



Priority School Comprehensive Needs Assessment and Intervention Plan 2017-2018

**K.A.S.A. (Knowledge Achievement Success Academy)(0342),
Baltimore City Public Schools**





Overview

All Maryland priority and school improvement grant (SIG) schools receiving Title I and/or SIG funds are required to complete this needs assessment and intervention plan. The needs assessment and plan must be approved by the Maryland State Department of Education.

The purpose of this needs assessment and intervention plan is to:

- (1) identify needs and performance challenges in a school based on data; and
- (2) develop an intervention plan that contains evidence based-strategies to address identified need.

The needs assessment and intervention plan is designed to be completed by a team and informed by data.

Questions about the needs assessment and intervention plan process for priority schools may be directed to:

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Background

Identification of Priority Schools for 2017-2018

As states and local education agencies (LEAs) transition to the Every Student Succeeds Act (ESSA), the Maryland State Department of Education (MSDE) is required to provide clarification concerning the identification and support for low-performing schools for the 2017-2018 school year. The U.S. Department of Education provided two options for states to identify low-performing schools for the 2017-2018 school year. The options are as follows:

- (1) continue to serve its existing priority and focus schools, except those that the state may remove from the list of priority and focus schools any school that has met the State's exit criteria; or
- (2) refresh its list using its existing methodology in place prior to the start of the 2017-2018 school year.

MSDE has selected option one, which will allow the state to serve the current list of priority and focus schools for the 2017-2018 school year. Maryland is choosing to freeze its list of priority and focus schools which means no priority schools or focus schools will exit the list for the 2017-2018 school year.

Support for Priority Schools in 2017-2018

MSDE will reserve funds from its fiscal year 2017 annual Title I, Part A allocation for use in the 2017-2018 school year to support its priority and focus schools. As in past years, these funds will be allocated by formula to LEAs with identified priority schools for the implementation of their intervention plans.

Maryland is committed to the continuous improvement of the state's priority schools. MSDE will support LEAs and schools in identifying and prioritizing school needs through the needs assessment; developing an intervention plan with evidence-based strategies; and implementing and monitoring intervention plans. MSDE will participate in LEA Central Support Team and Turnaround Executive Support Team meetings and conduct learning walks to view evidence-based strategies in action. MSDE will also leverage cross-divisional support to aid in the implementation of approved school intervention plans.

School Profile

School Name	Knowledge Achievement Success Academy KASA
School Address	2000 Edgewood Street
Grades Served	6th - 12th
Principal's Name	Saeed Hill
Principal's Email Address	SHill01@bcps.k12.md.us
School Phone Number	443-642-2670
Principal Supervisor's Name	Jacque Hayden
Principal Supervisor's Email	jyhayden@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
Shelton Stanley	Math Lead	5	SStanley@bcps.k12.md.us
Urender Hudson	Student Support Liaison	1	UCHudson@bcps.k12.md.us
Stacy Walton	Manager	1	SMWalton@bcps.k12.md.us
Christine Drescher	ELA Lead	6	CNCaporale@bcps.k12.md.us
Danielle Lee	Assistant Principal	6	DSLee@bcps.k12.md.us
Aimee Puffenbarger	Educational Associate	7	Apuffenbarger@bcps.k12.md.us

Local Educational Agency' s Vision, Mission, and Goals: School improvement must align with the vision, mission, and goals for the local educational agency. In the space below, record the local educational agency's vision, mission, and goals for the 2017-18 school year.	
Vision	Every student will graduate ready to achieve excellence in higher education and the global workforce.
Mission	Excellence and equity in education for every child at every level by focusing on quality instruction, managing systems efficiently, and sustaining a culture of excellence.
Goals	By 2020, all students will be able to access complex texts and tasks to critically analyze information in order to take a stance develop a coherent written evidence based argument, and communicate with confidence and conviction at or above grade level.
School's Vision, Mission, and Goals: School improvement must align with the vision, mission, and goals for the school. In the space below, record vision, mission, and goals for the 2017-18 school year.	
Vision	The vision at K.A.S.A., Knowledge Achievement Success Academy, is to become a nationally acclaimed school that produces ongoing gains in student achievement and ultimately prepares students to successfully excel in any post-secondary institutions or career.
Mission	Our Mission at K.A.S.A., Knowledge Achievement Success Academy, is to utilize student-centered educational structures to influence our scholars to attend school daily, conduct themselves in an appropriate manner and maximize their academic performance. With tiered support and reflective instruction supported by teachers, students will demonstrate their higher-order thinking skills and leadership abilities to become life-long learners.
Goals	During the 2017-2018 school year 25% of the students performing below grade level will show at least one grade level of growth on the i-Ready End of Year Assessment.

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.		425	453	454	
Grade Level Enrollment: Identify the number of students enrolled in each grade level.	Pre-Kindergarten				
	Kindergarten				
	Grade 1				
	Grade 2				
	Grade 3				
	Grade 4				
	Grade 5				
	Grade 6	50	62	64	
	Grade 7	50	67	72	
	Grade 8	61	74	79	
	Grade 9	107	87	70	
	Grade 10	52	53	59	
	Grade 11	45	52	62	
Grade 12	60	58	53		
Gender: Identify the number of male and female students.	Male	216	230	245	
	Female	209	223	209	
Race/Ethnicity: Identify the number of students in each group.	Black/African American	406	420	421	
	Hispanic/Latino	*	11	*	
	Asian	*	*	*	
	White	12	17	19	
	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)	88.2%(MS) 82.6% (HS)	89.5%(MS) 78.4% (HS)	91.7% (MS) 80.2%(HS)	
	Special Education	36% (MS) 33.7% (HS)	28.4% (MS) 32.8% (HS)	24.4% (MS) 31.8% (HS)	
	Homeless	4%	*		
Additional Data: Identify requested data for each category.	Student Mobility - Percentage of students that move from one school community to another.		TBD	57.5% (MS) 52.2% (HS)	27.1% (MS) 47.1% (HS)
	Student Attendance - Percentage of students in school for at least half of the average school day during the school year.		TBD	89.4% (MS) 83% HS)	90% (MS) 80.7% (HS)
	Chronic Absenteeism: Percentage of students absent more than 20 days.		TBD	25.4% (MS) 47.9%(HS)	25.2% (MS) 49.1% (HS)
	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.		TBD	64.9%	60.7%
	Dropout Rate - Percentage of students dropping out of school in grades 9 - 12 in a single year.	4-year Cohort	TBD	20.00%	6.67%
		5-year Cohort	TBD	TBD	10.90%
	Graduation Rate - Percentage of students who graduate from high school as 4 year cohort.		TBD	50.77%	68.89%
	Graduation Rate - Percentage of students who graduate from high school as 5 year cohort.		TBD	TBD	73.91%
	Certificate Rate - Percentage of students who receive certificate of completion.		TBD	12.2%	<=5.0%

		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	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 = 5.23
		Risk Ratio for Students with Disabilities = 1.97
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.	Credit Recovery using APEX	
	Coach Class	
	Extended Learning	
	Rescheduling of students into classes they failed	
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.	Partnership with University of Baltimore for dual enrollment in college writing class for 3 credits.	
	AP Literature	
Student Engagement List programs that focus on fostering supportive culture and climate within the school for the 2016-17 school year. Example programs include Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.	PBIS	
	Restorative Practices	
	Holistic Life	

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			
	Grade 5			
	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= 5.5% 5= <=5.0%
	Grade 8	TBD	4= <=5.0% 5= <=5.0%	4= <=5.0% 5= <=5.0%
PARCC Mathematics Identify the percentage of students that have met or exceeded expectations	Grade 3			
	Grade 5			
	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%
Maryland High School Assessment Identify the percentage of students that have met or exceeded	PARCC English 10	TBD	4= <=5.0% 5= <=5.0%	4= 10.5% 5= <=5.0%
	Bridge Plan for Academic Validation ELA - Identify the percent of students who fulfilled testing requirements using Bridge.			
	PARCC Algebra I	TBD	4= <=5.0% 5= <=5.0%	4= <=5.0% 5= <=5.0%

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.	38.5	NA	NA
	Percentage of students that have completed service-learning requirements by grade 11.	59.7	NA	NA
School Year		2016 - 17	2015 - 16	2014 - 15
Course Performance	Percentage of students that did not pass two or more courses in grade 9.	29	NA	NA
	Percentage of students that did not pass two or more courses in grade 10.	36.5	NA	NA
	Percentage of students that did not pass two or more courses in grade 11.	28.9	NA	NA
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			
	Grade 4			
	Grade 5			
	Grade 6	2	12	86
	Grade 7	5.7	5.7	88.6
	Grade 8	2.6	2.6	94.7
	Grade 9	2.4	3.6	94
	Grade 10	0	0	100
	Grade 11	0	3.1	96.9
	Grade 12	0	0	100
Student Achievement Mathematics Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten			
	Kindergarten			
	Grade 1			
	Grade 2			
	Grade 3			
	Grade 4			
	Grade 5			
	Grade 6	3.8	34.6	61.5
	Grade 7	2.9	22.9	74.3
	Grade 8	0	12.2	87.8
	Grade 9	2.4	4.8	92.9
	Grade 10	0	4.7	95.3
	Grade 11	0	0	100
	Grade 12	0	0	100

Staff Profile Data			
Principal			
Number of years of experience as a principal	4		
Number of years at current school as an administrator	1		
Number of Assistant Principals	1		
Teachers			
School Year	2016-17	2015-16	2014-15
Percentage of first year teachers	27.60%	NA	NA
Percentage of teachers with 1- 3 years teaching experience	6.90%	NA	NA
Percentage of teachers with 4-5 years teaching experience	0.00%	NA	NA
Percentage of teachers with 6-10 years teaching experience	31.00%	NA	NA
Percentage of teachers with 11-15 years teaching experience	10.30%	NA	NA
Percentage of teachers with 16+ years teaching experience	24.10%	NA	NA
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%	NA	NA
Percentage of teachers with Resident Teacher Certification	10.70%	14.30%	10.70%
Percentage of teachers with Conditional Certificates	10.70%	0.00%	7.10%
Percentage of teachers with Standard Professional Certificates	7.10%	17.90%	25.00%
Percentage of teachers with Advanced Professional Certificates	71.40%	53.60%	42.90%
Percentage of teachers that have National Board Certification	NA	NA	NA
Percentage of teachers teaching classes outside of their certification area	2.90%	NA	NA
Percentage of teachers rated highly effective	11.00%	0.00%	14.30%
Percentage of teachers rated effective	61.00%	92.60%	78.60%
Percentage of teachers rated ineffective	11.00%	7.40%	7.10%
Teacher Attendance (Average Daily Rate-Percent)	92.10%	94.20%	NA
Para-Professionals			
School Year	2016-17	2015-16	2014-15
Number of para-professionals	4	4	4
Percent of instructional para-professionals who are qualified	100%	100%	100%
Staff to Support Student Services			

Staff to Support Student Services

List the licensed staff providing support services. Examples include social workers, nurses, school counselors, etc.

Social Worker

Nurse

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		
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 had a structure in place to meet on a regular basis. The ILT membership represented the core subject areas and school administrators.
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.)	New teachers were assigned a mentor teacher. Ms. Drescher and Mr. Stanley were the new teacher mentors. The new teachers and mentors met weekly and helped with lesson planning and classroom management. Weekly PD conducted by school for all teachers in the building. School learning walks conducted in September showed 90% of teachers were ineffective and developing in teacher instructional framework actions 1 (well written learning objectives) and 5 (check for understanding). Learning Walks conducted in March showed 90% of teachers moved from ineffective and developing to effective and highly effective for teach action 1 (well written learning objective) and 70% of teachers were developing and effective for action 5 (check for understanding).
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.)	Teachers implemented the curriculum with fidelity, Agile Mind and LDC. Math and ELA had team content meetings once a week. During these meetings i-Ready was discussed, middle of course and end of course assessments, and course pass/fail rates. Agile Mind Coach Laura Pittard came to school Monthly and planned with staff and agile mind usage for staff and students increased from 20% in September to 80% in March. LDC Task completion rates were 80%.
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.		Partnership with Continuous Growth, PBIS, Restorative Practices, and Holistic life led to a decrease in office referrals and suspensions. Office Discipline Referrals decreased from 201 to 157 and Out of School Suspension decreased from 64 to 24.

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?	Accountability and follow through at all levels. Work was often done by a few people and this led to somethings slipping through the crack and individuals be overwhelmed or burned out. The instructional leadership team served as the committee for attendance, academics, culture and climate as well. The school carried 2 vacancies all year, and had an average teacher of attendance 83% monthly.
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?	Funding cut several positions. New teachers leave after 2-3 years. The school had 34.5% of the staff were new teachers. 61% of the staff were rated effective, 13% were rated developing, and 11% were rated ineffective. This number is down from 94% being rated effective the previous year.
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 capacity, Teacher planning, Lack of understanding on how to use data to inform and drive instruction, Improved Data cycles. 0% of the students received a score of 4 or 5 on PARCC. 2.3% of the students are on grade level according to the district benchmark i-Ready assessment.
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?	No community engagement due to being a city wide school. Less than 5% attendance at Family Community Engagement events. Teachers ineffective planning led to students cutting and culture problems. Overall school attendance was 77%. Which was reflected in the period attendance.

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	1. During the 2017- 2018 school year, all students that are reading: on or above grade level will show at least 0.75 years of growth; one year below grade level will show at least 1 year growth; and two or more years below grade level will show at least 1.5 years of growth from the first administration of i-Ready in September 2017 to the third administration in March 2018	The goal will be measured using the beginning, middle, and end of year i-Ready assessment, and the Literacy Design Collaborative (LDC) formative curriculum assessments , and intervention assessments	During the 2017-2018 school year all students that are reading: on or above grade level will show at least .35 years of growth in reading by mid year; one year below grade level will show at least 0.5 years of growth by mid year; and two or more years below grade level will show at least 0.75 years of growth by mid year i-Ready Assessment in December	93% of students tested were one or more grade levels below on Reading i-Ready End Of Year assessment for school year 2016-2017
Instructional Transformation	1. During the 2017- 2018 school year, all of the students that are: on or above grade level in math will show at least 0.75 years of growth; one year below grade level in math will show at least 1 year growth; and two or more years below grade level in math will show at least 1.5 years of growth from the first administration of i-Ready in September 2017 to the third administration in March 2018	The goal will be measured using the beginning, middle, and end of year i-Ready assessment, the topic assessments, mid module assessments, and end of module assessments, and district created interim assessments, and intervention assessments	During the 2017-2018 school year all students that are math: on or above grade level will show at least .35 years of growth in math by mid year; one year below grade level will show at least 0.5 years of growth by mid year; and two or more years below grade level will show at least 0.75 years of growth by mid year i-Ready Assessment in December	96% of students tested were one ore more grade levels below on Math i-Ready EOY for school year 2016-2017
Cultural Shift	3. By the end of 2017-2018 school year our student attendance will increase by 7%, as evidenced using the Instructional Leadership Team (ILT) Tool.	The goal will be measured using monthly ILT Tool.	During the 2017-18 school year 3.5% increase in attendance rates at the mid year, and again 3.5% at the end of the year.	KASA's overall attendance was below 72% and has decreased over the past three years. KASA chronic absenteeism rate is 50% in high school. We are increasing attendance by 7% annually over the next 3 years, to achieve the 94% district attendance goal.

Transformational Leadership	<p>4. During the 2017-2018 school year we will develop an Instructional Leadership Team (ILT) that meets weekly and spends 75% of their time focusing on instructional improvement and utilizing the Data Cycle, Cycles of Professional Learning, and the Academic/School Performance Plan to drive the work of the teacher teams in order to increase highly effective instruction as measured by increased student achievement, the district ILT rubric, and Sign-in, Agenda, Notes, and Evaluation (SANE) documentation.</p>	<p>The goal will be measured using district mandated assessments, ILT self assessment, and district ILT assessment using the ILT Rubric</p>	<p>An initial self assessment of the ILT with network support, Monthly self assessment of the ILT with network support.</p>	<p>93% of students tested were one or more grade levels below on Reading, 96% of students tested were one ore more grade levels below on Math, attendance was below 72% and has decreased over the past three years, and we have 50% of the staff is 0-1 years of experience.</p>
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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	Identification of Lit Lead, research based intervention program for middle school, Master schedule adjustment	Identify a literacy lead as described in Baltimore City's Turnaround Toolkit	Identification of literacy lead who meets the qualifications described in Appendix C of the Turnaround Toolkit	14-Aug-17	Principal	School Leadership Team
		Develop master schedule to include: student literacy blocks, student literacy intervention time, and teacher collaborative planning.	A master schedule with evidence of protected time for identified areas.	21-Aug-17	Master Scheduler	School Leadership Team
		Develop literacy coaching schedule that identifies time for: curriculum planning and practice, classroom observation and debrief with coach, student data analysis, and one-on-one and/or team coaching with identified teachers	Literacy coaching schedule, weekly agendas and minutes of collaborative coaching sessions.	September 8, 2017 for literacy coaching, Weekly agendas and meetings. SANE documentation	Literacy Lead	School Leadership Team
		Develop Substitute coverage plan for literacy lead to collaborate with Academic Content Liaison or attend professional learning sessions.	Substitute coverage plan that includes days , times, and funds for substitutes.	8-Sep-17	Principal	Academic Content Liaison and School Leadership Team
		Include review of student data in ELA as a standing agenda item for ELA and school leadership team meetings.	Agendas and meeting minutes provide evidence of review of student data. Protocol in place for looking at student work, CFIP.	On-going through weekly school leadership team meetings.	Literacy Lead	Academic Content Liaison and School Leadership Team
		30 minutes daily reading intervention using Read 180/ Achieve 3000/ or i-Ready lessons.	Bi-weekly intervention assessments	On-going Daily	ILT	School Leadership and Intervention Consultants
		Literacy Night for parents and students to introduce Literacy curriculum and teach sample lesson	20 parents show, increased student engagement	Nov-17	Assistant Principal/ Literacy Lead	School Leadership team, Amanda Klein
2	Identification of Math Lead, research based intervention program for middle school, Master schedule adjustment	Identify a math lead as described in Baltimore City's Turnaround Toolkit	Identification of Math lead who meets the qualifications described in Appendix C of the Turnaround Toolkit	14-Aug-17	Principal	School Leadership Team

		Develop master schedule to include: student mathematics blocks, student math intervention time, and teacher collaborative planning.	A master schedule with evidence of protected time for identified areas.	21-Aug-17	Master Scheduler	School Leadership Team
		Develop math coaching schedule that identifies time for: curriculum planning and practice, classroom observation and debrief with coach, student data analysis, and one-on-one and/or team coaching with identified teachers	Math coaching schedule, weekly agendas and minutes of collaborative coaching sessions.	September 8, 2017 for math coaching, Weekly agendas and meeting meetings. SANE	Math Lead	School Leadership Team
		Develop Substitute coverage plan for math lead to collaborate with Academic Content Liaison or attend professional learning sessions.	Substitute coverage plan that includes days , times, and funds for substitutes.	8-Sep-17	Principal	Academic Content Liaison and School Leadership Team
		Include review of student data in Math as a standing agenda item for math and school leadership team meetings.	Agendas and meeting minutes provide evidence of review of student data. Protocol in place for looking at student work, CFIP.	On-going through weekly school leadership team meetings.	Math Lead	Academic Content Liaison and School Leadership Team
		30 minutes daily math intervention using Think Through Math.	Bi-weekly intervention assessments	On-going Daily	Math Lead	School Leadership and Think through Math Consultants
		Math Night for parents and students to introduce Math curriculum, Eureka, and teach sample lesson	20 parents show, increased student engagement	Nov-17	Assistant Principal/ Math Lead	School Leadership team, Amanda Klein
3	Multi-Tiered system of support to improve attendance in alignment with the school's culture and climate support model- Restorative Practices and PBIS	Identify climate lead as described in Baltimore City's Turnaround Toolkit.	Identification of climate lead who meets the qualifications described in Appendix C of the Turnaround Toolkit.	14-Aug-17	Principal	

Participate in restorative practices/PBIS training	Attendance in training sessions, share information with school staff as evident by meeting agendas and minutes, implement strategies learned during training session as evident from observations.	August 16, 21, 22, 2017	Climate Lead	School Leadership Team, All Staff
Establish an attendance team lead by the climate lead	Identification of team members.	8-Sep-17	Climate Lead	School Leadership Team
Develop an attendance team meeting schedule to allow team members to review data weekly.	Development of attendance schedule, weekly team agendas and meeting minutes.	September 8, 2017 to develop attendance meeting schedule, agendas and meeting minutes will be ongoing bi-weekly	Climate Lead	School Leadership Team
Develop substitute coverage plan for time when climate lead needs to collaborate with School Support Liaison or attend professional learning experiences.	Substitute coverage plan that includes days , times, and funds for substitutes.	8-Sep-17	Principal	Climate Lead, Student Support Liaison
Develop a process for data collection, data analysis, and action planning.	Identification and/or development of data analysis and action planning resources.	22-Sep-17	Climate Lead	Student Support Liaison, School Leadership Team

		Monitor attendance data weekly, this includes class attendance data, to identify trends and students that fall into different tiers of support.	Categorization of students into different tiers of support based on attendance data.	22-Sep-17	Climate Lead	School Leadership Team
		Implement strategies to improve student attendance that align with the school's culture and climate model.	Silver Team-Students must maintain 90% attendance to be eligible. Silver team has rewards or special privileges for students who meet requirements. Quarterly attendance recognition ceremonies. Monthly PBIS trips provide copies of student rosters for verification. Student home visits conducted weekly.	September 2017-June 2018	Climate Lead	School Leadership Team and Mr. Draper - Concentric
4	Creation of a functional instructional leadership team (ILT) that is focused on data-driven instruction and has shared leadership.	Team Composition consists of Principal, Assistant Principal, Math Lead, Lit Lead, IEP Chair, Educational Associate, Science Teacher, Social Studies Teacher, Middle School Teacher, High School Teacher, 1 Parent Monthly	Identification of teachers for positions stated.	15-Sep-17	Principal	
		Weekly Team Meetings	Team will meet every Monday from 3:00 PM - 4:00 PM, SANE Documentation	Weekly Monday September 18, 2017	ILT Chair	School Leadership Team and Network Support
		Implementation of the Cycles of Professional Learning (CoPL)	District time-line created, professional development, classroom observations, professional readings, SANE documentation	September -June	Principal/Literacy Lead	School Leadership Team
		Data-Driven conversations and decision	SANE Documentation, Learning Walks, Assessments; I-Ready, Literacy Design Collaborative (LDC), Eureka assessments, District Interim assessments, Attendance Data, and Climate Data. Protocols for classroom observations and feedback.	Weekly Monday September 18, 2017	ILT Chair	School Leadership Team
		Develop clear process for communication between ILT and Content Teams	SANE Documentation showing the alignment between content teams and ILT, Protocols for communication	Weekly Monday September 18, 2017	ILT Chair	School Leadership Team
5	Creation of strong teacher teams that meet weekly, focusing on high-leverage interactions.	Identify Content Leads	Leads for Math, Literacy, Science, Social Studies	15-Sep-17	Principal	

		Develop Schedule for Content Team meetings	Weekly Team meetings, SANE Documentation	15-Sep-17	Principal	School Leadership and Network Academic Content Liaison
		Mentor New Teachers	Weekly mentor and new teachers meeting. SANE Documentation	15-Sep-17	Mentor Teachers	School Leadership Team
		Implementation of the Cycles of Professional Learning (CoPL)	Professional development, professional readings, SANE documentation	September -June	Principal/Literacy Lead	School Leadership Team
		Data-Driven conversations and decision	SANE Documentation, Literacy Design Collaborative (LDC), Eureka assessments, District Interim assessments, Student Work	Weekly Monday September 18, 2017	Content Lead	School Leadership Team
		Bi-Weekly School Based PDSANE	Documentation, Bi-weekly PD focused on the teach actions from Baltimore City's Public School Instructional Framework, the Cycles of Professional Learning, and Explicit Direct Instruction Model	Bi-Weekly September 19, 2017	Principal/Lit Lead	School Leadership Team