



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

**New Era Academy (0422),  
Baltimore City Public Schools**





## Overview

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

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

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

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

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

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## Background

### Identification of Priority Schools for 2017-2018

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

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

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

### Support for Priority Schools in 2017-2018

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

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

## School Profile

<b>School Name</b>	New Era Academy
<b>School Address</b>	2700 Seamon Avenue
<b>Grades Served</b>	Grades 6-12
<b>Principal's Name</b>	Chanta Booker
<b>Principal's Email Address</b>	<a href="mailto:cmbooker@bcps.k12.md.us">cmbooker@bcps.k12.md.us</a>
<b>School Phone Number</b>	443-984-2415
<b>Principal Supervisor's Name</b>	Jacque Hayden
<b>Principal Supervisor's Email</b>	<a href="mailto:JYHayden@bcps.k12.md.us">JYHayden@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.

<b>Name of Team Member</b>	<b>Position</b>	<b>Years at this School</b>	<b>Email</b>
Venus Jackson	Educational Associate	3	<a href="mailto:Vjackson@bcps.k12.md.us">Vjackson@bcps.k12.md.us</a>
Walter Watkins	Teacher	5	<a href="mailto:wlwatkins@bcps.k12.md.us">wlwatkins@bcps.k12.md.us</a>
Peggy Jobe	SFC Chair	5	<a href="mailto:pjoibless@verizon.net">pjoibless@verizon.net</a>
Maurice Shipp	IEP Associate	5	<a href="mailto:mshipp@bcps.k12.md.us">mshipp@bcps.k12.md.us</a>
Doris Austin	Educational Associate	1	<a href="mailto:DDAustin@bcps.k12.md.us">DDAustin@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 stance, 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>	The vision of New Era Academy is to equip scholars with the pre-requisite academic skills, technological resources, and academic rigor needed to successfully transition from high school to a competitive post secondary career opportunity and/or acceptance into college, prepared to be a scholar of the 21st century.
<b>Mission</b>	The mission of New Era Academy is to educate and inspire scholars to excel as learners, leaders, and achievers, through access to exclusive, cutting edge career pathways inclusive of college readiness preparation within a multicultural, safe, school environment.

<b>Goals</b>	To decrease the number of non-certified teachers. To increase school wide attendance and decrease out of school suspensions. To show at least .75 years of growth on the iReady assessment.
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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.		380	293	312	
<b>Grade Level Enrollment:</b> 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	18	18	26	
	Grade 7	26	26	25	
	Grade 8	25	25	46	
	Grade 9	76	76	64	
	Grade 10	62	62	67	
	Grade 11	48	48	43	
Grade 12	38	38	41		
<b>Gender:</b> Identify the number of male and female students.	Male	200	165	165	
	Female	180	128	156	
<b>Race/Ethnicity:</b> Identify the number of students in each group.	Black/African American	324	260	283	
	Hispanic/Latino	20	14	*	
	Asian	*	*	*	
	White	24	17	16	
	Multi-Racial/Other	*	*	*	
	American Indian/ Alaska Native	*	*	*	
	Native Hawaiian/Other Pacific Islander	*	*	*	
<b>Special Services:</b> Identify the percentage of students in each group.	Limited English Proficiency (LEP)	*	*	*	
	Migrant	*	*	*	
	Free and Reduced Meal Programs (FARMs)	74.7% (MS)	78.1% (MS)	92.7%(MS)	
		75.7% (HS)	76.4% (HS)	80.3% (HS)	
	Special Education	25.3.% (MS)	26.6.% (MS)	29.2% (MS)	
		22.6% (HS)	25.8% (HS)	31.5% (HS)	
Homeless	2%	*			
<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	69.7% (MS)	54.8% (MS)
				51% (HS)	55.1% (HS)
	<b>Student Attendance</b> - Percentage of students in school for at least half of the average school day during the school year.		TBD	85.5% (MS)	84.7% (MS)
				77.1% (HS)	76.7% (HS)
	<b>Chronic Absenteeism:</b> Percentage of students absent more than 20 days.		TBD	39.7% (MS)	36% (MS)
				54.9% (HS)	52.7% (HS)
	<b>Student Promotion</b> - Percentage of students promoted to grade six.				
	<b>Student Promotion</b> - Percentage of students promoted to grade nine.		TBD		
<b>Student Promotion</b> - Percentage of students promoted to grade ten.		TBD	74.20%	75.90%	
<b>Dropout Rate</b> - Percentage of students dropping out of school in grades 9 - 12 in a single year.	4-year Cohort	TBD	21.28%	10.81%	
	5-year Cohort	TBD	TBD	11.90%	
<b>Graduation Rate</b> - Percentage of students who graduate from high school as 4 year cohort.		TBD	55.32%	67.57%	
<b>Graduation Rate</b> - Percentage of students who graduate from high school as 5 year cohort.		TBD	TBD	76.19%	
<b>Certificate Rate</b> - Percentage of students who receive certificate of completion.		<= 5.0%	<= 5.0%	<= 5.0%	
		School Year 2016 - 17			

<p><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.</p> <p><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></p> <p>The Maryland model will analyze out-of-school suspension and expulsion (removal) data using two complementary measures, risk ratio and State comparison.</p>	<p><b>Risk Ratio:</b> The risk ratio measure captures whether the "risk" of removal for a student in one student group is lower or higher than the risk of removal for a student in the comparison group. Risk, in this context, refers to the likelihood that a student will receive an out-of-school suspension or expulsion. A risk ratio of 1.0 means the risk of removal is proportionate. A risk ratio below 1.0 means the risk is lower, while a risk ratio above 1.0 means the risk is higher and, therefore, disproportionate to some degree.</p>	<p><b>Risk Ratio for Black/African American Students = 2.48</b></p> <p><b>Risk Ratio for Students with Disabilities = 0.92</b></p>
<p><b>Student Opportunities for Enrichment and/or Remediation:</b> List academic programs that provide opportunities for student enrichment and/or remediation available in the 2016-17 school year. Example programs include: Credit Recovery, Extended Learning, etc.</p>	<p>Students were able to complete bridge projects and Apex for remediation. There was no enrichment program to my knowledge.</p>	
<p><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.</p>	<p>There were no opportunities for acceleration and/or enhancement during the 2016-2017 school year.</p>	
<p><b>Student Engagement</b> List programs that focus on fostering supportive culture and climate within the school for the 2016-17 school year. Example programs include Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.</p>	<p>The staff was trained on Restorative Practices and begin to implement it towards the end of the school year.</p>	



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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			
	Grade 5			
	Grade 6	TBD	4= <=5.0% 5= <=5.0%	4= 6.3% 5= <= 5.0%
	Grade 7	TBD	4= <=5.0% 5= <=5.0%	4= 5.6% 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			
	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%
<b>Maryland High School Assessment</b> Identify the percentage of students that have met or exceeded	PARCC English 10	TBD	4= <=5.0% 5= <=5.0%	4= 6.3% 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.	59.7	NA	NA
	Percentage of students that have completed service-learning requirements by grade 11.	12.9	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.	51	NA	NA
	Percentage of students that did not pass two or more courses in grade 10.	29.2	NA	NA
	Percentage of students that did not pass two or more courses in grade 11.	19.4	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
<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			
	Grade 4			
	Grade 5			
	Grade 6	6.7	6.7	86.7
	Grade 7	0	4.8	95.2
	Grade 8	0	10.3	89.7
	Grade 9	1.7	5.1	93.2
	Grade 10	0	0	100
	Grade 11	0	2.1	97.9
	Grade 12	16.7	0	83.3
<b>Student Achievement Mathematics</b> 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	6.7	6.7	86.7
	Grade 7	0	9.5	90.5
	Grade 8	0	0	100
	Grade 9	10.2	5.1	84.7
	Grade 10	0	4.5	95.5
	Grade 11	0	0	100
	Grade 12	0	0	100

Staff Profile Data			
Principal			
Number of years of experience as a principal	3		
Number of years at current school as an administrator	0		
Number of Assistant Principals	0		
Teachers			
School Year	2016-17	2015-16	2014-15
Percentage of first year teachers	0.00%	NA	NA
Percentage of teachers with 1- 3 years teaching experience	60.90%	NA	NA
Percentage of teachers with 4-5 years teaching experience	4.30%	NA	NA
Percentage of teachers with 6-10 years teaching experience	13.00%	5.26%	NA
Percentage of teachers with 11-15 years teaching experience	4.30%	0.00%	NA
Percentage of teachers with 16+ years teaching experience	8.70%	15.79%	NA
Percentage of teachers that meet applicable State Certification and Licensure requirements	91.30%	63.16%	NA
Percentage of teachers with Resident Teacher Certification	4.30%	5.60%	5.60%
Percentage of teachers with Conditional Certificates	26.10%	5.60%	11.10%
Percentage of teachers with Standard Professional Certificates	26.10%	5.60%	11.10%
Percentage of teachers with Advanced Professional Certificates	34.80%	50.00%	61.10%
Percentage of teachers that have National Board Certification	0.00%	NA	NA
Percentage of teachers teaching classes outside of their certification area	9.90%	NA	NA
Percentage of teachers rated highly effective	5.00%	10.50%	12.50%
Percentage of teachers rated effective	80.00%	84.20%	81.30%
Percentage of teachers rated ineffective	5.00%	5.30%	6.20%
Teacher Attendance (Average Daily Rate-Percent)	95.00%	88.20%	NA
Para-Professionals			
School Year	2016-17	2015-16	2014-15
Number of para-professionals	0		
Percent of instructional para-professionals who are qualified	0		
Staff to Support Student Services			

**Staff to Support Student Services**

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

Lavern Braxton: Social Worker

Samuel Chavez: 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		
quantitative data, identify the strengths in each domain where applicable. There may not be strengths in each domain and some strengths may cross multiple c		
Domain for Rapid of School Improvement	Guiding Questions	
<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.)	There is currently a full Instructional Leader effectively. We are meeting bi-weekly, each month to discuss suspe
<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.)	
<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.)	The schedule was designed for common pla They meet for 45 minutes on each Tuesday. training sessions with the principal every T
<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 most effective practices for engaging students, family and the community? (establishing Family School Council, Family Liaison, Community School, etc.)	Establishing the School Family Council, Marit Open House in August to invite all community stakeholders and families to meet the new pr about the school mission and vision. There i



Challenges		
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	
<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 challenges in developing and/or implementing effective turnaround leadership strategies at your school?	The turn over in leadership and budget constraints during the 2016-2017 school year. The school
<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 challenges to implementing effective strategies for recruiting, developing, and/or sustaining talent in your school?	
<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 challenges have hindered you from building a strong school community focused on learning?	Teachers have limited knowledge of implementation. 26.10 % are on a condition
<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?	The culture of poverty in our school community and resources during school hours. Several schools are classified

**Intervention Goal(s)**

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 rating

<b>Domain for Rapid School Improvement</b>	<b>Intervention Goal(s)</b>	<b>How will this goal be measured annually?</b>	<b>What are key benchmarks toward meeting identified goal?</b>
Talent Development			
Cultural Shift	During the 2017-2018 school year the overall out of school number of suspensions will decrease from 97 suspensions to 90 suspension as measured by Infinite Campus monthly reports.	This goal will be measured monthly using the monthly ILT Tool in Principal's Dashboard.	Benchmarks will be reviewed quarterly, Suspension report will be reviewed monthly.
Instructional Transforma	During the 2017-2018 school year all students will show at least 0.75 years of growth in reading from the first administration of iReady in September to the third administration in March.	This goal will be measured annually using the growth of all students based on their initial assessment score in September of 2017 as compared to their March 2018 score on iReady.	September 2017: 1st iRead Assessment, December Assessment, March Assesment
Instructional Transforma	During the 2017-2018 school year all students will show at least 0.75 years of growth in math from the first administration of iReady in September to the third administration in March.	This goal will be measured annually using the growth of all students based on their initial assessment score in September of 2017 as compared to their March 2018 score on iReady.	September 2017: 1st iRead Assessment, December Assessment, March Assessment

domains.	Directions: Using both qualitative and
<b>School Strengths</b>	
ership Team in place at New Era Academy. The team completed the self assessment using the district rubric and are operating n content area is represented, and the focus is on school data and improving instructional strategies. The Climate Team meets nsions, incentives, classroom management strategies and review feedback from restorative practice circles.	
nning time amongst content areas. The Academic Content Liaison's are invited to participate in collaborative planning sessions. 9th ELA classes have been re-configured to accommodate students based on their iReady test scores. Teacher's participate in hursday for 45 minutes. The sessions cover topics of need determined by informal/formal observations and assessment data.	
ime Advisory Board, Steering Committee. All teams and committees have met at least one time this year. We had a Community / leaders, partners, parents, school officials and neighbors to meet staff and tour the building. We held three Meet and Greets, for incipal. Back to School Night will allow parents to be given information about the Title I Plan, an overview of the budget and hear is a new APP and a new website: newera.enschool.org for parents and stakeholders to be aware of what was taking place at the school.	

Directions: Using both qualitative and quantitative data, identify the challenges in

**School Challenges**

aints have provided challenges in developing and implementing effective turnaround strategies. There were three interim principals of budget was lower than the average due to being a small 6th-12th grade school. While there was a priority plan developed, the inconsistent leadership made it challenging to fully implement the plan.

ienting the common core strategies. Because more than 60.90% the teachers are non tenured, teacher capacity in instruction is ial certification. Negative student behaviors impact instruction. There were 97 out of school suspensions in 2016-2017.

/ hinders students and family engagement. We have identified 11 students that have children of their own, that often need daycare tudents are on probation and we have identified 5 students that are or have recently been incarcerated. 100% of our students are as FARMS students. 95% of our students are 2 or more grade levels below in Math and ELA.

Rationale
We suspect that the number of suspensions entered into the system are lower than the actual number of suspensions due to the new reporting system utilized last school year and due to the repeated change in leadership throughout the school year.
School wide iReady scores in ELA show 95% of students 2 or more grade levels below.
School wide iReady scores in Math show 95% of students 2 or more grade levels below.

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
SMART GOAL 1	1. Mentoring and coaching for new teachers and teachers that are not certified.	1. Identify new teachers and non-certified teachers	Human Resources Report identifying non-certified teachers and new teachers.	28-Aug-17	Principal
		2. Develop a schedule for monthly new teacher trainings for 1st year - 3rd year teachers.	Monthly agendas, sign in sheets, evaluations.	28-Aug-17	Principal
		3. Develop a schedule for weekly 45 minute common planning time by departments and 45 minute professional development by the principal.	A master schedule with evidence of allotted time for identified areas.	28-Aug-17	Master Scheduler
		4. Provide Praxis study guides and work books for non-certified teachers.	Purchase order and signature of teachers to verify receipt of the workbooks.	30-Dec-17	Principal

		5. Provide side by side planning for teachers .	Sign in sheets, evaluations of progress, teacher formal observations.	Ongoing	Content Leads
		6. Partner with local college to provide onsite certification courses to non-certified teachers.	Roster of registered teachers/ class list.	Fall 2017 Spring 2017	Principal
SMART Goal 2	Culture & Climate Support	Participate in Restorative Practices / PBIS Training	Sign In Sheets/Attendance Implement strategies obtained from the training sessions as evident from observations. Share information with school staff as evident by meeting agendas and sign in sheets.	August 16th August 21-22	Climate Lead
		Train Staff on Restorative Practices	Sign In Sheets, evaluations, agenda. Participation in staff restorative circles	August 25th	Climate Lead
		Provide Group Therapy for Students Following Suspension	SANE Documents, Student Feedback Sheets, Parent Consent Sheets	SY 2017-2018	Climate Lead

		Establish a climate team	Identification of team members	15-Sep-17	Climate Lead
		Conduct home visits for students that have been suspended more than one time to see what supports or services are needed.	Use Early Indicator Warning Reports. Use climate reports. Use of suspension logs and reports from Infinite Campus.	Ongoing 17-18SY	Climate Lead
SMART Goal 3 SMART Goal 4	Academic coaching for all teachers who facilitate instruction in Math and English Language Arts.	1. Develop master schedule to provide common planning time in Math and ELA.	A master schedule with evidence of allotted time for identified areas.	28-Aug-17	Master Scheduler
		2. Provide training on analyzing various forms of student data (PARCC, LDC, iReady, student work)	Professional development schedule, Sign In Sheets, Agenda.	Ongoing 17-18SY	Principal
		3. Provide training on iReady Central and how to analyze reports in iReady.	Professional development schedule, Sign In Sheets, Agenda.	September 30th After first administration of iReady assessment.	Principal



		4. Provide training on small group instruction and reteach strategies.	Professional development schedule, Sign In Sheets, Agenda.	Ongoing 17-18SY	Principal
		5. Use of online interventions in Math and ELA	Purchase order, SANE documents from teacher training, student data	Ongoing 17-18SY	Principal
		6. Provide afterschool remedial classes in ELA and MATH for students who have failed subjects	Purchase Order from APEX remedial programs, sign in sheets, stipends for staff	Ongoing 17-18SY	Principal

Stakeholder/ Partner supporting
BCPS Human Resources
Instructional Leadership Team
Instructional Leadership Team
Instructional Leadership Team

Instructional Leadership Team
Baltimore City Community College
All Staff
All Staff
Regeneration Project

Climate Team
Regeneration Project , Concentric
Instructional Leadership Team
Instructional Leadership Team
Instructional Leadership Team,

Instructional Leadership Team
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