



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

**Harlem Park Elementary/Middle (0035),  
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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Maryland State Department of Education  
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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>	Harlem Park Elementary Middle School
<b>School Address</b>	1401 W Lafayette Ave, Baltimore, MD 21217
<b>Grades Served</b>	Pre K - 8
<b>Principal's Name</b>	Denisha Logan
<b>Principal's Email Address</b>	<a href="mailto:dlogan01@bcps.k12.md.us">dlogan01@bcps.k12.md.us</a>
<b>School Phone Number</b>	410-396-0632
<b>Principal Supervisor's Name</b>	Dr. Mark King
<b>Principal Supervisor's Email</b>	<a href="mailto:meking@bcps.k12.md.us">meking@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
Denisha Logan	Principal	2.5	<a href="mailto:dlogan01@bcps.k12.md.us">dlogan01@bcps.k12.md.us</a>
Karen Matthews	AP	5.5	<a href="mailto:kmatthews@bcps.k12.md.us">kmatthews@bcps.k12.md.us</a>
Melanie Everhart	Teacher/ Math Lead	1.5	<a href="mailto:mdavid@bcps.k12.md.us">mdavid@bcps.k12.md.us</a>
Danielle Harris	Comm School Coord	1.5	<a href="#">u</a>
Dianna Stockwell	Teacher/ Literacy Lead	1	<a href="mailto:drstockwell@bcps.k12.md.us">drstockwell@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>	Harlem Park Elementary-Middle School will cultivate career and college ready, global citizens by focusing on the core values of a Science, Technology, Engineering, Arts, and Mathematics (STEAM) education. We will empower our students to be change agents within their schools, communities, and, ultimately, the world-at-large.		
<b>Mission</b>	Harlem Park Elementary-Middle School will cultivate career and college ready, global citizens by focusing on the core values of a Science, Technology, Engineering, Arts, and Mathematics (STEAM) education. We will empower our students to be change agents within their schools, communities, and, ultimately, the world-at-large.		

<b>Goals</b>	<p>Reading</p> <p>All students who perform below grade level in reading Grades k-8 will increase proficiency by at least a year and a half growth as measured by the EOY Amplify assessment for k-2 and by EOY iReady assessment for 3-8.</p> <p>All students who perform on or above grade level in Grades k-8 will increase proficiency by at least a one year growth as measured by the EOY Amplify assessment for k-2 and by EOY iReady assessment for 3-8.</p> <p>Mathematics</p> <p>All students who perform below grade level in mathematics Grades 3-8 will increase proficiency by at least a year and a half growth as measured by the EOY iReady assessment for 3-8.</p> <p>All students who perform on or above grade level in mathematics Grades 3-8 will increase proficiency by at least a year growth as measured by the EOY iReady</p>
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Student Profile Data				
School Year		2016-17	2015-16	2014-15
<b>Total Student Enrollment:</b> Identify the total number of students enrolled for each school year.		367	399	389
<b>Grade Level Enrollment:</b> Identify the number of students enrolled in each grade level.	Pre-Kindergarten	40	38	33
	Kindergarten	37	45	48
	Grade 1	37	49	46
	Grade 2	35	43	48
	Grade 3	39	39	30
	Grade 4	34	22	40
	Grade 5	21	32	38
	Grade 6	34	53	37
	Grade 7	50	43	39
	Grade 8	40	35	30
	Grade 9			
	Grade 10			
	Grade 11			
	Grade 12			
<b>Gender:</b> Identify the number of male and female students.	Male	197	200	189
	Female	170	199	200
<b>Race/Ethnicity:</b> Identify the number of students in each group.	Black/African American	363	394	382
	Hispanic/Latino	*	*	*
	Asian	*	*	*
	White	*	*	*
	Multi-Racial/Other	*	*	*
	American Indian/ Alaska Native	*	*	*
	Native Hawaiian/Other Pacific Islander	*	*	*
Limited English Proficiency (LEP)		*	*	*

<b>Special Services:</b> Identify the percentage of students in each group.	Migrant	*	*	*	
	Free and Reduced Meal Programs (FARMs)	ES = 77% MS = 88.7%	ES = 92.8% MS = 90.8%	ES = >=95.% MS = >=95.0%	
	Special Education	MS = 20.2%	ES = 9.1% MS = 16.8%	10.5% MS =	
	Homeless	4%	3%		
<b>Additional Data:</b> Identify requested data for each category.	<b>Student Mobility</b> - Percentage of students that move from one school community to another.		TBD	ES = 38.3% MS = 20.9%	55.1% MS =
	<b>Student Attendance</b> - Percentage of students in school for at least half of the average school day during the school year.		TBD	ES = 91.8%, MS = 92.6%	ES = 90.2% MS =
	<b>Chronic Absenteeism:</b> Percentage of students absent more than 20 days.		TBD	ES = 30.2%, MS = 19.5%	ES = 28.4% MS =
	<b>Student Promotion</b> - Percentage of students promoted to grade six.		TBD	NA	NA
	<b>Student Promotion</b> - Percentage of students promoted to grade nine.		TBD	NA	NA
	<b>Student Promotion</b> - Percentage of students promoted to grade ten.				
	<b>Dropout Rate</b> - Percentage of students dropping out of school in grades 9 - 12 in a single year.	Grade 9			
		Grade 10			
		Grade 11			
		Grade 12			
<b>Graduation Rate</b> - Percentage of students who graduate from high school as 4 year cohort.					

		<b>Graduation Rate</b> - Percentage of students who graduate from high school as 5 year cohort.	
		<b>Certificate Rate</b> - Percentage of students who receive certificate of completion.	
			<b>School Year 2016 - 17</b>
<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		<b>Risk Ratio for Black/African American Students = 4.94</b>	
		<b>Risk Ratio for Students with Disabilities</b>	
<b>Student Opportunities for Enrichment and/or Remediation:</b>	BELL after school program for grades K-4;      SPIRE - grades K-6		
	Scholastics Bookroom- grades K-3;    Experience Corp - grades K-3		

<b>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.	Just Words - grades 4&5
	Read 180/System 44 - grades 6-8
	Do The Math - grades K-5;    Do The Math Now - grades 6-8
	Zearn, Splash Math, and Relfex Math - grades 3-8
<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.	Scholastics Bookroom- grades K-3
	Read 180 - grades 5&6
	Do The Math Now - grade 5
	Zearn, Splash Math, and Relfex Math - grades 3-8
<b>Student Engagement</b> List programs that focus on fostering	PBIS; Restorative Practice; Holistic Life; Mariposa
	Bmore Fit;    New Fit Kids (Sports);    Path to Pax grades K-2

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.

Girl Scouts; Prort Discovery STEMventures; Imagine Me grades 6-8; Police Bridge

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 = <=5.0% 5 = <=5.0%	4 = 7.1% 5 = <=5.0%
	Grade 4	TBD	4 = <=5.0% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
	Grade 5	TBD	4 = <=5.0% 5 = <=5.0%	4 = 6.7% 5 = <=5.0%
	Grade 6	TBD	4 = 6.0% 5 = <=5.0%	4 = 9.7% 5 = <=5.0%
	Grade 7	TBD	4 = 7.7% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
	Grade 8	TBD	4 = <=5.0% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
<b>PARCC Mathematics</b> Identify the percentage of students that have met or exceeded expectations	Grade 3	TBD	4 = 5.3% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
	Grade 4	TBD	4 = <=5.0% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
	Grade 5	TBD	4 = <=5.0% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
	Grade 6	TBD	4 = <=5.0% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
	Grade 7	TBD	4 = <=5.0% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%
	Grade 8	TBD	4 = <=5.0% 5 = <=5.0%	4 = <=5.0% 5 = <=5.0%

<b>Maryland High School Assessment</b> Identify the percentage of students that have met or exceeded expectations.	PARCC English 10			
	Bridge Plan for Academic Validation ELA - Identify the percent of students who fulfilled testing requirements using Bridge.			
	PARCC Algebra I			
	Bridge Plan for Academic Validation Mathematics - Identify the percentage of students who fulfilled state requirements using Bridge.			
<b>Service-Learning Hours</b>	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.			
<b>School Year</b>		<b>2016 - 17</b>	<b>2015 - 16</b>	<b>2014 - 15</b>
	Percentage of students that did not pass two or more courses in grade 9.			

<b>Course Performance</b>	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.			
<b>English Language Proficiency Assessment</b> Identify the percentage of students that have met bridging or reaching.				
<b>Benchmark</b> (end of year)		<b>Above or On Grade Level</b>	<b>One-Two Grade Levels Below</b>	<b>More than Two Grade Levels Below</b>
<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	19.4	38.9	41.7
	Grade 4	6.5	48.4	45.1
	Grade 5	4.5	45.5	50
	Grade 6	3.4	10.3	76.3
	Grade 7	15.6	13.3	71.1
	Grade 8	16.2	24.3	59.5
	Grade 9			
	Grade 10			
	Grade 11			
	Grade 12			
	Pre-Kindergarten			



<b>Student Achievement Mathematics</b> Record the percent of students who are above, on, or below grade level.	Kindergarten			
	Grade 1	13.2	78.9	7.9
	Grade 2	9.4	59.4	31.2
	Grade 3	25.6	46.2	28.2
	Grade 4	21.4	25	53.6
	Grade 5	4.5	54.5	40.9
	Grade 6	3.7	29.6	66.7
	Grade 7	4.3	30.4	65.2
	Grade 8	10.5	28.9	60.5
	Grade 9			
	Grade 10			
	Grade 11			
	Grade 12			











Staff Profile Data		
Principal		
Number of years of experience as a principal	2.5	
Number of years at current school as an administrator	2.5	
Number of Assistant Principals	1	
Teachers		
School Year	2016-17	2015-16
Percentage of first year teachers	0.00%	32.00%
Percentage of teachers with 1- 3 years teaching experience	54.50%	50.00%
Percentage of teachers with 4-5 years teaching experience	8.00%	0.00%
Percentage of teachers with 6-10 years teaching experience	22.70%	33.00%

Percentage of teachers with 11-15 years teaching experience	4.50%	0.00%
Percentage of teachers with 16+ years teaching experience	18.20%	17.00%
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%	100.00%
Percentage of teachers with Resident Teacher Certification	9.10%	15.80%
Percentage of teachers with Conditional Certificates	9.10%	0.00%
Percentage of teachers with Standard Professional Certificates	45.50%	10.50%
Percentage of teachers with Advanced Professional Certificates	36.40%	36.80%
Percentage of teachers that have National Board Certification		
Percentage of teachers teaching classes outside of their certification area	3.10%	0.00%



Percentage of teachers rated highly effective	9.00%	37.50%
Percentage of teachers rated effective	77.00%	62.50%
Percentage of teachers rated ineffective	0.00%	0.00%
Teacher Attendance (Average Daily Rate-Percent)	93.30%	92.20%
<b>Para-Professionals</b>		
<b>School Year</b>	<b>2016-17</b>	<b>2015-16</b>
Number of para-professionals	2	2
Percent of instructional para-professionals who are qualified	100%	100%
<b>Staff to Support Student Services</b>		
	Social Worker - BCPSS .5; UMDSSW .5; UMC	
	Community School Coordinator	

<b>Staff to Support Student Services</b> List the licensed staff providing support services. Examples include social workers, nurses, school counselors, etc.	
	School nurse aid
	Psychologist - BCPSS .5
	Speaech Pathologist - BCPSS .5



2014-15




19.00%
81.00%
0.00%
<b>2014-15</b>

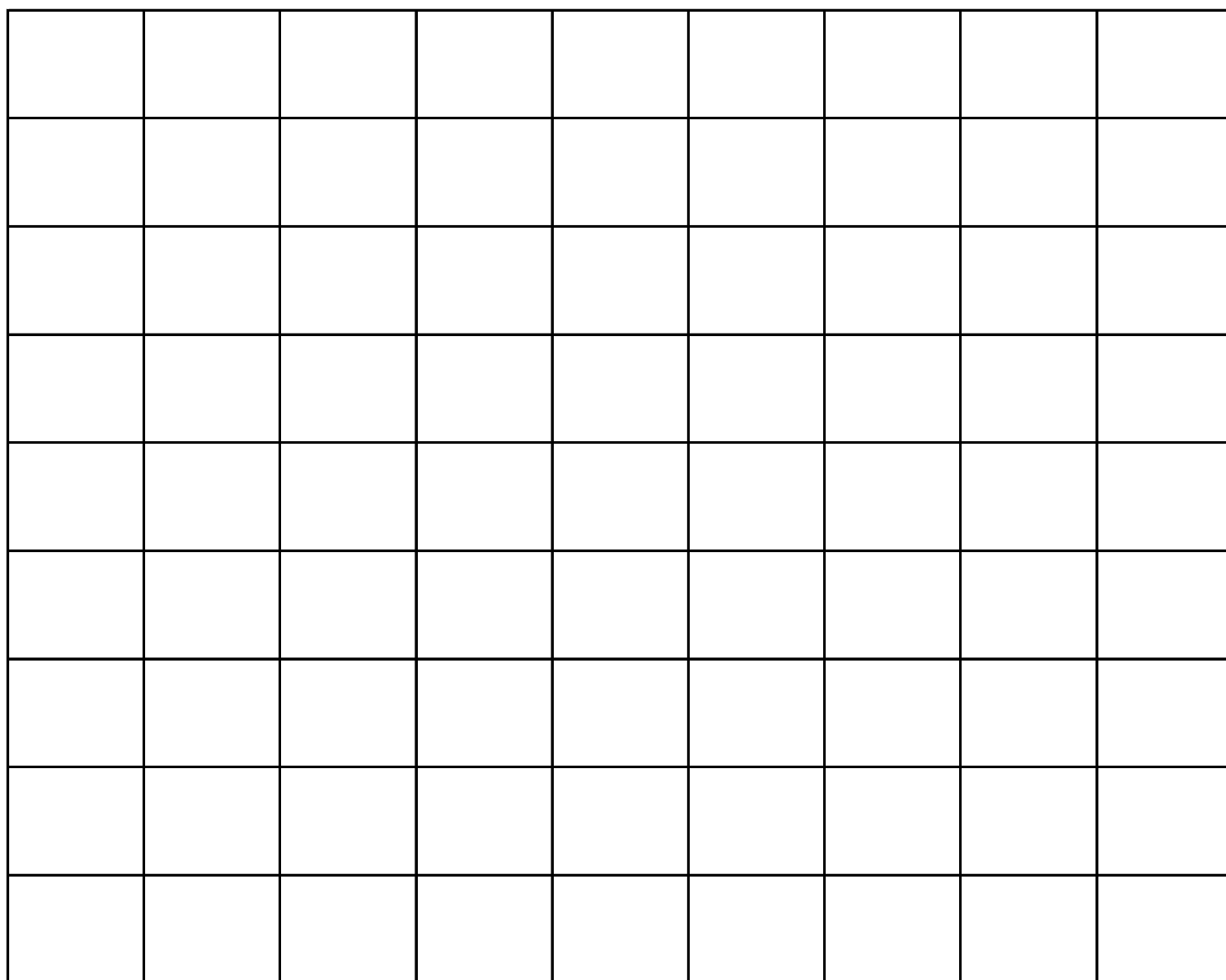

SSW inters .5

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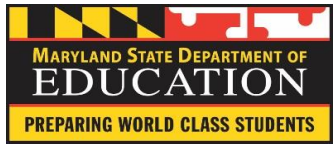
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# Intervention Planning Guide

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.)	<ul style="list-style-type: none"><li>* Principal distributes leadership opportunities to Instructional Leadership Team (ILT)</li><li>* 100% of the Instructional Leadership Team (ILT) participated in Transforming Teams</li><li>* 8 teachers participated in leadership programs and 5 are returning</li><li>* ILT expanded to include a wider range of leaders 12 total</li></ul>
<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.	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.)	<ul style="list-style-type: none"><li>* 8 teachers participated in leadership programs and 5 are returning</li><li>* 2 Teacher Mentors</li><li>* Intervention Coaches (Math, Literacy, etc.)</li><li>* PLCs for Math, Climate and Technology</li></ul>

<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.	What effective practices have you implemented to build a strong school community focused on learning? (Curriculum Implementation, Instructional Coaching, Advanced-Level Course Offers, etc.)	<ul style="list-style-type: none"> <li>* Intervention daily for Math and Literacy</li> <li>* Experience Corp (7 members)</li> <li>* Intervention Coaches (Math, Literacy, etc.)</li> <li>* ThinkCerca- promotes small group instruction</li> <li>* Professional Learning Communities (PLCs) for Math, Climate, and Technology</li> </ul>
<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	What have been the most effective practices for engaging students, family and the community? (establishing Family School Council, Family Liaison, Community School, etc.)	<ul style="list-style-type: none"> <li>* Blended Model- PBIS, Holistic Life, Restorative Practices</li> <li>* Community Coordinator- Workshops</li> <li>* Academic Focused Parent Nights (Math, Literacy, Raising a Reader)</li> <li>* ClassDojo</li> </ul>
<b>Challenges</b> 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.		
<b>Domain for Rapid of School Improvement</b>	<b>Guiding Questions</b>	<b>School Challenges</b>

<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; 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.</p>	<p>What have been challenges in developing and/or implementing effective turnaround leadership strategies at your school?</p>	<ul style="list-style-type: none"> <li>* Scheduling, monitoring and observation of teachers regulary because the focus has been oin Climate.</li> <li>* Timely feedback to staff</li> </ul>
<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>	<ul style="list-style-type: none"> <li>* Varying levels of years teaching. 54% of the staff had 1-3 years of experience.</li> <li>* Diversifying recruitment of teachers/staff by gender, race, and experience level. (18 fe,ales &amp; 15 males)</li> <li>* Career changes due to teacher programs and retirement. (lost 3 teachers to private industry)</li> </ul>
<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>	<ul style="list-style-type: none"> <li>* Teacher attendance (89%)</li> <li>* Mentors not available to visit classrooms due to teaching</li> <li>* Late opportunities for Professional learning about interventions due to the late approval of the priority plans.(Started in November)</li> <li>* Materials were recieved late in the school year because of the approval of the priority plans. (Received in Novemeber)</li> </ul>

<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.	What have been the challenges in engaging students, family, and the community?	* Parents not willing to attend activities, conferences, etc.(Average 30 parents at events) * Varying degree of commitment with fidelity and implementation of schoolwide initiatives by staff-Positivor Intervention System (75% of staff using Class Dojo) * Midset and efficacy of teachers
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### 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
Instructional Transformation- Literacy, Turnaround Leadership and Talent Development	Goal 1 In school year 2017-18 from Beginning Of Year (BOY) to End Of Year (EOY), 70% of students in grades 3-8 will show .75 years growth as measured by the literacy I-ready assessment.	The goal will be measured annually using the iReady assessment.	Qrt 1: <b>Beginning Of Year (BOY)</b> data collected via iReady Qrt 2: <b>Middle Of Year (MOY)</b> data collected via iReady Qrt 3: <b>End Of Year (EOY)</b> data collected via iReady	12% of the scholars grades 1-8 tested on grade level on the EOY assessment.

Instructional Transformation- Math, Turnaround Leadership and Talent Development	Goal 2  In school year 2017-18 from Beginning Of Year (BOY) to End Of Year (EOY), 70% of students in grades 1-8 will show .75 years growth as measured by	The goal will be measured annually using the iReady assessment.	Qrt 1: <b>Beginning Of Year (BOY)</b> data collected via iReady Qrt 2: <b>Middle Of Year (MOY)</b> data collected via iReady Qrt 3: <b>End Of Year (EOY)</b> data collected via iReady	22% of the scholars grades 1-8 tested on grade level on the EOY assessment.
Cultural Shift- ARCA, Turnaro	Goal 3  From September to June in school year 2017-18, Chronic Absenteeism will decrease from 29.8% to 24% as	The goal will be measured annually using the schoolwide attendance data on the Infinite Campus annual reports.	Infinite Campus Weekly Reports with a 1.25% decrease each Quarter.	The Chronic Absenteeism rate from the 2016-17 school year was 29.8%.
Cultural Shift- Suspensions, Turnaround Leadership and Talent Development	Goal 4 From September to June in school year 2017-18, suspensions will decrease from 28 to 20 as measured by Infinite Campus.	The goal will be measured annually using the schoolwide suspension data on the Infinite Campus monthly reports. Reports are available monthly to review showing previous months	Infinite Campus bi-weekly Reports will be analyzed by the Climate Team	The suspension rate from the 2016-17 school year was 28.

















Intervention Plan: Complete the table below to identify how the school will address prioritized needs.

<b>Intervention Goal Number (only)</b>	<b>Evidenced-Based Strategies:</b> Identify the strategies that will be used to address the need.	<b>Action Steps</b>	<b>Indicators of Success/ Benchmark</b>	<b>Timeframe</b>	<b>Person(s) Responsible</b>	<b>Stakeholder/ Partner supporting</b>
<b>Goal 1</b>	Small Group Classroom Instruction for grades K-8	1. Literacy Lab Program (grades 3-5) 2. Experience Corp Volunteers (grades K-3) 3. Urban Teachers (grades 4-8) 4. Scholastic Leveled Library Coaching (grades K-5)	Daily data driven small group instruction using intervention/enrichment programs and coaching.	Starting in September 2017; daily until June 2018	Literacy Lead, Students With Disabilities Lead, and Principal	Literacy Academic Content Liason; Harlem Park Instructional Leadership Team; Literacy Lab Coaches; Experience Corp Team Lead; Urban Teachers Coach

<b>Goal 1</b>	Data Driven Evidence-Based Intervention/Enrichment Programs	1. Purchase program materials and coaching for Read 180/ System 44 (grades 4-8); Just Words (grades 3-5) ; and Scholastic Leveled Bookroom 2. Include daily intervention into the master schedule 3. Provide weekly collaborative planning time to learn, discuss the data, lesson plan, action plan, and share best practices. 4. Purchase technology to support the interventions' online platforms	Daily implementation of data driven intervention/enrichment programs; Data collected from baseline and interim assessments for each program.	Starting in September 2017; daily until June 2018	Literacy Lead, Instructional Leadership Team, and Principal	Literacy Academic Content Liason; Literacy Lab Coaches; Experience Corp Team Lead; Urban Teachers Coach; Technology Teacher Lead
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<b>Goal 1</b>	Literacy Coaching for all teachers	1. Identify a Literacy Lead and Technology Teacher Lead 2. Develop a master schedule to include literacy block, intervention blocks, and teacher collaborative planning time 3. Develop a literacy coaching schedule for the Literacy Lead and intervention program coaches 4. Develop a substitute coverage plan to support the Literacy Lead's facilitation/attendance at collaborative planning meetings and professional learning. 5. Develop a technology schedule to ensure that tech is available during scheduled interventions and	Literacy Lead schedule; SANE documentation from collaborative meetings; SANE documentation from intervention program coaching; ILT meeting SANE providing evidence of student data review	1. August 2017 2. September 2017 Starting in 3. September 2017 - June 2018; bi-week 4. September 2017 - June 2018; monthl collaborative team meetings and monthly district lead meetings 5. September 2017 6. October 2017	Principal	Literacy Academic Content Liason; Literacy Lab Coaches; Experience Corp Team Lead; Urban Teachers Coach
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<b>Goal 1</b>	Build Effectiveness of the School Leader to support the overall effectiveness of instruction to increase scores.	1. Participate in Targeted Leadership Coaching; Attend District monthly Principals' meetings; Attend monthly Network Collaborative Meetings	Leadership Framework Scores, Val-Ed Results; Evaluation	September 2017- June 2018	Principal	Instructional Leadership Executive Director (ILED), Targeted Leadership Coaching
<b>Goal 2</b>	Small Group Instruction for grades K-8	1. Do The Math (grades K-5) 2. Do The Math Now (grades 5-8) 3. Fast Math (grades K-8)                      4. Urban Teachers (grades 6-8)	Daily data driven small group instruction using intervention/enrichment programs and coaching.	September 2017; daily until June 2018	Math Lead and Principal	Math Academic Content Liason; Harlem Park Instructional Leadership Team; Do The Math Coach; Urban Teachers Coach

<b>Goal 2</b>	Data Driven Evidence-Based Intervention/Enrichment Programs	1. Purchase program materials and coaching for Do The Math (grades K-5); Do The Math Now (grades 5-8) ; and Fast Math Fluency (grades K-8) 2. Include daily intervention into the master schedule 3. Provide weekly collaborative planning time to learn, discuss the data, lesson plan, action plan, and share best practices. 4. Purchase technology to support	Daily implementation of data driven intervention/enrichment programs; Data collected from baseline and interium assessments for each program.	Starting in September 2017; daily until June 2018	Math Lead, ILT, and Principal	Math Acedemic Content Liason; Do The Math Coach; Urban Teachers Coach; Technology Teacher Lead
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<b>Goal 2</b>	Math Coaching for all teachers	1. Identify a Math Lead and Technology Teacher Lead 2. Develop a master schedule to include Math block, intervention blocks, and teacher collaborative planning time 3. Develop a Math coaching schedule for the Math Lead and intervention program coaches 4. Develop a substitute coverage plan to support the Math Lead's facilitation/attendance at collaborative planning meetings and professional learning. 5. Develop a technology schedule to ensure that tech is available during scheduled interventions and	Math Lead schedule; SANE documentation from collaborative meetings; SANE documentation from intervention program coaching; ILT meeting SANE providing evidence of student data review	1. August 2017 2. September 2017 Starting in 3. September 2017 - June 2018; bi-week 4. September 2017 - June 2018; monthl collaborative team meetings and monthly district lead meetings 5. September 2017 6. October 2017	Principal	Math Acedemic Content Liason; Do The Math Coach; Urban Teachers Coach
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<b>Goal 2</b>	Build Effectiveness of the School Leader to support the overall effectiveness of instruction to increase scores.	1. Participate in Targeted Leadership Coaching; Attend District monthly Principals' meetings; Attend monthly Network Collaborative Meetings	Leadership Framework Scores, Val-Ed Results; Evaluation	September 2017 - June 2018	Principal	Instructional Leadership Executive Director, Targeted Leadership Coaching
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<b>Goal 3</b>	Multi-tiered system of support to improve chronic attendance in alignment with the school's Family Engagement Plan & culture and climate support model - Blended (Restorative Practice, PBIS, and Mindfulness)	1. Identify an Attendance Team & Family Engagement Lead (Community School Coordinator) 2. Identify a Climate Team Lead 3. Participate in Restorative Practice, PBIS, and Mindfulness training 4. Develop attendance, climate, and Family Engagement team meetings to review data and action plan 5. Develop a substitute scheduling plan for climate lead to meet with SSL and professional learning. 6. Conduct PLCs after school and on Saturdays around the Blended Model (Stipends to staff) 7. Purchase incentives	Climate Lead and Community School Coordinator schedule; SANE documentation from attendance meetings; SANE documentation from Family Engagement meetings; Climate meeting SANE providing evidence of student data review. SANE documentation from PLC meetings. Staff meeting SANE documentation. Identification of all team members. Evidence attendance data analysis, action planning, and celebrations.	1. August 2017 2. August 2017 3. September 2017 - June 2018 4. September 2017 - June 2018; monthly 5. September 2017 6. October 2017 7. September 2017	Community School Coordinator, Climate Lead, and Principal	Student Support Liason. Climate Team, Attendance Team, All Staff, Family Community Engagement Liason
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<b>Goal 4</b>	Multi-tiered system of support to improve suspension rate in alignment with the school's Family Engagement Plan & culture and climate support model - Blended (Restorative Practice, PBIS, and Mindfulness)	1. Family Engagement Lead (Community School Coordinator) 2. Identify a Climate Team Lead and team 3. Participate in climate and Family Engagement team meetings to review data and action plan 4. Develop a substitute scheduling plan for climate lead to meet with SSL and professional learning. 5. Conduct PLCs after school and on Saturdays around the Blended Model and Social Emotional Learning / Trauma Informed Behavior management (Stipends to staff) 6. Purchase PBIS incentives for scholars and families who improve attendance	Climate Lead and Community School Coordinator schedule; SANE documentation from attendance meetings; SANE documentation from Family Engagement meetings; Climate meeting SANE providing evidence of student data review. SANE documentation from PLC meetings. Staff meeting SANE documentation. Identification of all team members. Evidence attendance data analysis, action planning, and celebrations.	1. August 2017 2. August 2017 3. September 2017 - June 2018 4. September 2017 - June 2018; monthly 5. October 2017 6. September 2017	Community School Coordinator, Climate Lead, and Principal	Student Support Liason. Climate Team, Attendance Team, All Staff, Family Community Engagement Liason
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