Check-out Form focus on academics -Progress Reports/Report Card Grades & Comments -Capstone Project with each student and presentation (cross curricular with literacy focus) Vendor -Pre/Post Data on Student	August 2017 - June 2018 daily per school class schedule	Literacy Lead/Coach Vendor Temp Employee Principal Resident	Leadership Team
Mathematics Coaching	Identify a Mathematics lead	Identification of Mathematics lead who meets the qualifications described in Appendix C of the Turnaround toolkit	30-Aug-17	Principal Resident/Principal	Instructional Leadership Executive Director Academic Content Liaison School Leadership Team
	Create Master Schedule to include students: Mathematics blocks Mathematics intervention time teacher collaborative planning teacher professional learning community	master schedule/professional development calendar with evidence of protected time for identified areas	30-Aug-17	Principal Resident/Principal	School Leadership Team
	Create Mathematics Lead/Coach schedule with specified times for: curriculum planning/practice classroom observation	Mathematics Lead/Coach Schedule Signature/Agenda/Notes/Evaluations (SANE) from coaching sessions	Sept 8, 2017 - schedule September 2017 - June 2018-SANF	vendor Mathematics Lead/Coach Principal Resident	Academic Content Liaison School Leadership Team

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	Include review of students data/work in Mathematics as standing agenda item for professional learning community (PLC) and school leadership team meetings	Signature/Agenda/Notes/Evaluations (SANE) from PLC and Leadership Meetings	Signature/Agenda/Notes/Evaluations (SANE) Documents times per month 3	Vendor Mathematics Lead/Coach Principal Resident	School Leadership Team
Professional Development with Mathematics Intervention/Enrichment	Attend regional/national Conference on cross curricula interventions/enrichment focused on Mathematics	Build principal/school leadership capacity through professional administered by educational experts in the field of education. In addition, conference attendee(s) will deliver workshop on best practices learned to school and CLN(priority).	August 2017 - June 2018 times per month 2	Mathematics Lead/Coach Staff	School Leadership Team
Academic Interventions/Enrichment	Develop responsibilities and expectations for the following: Mentor/Tutor	Signature/Agenda/Notes/Evaluations (SANE) from Meetings with parents/student/teacher - Bi weekly Check-in/Check-out Form focus on academics - Progress Reports/Report Card Grades & Comments - Capstone Project with each student and presentation (cross curricular with Mathematics	August 2017 - June 2018 daily per school class schedule	Mathematics Lead/Coach Principal Resident	Leadership Team

