



Priority School Comprehensive Needs Assessment and Intervention Plan 2017-2018

**Hazelwood Elementary/Middle (0210),
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:

Dr. Gail Clark Dickson
Section Chief Program Improvement and Family Support Branch
Maryland State Department of Education
gail.dickson@maryland.gov
410-767-5153





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	Hazelwood Elementary/ Middle
School Address	4517 Hazelwood Avenue
Grades Served	Grades k-8
Principal's Name	Amanda P. rice
Principal's Email Address	aprice01@bcps.k12.md.us
School Phone Number	410-396-9098
Principal Supervisor's Name	Mark E. 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
Mr. Antonio Mason	3rd Grade Teacher	4 years	ALMason@bcps.k12.md.us
Mr. Darwin Villangca	Special Educator Resource Teacher	1st year	Dvillangca@bcps.k12.md.us
Ms. Patrice Jackson	Middle School ELA Teacher	1st year	Pjackson@bcps.k12.md.us
Ms. Chantell Waters	Parent PTO President	7 years	CDWaters@bcps.k12.md.us
Ms. Nakisha Powell	Educational Associate	1st year	NAPowell@bcps.k12.md.us
Tiffany Williams	Resident Principal	1st year	cminor@bcps.k12.md.us
Ms. Taneasha Redmond	3rd Grade Teacher	2nd year	TSRedmond@bcps.k12.md.us
Ms. Charlotte Watson	Community and Family representative	1st year	proverbial42004@yahoo.com
Ms. RaeVen Dove	Dean of Students	2nd year	raevendove@yahoo.com
Ms. Marzell Chase	Teacher	1st year	mlchase@bxps.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 stancem 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	We will ensure that our students have high goals, strong self belief, respect, compassion, and an understanding on how they can improve their community and their world as we ensure their accademic success.
Mission	we will educate all of our students to develop a mastery of reading, writing, mathematics, science and social studies along with a strong set of values that will build positive character traits in all members of the school community, which will ensure all students achieve successful futures.
Goals	1. By June 2018, 25% of students in grades 6-8 scoring on or above grade level will increase by one grade level as measured by the End of Year I-Ready Literacy Assessment. 2. By June 2018, 25% of students in grades 6-8 scoring on or above grade level will increase by one grade level as measured by the End of Year I-Ready Mathematics Assessment. 3. By June 2018 school year.

School Year					
School Year		2016-17	2015-16	2014-15	
Total Student Enrollment: Identify the total number of students enrolled for each school year.		415	404	384	
Grade Level Enrollment: Identify the number of students enrolled in each grade level.	Pre-Kindergarten	*	*	*	
	Kindergarten	43	40	31	
	Grade 1	43	36	52	
	Grade 2	39	49	33	
	Grade 3	49	34	40	
	Grade 4	36	45	33	
	Grade 5	40	30	48	
	Grade 6	37	69	37	
	Grade 7	71	45	56	
	Grade 8	57	56	54	
	Grade 9				
	Grade 10				
	Grade 11				
	Grade 12				
Gender: Identify the number of male and female students	Male	233	225	212	
	Female	182	179	172	
Race/Ethnicity: Identify the number of students in each group.	Black/African American	392	384	358	
	Hispanic/Latino	10	10	11	
	Asian	*	*	*	
	White	11	*	11	
	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)	67.6% (ES) 70.9% (MS)	71.5% (ES) 75.9% (MS)	90.3% (ES) 92.7% (MS)	
	Special Education	11.2%(ES) 38.8%(MS)	14.2%(ES) 32.2%(MS)	16.9% (ES) 35.1% (MS)	
	Homeless	5%	*		
Additional Data: Identify requested data for each category.	Student Mobility - Percentage of students that move from one school community to another.		TBD	38.2% (ES) 35.8% (MS)	36.2%(ES) 28.2%(MS)
	Student Attendance - Percentage of students in school for at least half of the average school day during the school year.		TBD	93.7% (ES) 93.2%(MS)	92.5% (ES) 91.1%(MS)
	Chronic Absenteeism: Percentage of students absent more than 20 days.		TBD	16.7% (ES) 16.5% (MS)	20.4%(ES) 26.8% (MS)
	Student Promotion - Percentage of students promoted to grade six.		TBD		
	Student Promotion - Percentage of students promoted to grade nine.		TBD		
	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		

<p>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.</p>	<p>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.</p>	<p>Risk Ratio for Black/African American Students = 1.43</p> <p>Risk Ratio for Students with Disabilities = 7.3</p>
<p>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.</p>		
	<p>After School Tutoring -Extended Learning; Enrichment Clubs (National Academic League, Baltimore Urban Debate League, Student Government Association, Project Lead the Way, and Stocks in the Future).</p>	
	<p>Saturday School Tutoring-Extended Learning</p>	
	<p>Americorp Literacy Lab Grades K-3; Increasing student reading levels.</p>	
	<p>Experience Corp Classroom Tutors; Small intervention groups provided with one on one assistance daily.</p>	
<p>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.</p>	<p>Gifted and Talented Learners Program (one on one student interventions in Reading); Middle school GAL students will receive Reading and Math Interventions with Springboard Math and Reading curriculum)</p>	
	<p>Project Lead the Way Engineering Program</p>	
	<p>(National Academic League, Baltimore Urban Debate League, Student Government Association, Project Lead the Way, and Stocks in the Future</p>	
<p>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.</p>	<p>Intervention and Supports (PBIS); Restorative Practices; Restorative Practices Student Leaders; Student Government Association</p>	
	<p>Police GREAT (Gang Resistance Program); Baltimore City CEASE program (Smoking and Drugs Intervention)</p>	
	<p>Male Mentoring , Female Mentoring</p>	

Student Achievement Data				
School Year		2016-17	2015-16	2014-15
PARCC English Language Arts / Literacy Identify the percentage of students that have met or exceeded expectations	Grade 3	TBD	4= 9.5% 5= <=5.0%	4=15.8% 5= <=5.0%
	Grade 4	TBD	4=21.3% 5= <=5.0%	4= 9.7% 5= <=5.0%
	Grade 5	TBD	4= <=5.0% 5= <=5.0%	4= 12.2% 5= <=5.0%
	Grade 6	TBD	4= 7.5% 5= <=5.0%	4= 15.0% 5= <=5.0%
	Grade 7	TBD	4= 12.5% 5= <=5.0%	4= 7.5% 5= <=5.0%
	Grade 8	TBD	4= 8.5% 5= <=5.0%	4= <=5.0% 5= <=5.0%
PARCC Mathematics Identify the percentage of students that have met or exceeded expectations	Grade 3	TBD	4= <=5.0% 5= <=5.0%	4= 7.9% 5= <=5.0%
	Grade 4	TBD	4= <=5.0% 5= <=5.0%	4= 12.9% 5= <=5.0%
	Grade 5	TBD	4= <=5.0% 5= <=5.0%	4= 6.1% 5= <=5.0%
	Grade 6	TBD	4= <=5.0% 5= <=5.0%	4=7.5% 5= <=5.0%
	Grade 7	TBD	4= <=5.0% 5= <=5.0%	4= <=5.0% 5= <=5.0%
	Grade 8	TBD	4= 11.9% 5= <=5.0%	4= <=5.0% 5= <=5.0%
	PARCC English 10			

Maryland High School Assessment Identify the percentage of students that have met or exceeded expectations.	Bridge Plan for Academic Validation ELA - Identify the percent of students who fulfilled testing requirements using Bridge.			
	PARCC Algebra I			
	Bridge Plan for Academic Validation Mathematics - Identify the percentage of students who fulfilled state requirements using Bridge.			
Service-Learning Hours	Percentage of students that have completed less than 50% of service-learning hour requirements by grade 11.			
	Percentage of students that have completed service-learning requirements by grade 11.			
School Year				
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	58.8	25.5	15.7
	Grade 4	10.3	38.5	51.3
	Grade 5	7.1	28.6	64.3
	Grade 6	10.8	13.5	75.7
	Grade 7	20.9	16.4	62.7
	Grade 8	26.7	4.4	68.9
	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	23.8	73.8	2.4
	Grade 2	24.4	61	14.6
	Grade 3	25.5	51	23.5
	Grade 4	17.9	25.6	56.4
	Grade 5	4.8	35.7	59.5
	Grade 6	5.6	25	69.4
	Grade 7	10.4	31.3	58.2
	Grade 8	20.4	28.6	51
	Grade 9			
	Grade 10			
	Grade 11			
	Grade 12			

Staff Profile Data			
Principal			
Number of years of experience as a principal			
Number of years at current school as an administrator			
Number of Assistant Principals			
Teachers			
School Year	2016-17	2015-16	2014-15
Percentage of first year teachers	25.90%		
Percentage of teachers with 1- 3 years teaching experience	25.90%		
Percentage of teachers with 4-5 years teaching experience	0.00%		
Percentage of teachers with 6-10 years teaching experience	3.70%		
Percentage of teachers with 11-15 years teaching experience	11.10%		
Percentage of teachers with 16+ years teaching experience	33.30%		
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%		
Percentage of teachers with Resident Teacher Certification	22.20%	4.8%	*
Percentage of teachers with Conditional Certificates	7.40%	*	*
Percentage of teachers with Standard Professional Certificates	14.80%	23.80%	26.1%
Percentage of teachers with Advanced Professional Certificates	55.60%	61.9%	65.20%
Percentage of teachers that have National Board Certification			
Percentage of teachers teaching classes outside of their certification area	22.40%		
Percentage of teachers rated highly effective		0.00%	0.00%
Percentage of teachers rated effective		95.80%	92.00%
Percentage of teachers rated ineffective		4.20%	8.00%
Teacher Attendance (Average Daily Rate-Percent)	90.10%	91.80%	
Para-Professionals			
School Year	2016-17	2015-16	2014-15
Number of para-professionals	3		
Percent of instructional para-professionals who are qualified	100%		
Staff to Support Student Services			

Staff to Support Student Services List the licensed staff providing support services. Examples include social workers, nurses, school counselors, etc.	2 Social Workers, 1 nurse, 1 LPN, 1 Guidance Counselor , Dean of Studwents; Psychologist).

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

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

Domain for Rapid of School Improvement	Guiding Questions	
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.)	Currently at School 210, we effectively use the distrib of 3 mentor teachers, resident principal who ove
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.)	Currently at school 210, we support c have a resident principal, we particia
Instructional Transformation: Effective instructional practice, including strong standards-based instruction, data-based planning, differentiation and individualization, research-based pedagogical approaches, and classroom management, must be identified and supported. Schools cultivate an environment of both high expectations and support for students' academic accomplishment. Schools also address factors that are traditionally non-school-based so that every student comes to the task of learning ready for the challenge.	What effective practices have you implemented to build a strong school community focused on learning? (Curriculum Implementation, Instructional Coaching, Advanced-Level Course Offers, etc.)	At 210, we conduct weekly collabora program for enrichment (variou
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.)	We have an effective School Family Cr community engagement to st

Challenges 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	
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?	Challenges at 210 were implementin fir
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?	s at 210 were being able to Implement a
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?	New Teachers needed consistent develc Practice), challenges were teachers d
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?	Challenges last year was the lack o

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.

Domain for Rapid School Improvement	Intervention Goal(s)	How will this goal be measured annually?	What are key benchmarks toward meeting identified goal?
Climate Culture	1. By June 2018, we will decrease suspension by 25%, from 21 to 16 as measured by Infinite Campus data.	The goal will be measured annually using the growth of all students based upon their initial tier via the Infinite Campus data collection.	Monthly data points will be used based upon there of number of suspension. We will loook at climate data during the monthly climate data. We will use our restorative practice data from monthly capture sheet.
Instructional Transformation	By June 2018, 25% of students in grades 6-8 scoring on or above grade level will increase by one grade level as measured by the End of Year I-Ready Literacy Assessment.	The goal will be measured annually using the growth of all students based upon their initial tier via the iReady end of year assessment.	The goall will be measured by creating quarterly for mative assessments and MOY I Ready assessment (Dec 2017 to measure intervention goall.
Instructional Transformation	By June 2018, 25% of students in grades 6-8 scoring on or above grade level will increase by one grade level as measured by the End of Year I-Ready Mathematics Assessment.	The goal will be measured annually using the growth of all students based upon their initial tier via the Math Benchmark end of year assessment.	The goall will be measured by creating formative assessments and MOY I Ready assessment (Dec 2017)to measure intervention goall.
Talent Development	By June 2018 school year, 25% percent of teacher will be highly effective status as teachers; at least 25% of Teachers will become Teacher Leaders and Mentors; Principal Resident will become a Principal candidate.	Informally conduct teacher observations monthly. Formally conduct teachers observation two times as expected by BCPSS. Participate in coaching session with resident principal and New leaders.	Beginning of the year conferences and IDP reviews; Mid year Reviews, 2 Formal observations, informal observations, year end evaluations, Benchmark data, PLC's, PD participation, and leadership roles.

may cross multiple domains.		Directions:
School Strengths		
sted model as a way for each leadership team member to share some of the work./ Our Stong leadership teaam, consist rresses Middle School and SPED support, We have literacy and math leads that focuses on pedagody and instruction.		
our new educators with mentors, many of our staff members are emergent leaders, we pte in job fairs,partnership with Morgan/TU for internship, we survey teachers to see what teacher needs are weekly,		
ative planning, during planning we unpack CCSS, we have implemented afterschool is clubs)and remediation, sports for student interest to develop the whole child.		
ouncil meetings monthly, Family Community Liason, we do quarterly activites for family upport families and community, also we conduct monthly parent workshops.		

Directions: Using both qualitative and
School Challenges
g a consistent cohesive team that focused on data to improve student achievement, nding and recruiting professional sound leadership
i distributive leadershipmodel effectively at Hazelwood, sustaining and developing novice
opment in improving their instructional capacity and classroom management (PBIS/Restorative lidnt attend meetings reguarly, some of the barriers were teachers didn't attend due to time constraints
of a consistent PTO at Hazelwood. Lack of having consistent clubs and supports to support the whole child.

nd (SMART). Please provide a rationale for each the selected intervention goals

Rationale
The data will indicate that we will decrease multiple suspensions.
We have identified 39 children who could possibly increas by 1 years growth. 66 percent of students in 6-8 are scoring 2 or more grades below.
We have identified 39 children who could possibly increas by 1 years growth. 61 percent of students in grades 6-8 are scoring 2 or more grades below.
The data from quarterly assessments from student data to show that students are increasing student achievement. We will use Amplify, IREADY, interim data, and intervention data to determine the effectiveness of each individual teachers teaching practice by reviwing their data

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 practice PD's and PBIS (Blended Model); .	1. Instruction Schedule reflects restorative practice, 2.Revised role of climate lead, 3.refresher course of Restorative Practice By week;y climate meeting to include behavior team in order to develop and revise protocol, 3.Celebrate staff who implement circles, each staff meeting will begin with	Climate Meeting Notes, SANE documents from meetings, IC referral data, master schedule reflect data, revise referral, climate walks, circle logs,	Aug 2017, monthly,	Leadership Team, Dean of students, Multi Tiered Student Support Person	Leadership Team, District Personnel
2	Implementation Baltimore City Literacy Modules and Research Intervention Programs	1. Administer Baseline Assessment 2. Amplify 3. Iready Reading 4. work collaborative to develop action plans for groups 5.Implement lessons and activities to develop reteach plans	Progress Monitoring	1. Sept 2017, Nov 2017, Jan 2018 and April 2018 BOY-Sept2017, MOY-Dec2017, EOY-March2017	Principal, Resident Principal ,District AC's, Literacy Leads	Instructional Lead Executive Director
3	Teachers Meeting with the principal and members of the leadership team where teachers discuss their goals for achievement professionally with a focus on student achievement, teachers will have a heightened sense as to how they can increase student achievement.	1.Creation of IDP's; 2. Teacher action plans for increasing student achievement; 3. Review of teacher progress monthly , midyear and at the end of the year.	Teacher Mid year evaluations, Teacher end of the year evaluations, Teacher surveys, Increase in student achievement, teachers taking on leadership roles	1..Beginning of the year IDP plans and discussion of teacher goals; 2.Mid year Evaluation; End of the Year Evaluations; September 2017-June 2018	Principal, resident Principal , and EA; leadership team	School Leadership team
	Implementation of Eureka Math and Springboard math and Intervention Program	1. Administer Baseline Assessment 2. Amplify 3. Iready Reading 4. work collaborative to develop action plans for groups 5.Implement lessons and activities to develop reteach plans	Progress Monitoring	1. Sept 2017, Nov 2017, Jan 2018 and April 2018 BOY-Sept2017, MOY-Dec2017, EOY-March2017	Principal, Resident Principal ,District AC's, Literacy Leads	Instructional Lead Executive Director