TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: January 30, 2018

SUBJECT: Baltimore City Public Schools Memorandum of Understanding Update

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PURPOSE:

The purpose of this agenda item is to provide an update on the status of deliverables in the memorandum of understanding (MOU) between Baltimore City Public Schools and the Maryland State Department of Education.

BACKGROUND/HISTORICAL PERSPECTIVE:

The Maryland State Department of Education (MSDE) is committed to collaborating with local school systems to support school improvement. In 2014, MSDE established the Breakthrough Center to coordinate cross-divisional support to low-achieving public schools. In 2017, MSDE reorganized several of its offices to provide services to staff in local school systems in a more effective manner. The Office of Teacher/Principal Evaluation and the Breakthrough Center were dissolved and in their place the Office of Leadership Development and School Improvement was established. The formation of this office allows for targeted and tiered support to improve low-performing schools.

For the 2017-2018 school year, 23 low-achieving schools (priority schools) were identified. Priority schools are the lowest performing 5% of all Title I schools; and/or have graduation rates below 67%; or are schools that receive Title I School Improvement Grant (SIG) funds under Section 1003g. Over 80% of priority schools are located in Baltimore City. In September 2017, Baltimore City Public Schools and MSDE signed an MOU to provide customized support aimed at improving schools in priority status. The MOU focuses on providing support for leadership development, instructional transformation, and culture and climate improvement. Through this partnership, Baltimore City Public Schools and MSDE collaborate to align and leverage resources to raise the quality of education in identified priority schools. A copy of the MOU may be found at the web link below. http://www.marylandpublicschools.org/stateboard/Documents/09192017/BaltimoreCityMOU.pdf

EXECUTIVE SUMMARY:

Baltimore City Public Schools and MSDE have collaborated to address deliverables identified in the MOU. In August 2017, leadership teams from priority schools were convened to review data and prioritize needs based on data. Intervention plans were developed by school leadership teams based on identified schools needs and approved by Baltimore City Public Schools and MSDE. Leadership coaching, professional learning experiences, and instructional support have been provided to identified priority schools in alignment with school improvement goals. MSDE has leveraged staff from multiple divisions and grant funds to support MOU implementation. Baseline performance data has been collected and MSDE is in the process of collecting mid-year data to ascertain progress towards achieving school improvement goals.

All deliverables identified in the MOU are in the process of being completed except for curriculum vetting. MSDE was prevented from engaging in curriculum vetting due to a curriculum audit that is currently being conducting with Baltimore City Public Schools by an external vendor. The MOU states, "*Baltimore City Public Schools will analyze, in collaboration with MSDE, vendor support and analogous MSDE support to determine and address areas of redundancy.*" Curriculum vetting by MSDE and a curriculum audit by a vendor is an area of redundancy that is in the process of being addressed.

ACTION:

For discussion purpose only.

Attachments: Baltimore City MOU Update PowerPoint
                   Progress on Deliverables in the MOU
                   PARCC Scores and Title I Intervention Goals for Baltimore City Priority Schools

Baltimore City Partnership Update on MOU Deliverables

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

Maryland State Board of Education Meeting
Superintendent's Update
January 30, 2017

MOU Provides Customized Support to 16 Priority Schools

Baltimore City Priority Schools

K-5 Schools	6-8 School	9-12 Schools	K-8 Schools	6-12 Schools
• Brehms Lane* • Eutaw-Marshburn • Frederick • Furman Templeton* • Gilmor • Harford Heights • Mary E. Rodman • The Historic Samuel Coleridge-Taylor	• Booker T. Washington	• Augusta Fells Savage • Benjamin Franklin • Frederick Douglass	• Arundel • Harlem Park • Hazelwood • James McHenry	• Academy for College and Career Exploration • Friendship Academy of Engineering and Technology • Knowledge And Success Academy • New Era Academy

Charter Schools*
Lab School Model

Support Established in the MOU

- **Leadership Coaching**
  - Supporting school leadership teams to make data-informed decisions for the identification and implementation of intervention strategies.

- **Professional Learning Experiences**
  - Supporting central office and school-based staff in developing and facilitating professional learning experiences aligned to school needs.

- **Instructional Transformation**
  - Supporting the implementation of content aligned to Maryland's College and Career-Ready Standards.

- **School Culture and Climate**
  - Supporting improvement in school culture and climate.

Cross-Divisional Support of the MOU

- Office of Leadership Development and School Improvement
- Office of Research and Strategic Data Use
- Division of Curriculum, Research, Assessment, and Accountability
- Division of Special Education/Early Intervention
- Division of Early Childhood Development
- Division of School, Family, and School Support

School Leadership Team Retreat
August 2017

Day One
- Review Four Domains of Rapid School Improvement
- Analyze the Turnaround Toolkit
- Discuss Professional Learning Communities

Day Two
- Analyze Data
- Prioritize Needs
- Identify Evidenced-Based Interventions

Day Three
- Share Intervention Plan
- Receive Feedback to Inform Revisions

PARCC Data Analysis Sessions
August – October 2017

Analysis of Performance Levels for the 2017 English Language Arts/Literacy PARCC

Essential Question: What are instructional implications and key considerations for professional learning across grades, standards, performance levels, and student groups?

English Language Arts/ Literacy MCCRS
Connecting Standards for Improved Teaching and Learning

learn-it

Grades 3, 6, and 10
For Differentiated Learning Sessions

English Language Arts/Literacy MCCRS: Performance on 2017 PARCC

Learning Knows No Bounds

City Scores: All Students compared to Students With Disabilities (SWD)

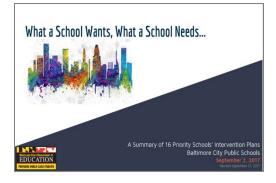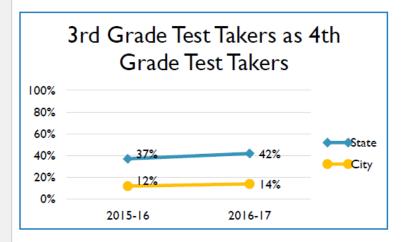Analysis of Performance Levels for the 2017 Mathematics PARCC

Essential Question: What are instructional implications and key considerations for professional learning across grades, standards, performance levels, and student groups?
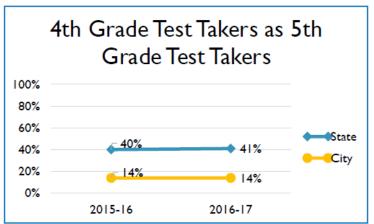

What a School Wants, What a School Needs...

A Summary of 16 Priority Schools' Intervention Plans
Baltimore City Public Schools
September 2, 2017
Revised September 17, 2017

Baltimore City Public Schools

Essential Question: How can we use PARCC ELA/L Evidence Statements?

Priority Schools
August 30, 2017

Example Data Analysis: Cohort Growth Data

Cohort Growth on PARCC ELA: Grades 3rd-5th

3rd Grade Test Takers as 4th Grade Test Takers
- State: 37% (2015-16), 42% (2016-17)
- City: 12% (2015-16), 14% (2016-17)

4th Grade Test Takers as 5th Grade Test Takers
- State: 40% (2015-16), 41% (2016-17)
- City: 14% (2015-16), 14% (2016-17)

5th Grade Test Takers as 6th Grade Test Takers
- State: 39% (2015-16), 38% (2016-17)
- City: 11% (2015-16), 15% (2016-17)

Cohort Growth 2015-16 to 2016-17
Percent represents at or above Performance Level Descriptor (PLD) 4

Example Data Analysis: Student Group by Performance Levels

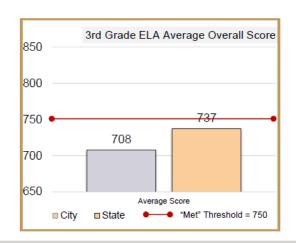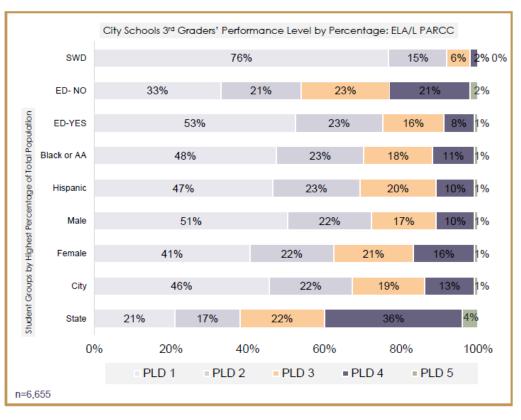## District Performance Level Summary: 3rd Grade English Language Arts 2017 PARCC

Evidence Statement Analysis of Strengths:
-31.3% of 3rd graders scored an average of **58% correct** on #25 RL.3.2 (how theme is conveyed in text)
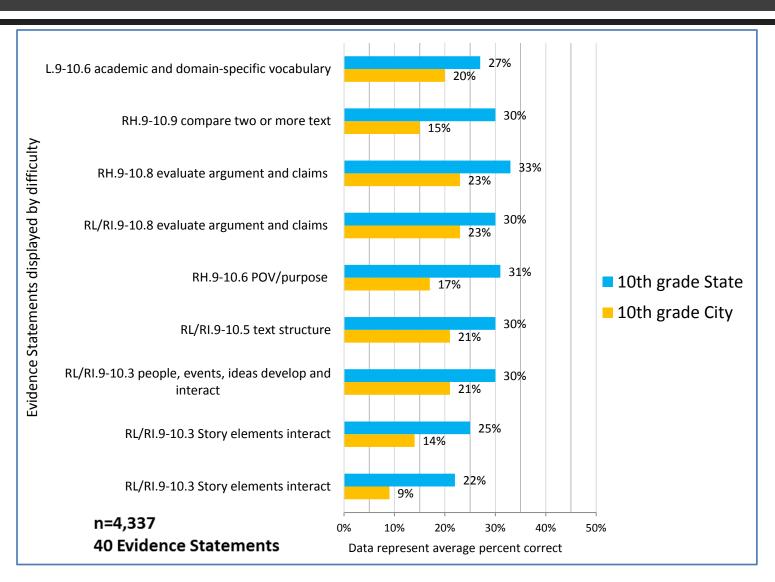-100% of 3rd graders scored an average of **40% correct** on #20 RL.3.3 (Characterization)

PARCC Sub-claim	3rd Gr. City Percentages			3rd Gr. State Percentages		
Performance Level	NOT MET	Approached	Met or Exceeded	NOT MET	Approached	Met or Exceeded
Literary	67	16	17	41	19	40
Informational	66	19	15	38	21	40
Vocabulary	66	17	17	41	20	40

3rd Grade ELA Average Overall Score

	Average Score
City	708
State	737

"Met" Threshold = 750

City Schools 3rd Graders' Performance Level by Percentage: ELA/L PARCC

Student Groups by Highest Percentage of Total Population

Group	PLD 1	PLD 2	PLD 3	PLD 4	PLD 5
SWD	76%	15%	6%	2%	0%
ED- NO	33%	21%	23%	21%	2%
ED-YES	53%	23%	16%	8%	1%
Black or AA	48%	23%	18%	11%	1%
Hispanic	47%	23%	20%	10%	1%
Male	51%	22%	17%	10%	1%
Female	41%	22%	21%	16%	1%
City	46%	22%	19%	13%	1%
State	21%	17%	22%	36%	4%

n=6,655

KEY	Performance Level Descriptors	PLD 1 Did Not Met Expectations (650-699)	PLD 2 Partially Met Expectations (700-724)	PLD 3 Approached Expectations (725-749)	PLD 4 Met Expectations (750-809)	PLD 5 Exceeded Expectations (810-850)

Example Data Analysis:
English Language Arts/Literacy PARCC, Grade 10

Evidence Statements displayed by difficulty (y-axis)

Data represent average percent correct (x-axis)

Evidence Statement	10th grade State	10th grade City
L.9-10.6 academic and domain-specific vocabulary	27%	20%
RH.9-10.9 compare two or more text	30%	15%
RH.9-10.8 evaluate argument and claims	33%	23%
RL/RI.9-10.8 evaluate argument and claims	30%	23%
RH.9-10.6 POV/purpose	31%	17%
RL/RI.9-10.5 text structure	30%	21%
RL/RI.9-10.3 people, events, ideas develop and interact	30%	21%
RL/RI.9-10.3 Story elements interact	25%	14%
RL/RI.9-10.3 Story elements interact	22%	9%

n=4,337
40 Evidence Statements

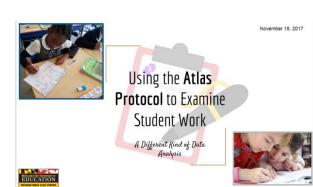# Using Data to Inform Curriculum Improvements

- Data suggests a misalignment of curriculum to grade-level standards.

- Curriculum vetting is a key deliverable in the MOU.

- Completion of deliverable was stalled due to a curriculum audit that Baltimore City Public Schools is planning to have done by an outside vendor.

Using Data to Inform Practice through Professional Learning Experiences

- Citywide Professional Learning
  - School leadership teams
- Community Learning Network Meetings
  - Principal supervisors and principals
- Collaborative Planning Session
  - Teachers

Monitoring Progress

- Instructional Audits
  - Principal Supervisors and MSDE Coaches
- Title I Monitoring Visits
  - Cross Divisional MSDE Staff
- Learning Walks
  - Principals and MSDE Coaches

Next Steps

- Collect mid-year data to determine progress towards meeting intervention goals as identified in intervention plans.

- Adjust intervention strategies, as necessary, based on collected data.

- Proceed with curriculum vetting process as defined in the MOU.

- Continue to support implementation of deliverables in MOU.

PARTNERSHIP for Improvement

A PARTNERSHIP BETWEEN
Baltimore City Public Schools &
Maryland State Department of Education

Progress on Deliverables in Memorandum of Understanding (MOU) between Baltimore City and MSDE

In September 2017, Baltimore City and MSDE entered into a partnership to provide targeted support to Baltimore City's priority schools for the 2017-2018 school year. Described below is a summary of the status of deliverables identified in the MOU.

Leadership Coaches

Each of the 16 priority schools have been assigned a leadership coach. The coach meets weekly with school leadership team members and monthly with Instructional Lead Executive Directors and Academic Content Liaisons. During these meetings, coaches engage in learning walks, instructional audits, data analysis, and professional learning experiences in alignment with intervention goals.

Professional Learning Experiences

The Office of Leadership Development and School Improvement has collaborated with Baltimore City central office staff to inform and develop content for:
- Citywide professional learning sessions,
- Community learning network meetings, and
- Teacher collaborative planning sessions.

Instructional Transformation

Specialists in the Office of Leadership Development and School Improvement have collaborated with specialists in ELA to informally review Baltimore City ELA curriculum and PARCC data. Specialists have also collaborated with MSDE's assessment specialists to analyze Baltimore City PARCC data. Data is being used to inform professional learning experiences for Baltimore City school leaders. MSDE has also provided training to Baltimore City central office staff on how to understand PARCC data and use it to inform instructional decisions.

Culture Shift

The Office of Leadership Development and School Improvement hosted a session lead by Student Services and Strategic Planning on Using Discipline Data to Identify and Address Disporportionality.

Monitoring Progress

The Office of Leadership Development and School Improvement has collaborated with Title I Office on monitoring visits and central support team meetings.

The table on the following page summarizes progress on key deliverables identified in the MOU between Baltimore City and MSDE.

Progress on Deliverables in Memorandum of Understanding (MOU) between Baltimore City and MSDE

Month and Year	Key Deliverables All deliverables will be coordinated through collaboration among MSDE's Office of Leadership Development and School Improvement, Baltimore City's central office staff, and priority school leadership teams.	Status
September 2017	Complete Title I needs assessment in priority schools.	Complete
September 2017	Develop individualized school improvement plans based on prioritized needs.	Complete
September 2017	Establish monthly benchmarks to assess progress towards meeting identified goals.	Complete
September 2017 – June 2018	Identify and coordinate necessary resources to support school improvement goals.	Ongoing
November 2017	Vet English Language Arts and mathematics curriculum to ensure alignment to Maryland's College and Career Ready Standards.	Awaiting official MSDE curriculum vetting tool. An informal analysis has been completed.
August 2017 – June 2018	Align professional learning experiences and resources with identified goals.	Collaborating with Baltimore City to align their professional learning experiences.
August 2017	Convene leadership teams from priority schools to review data and begin school improvement planning.	Initial phase complete. However, this is an ongoing process.
August 2017 – June 2018	Engage principals, assistant principals, and teacher leaders in professional learning experiences that align with school improvement goals.	This is being completed in collaboration with Baltimore City central office at citywide professional learning sessions, community learning network meetings, and teacher collaborative planning sessions.
August 2017 – June 2018	Conduct monthly learning walks and data analysis sessions to monitor progress toward meeting established benchmarks. Revisions to school improvement plans will be made based on collected data.	Ongoing
August 2017 – June 2018	Conduct quarterly fiscal review.	Ongoing

The table below provides 2016-2017 PARCC overall score results and intervention goals for the Baltimore City priority schools that the Office of Leadership Development and School Improvement are supporting through the memorandum of understanding. The Office of Leadership Development and School Improvement is working with leadership in each school to make progress towards achieving intervention goals. Specific strategies and benchmark data are detailed in the Title I intervention plans which can be found on the following webpage: http://marylandpublicschools.org/about/pages/dsfss/titlei/index.aspx and select 2017-2018 Priority Schools.

| School | PARCC-Tested Grade Levels | PARCC Data 2016-2017 | | Intervention Plans 2017-2018 | |
		ELA/Literacy Mean Scale Score	Math Mean Scale Score	Four Domain of Rapid School Improvement	Intervention Goals Identified in Title I Plan • Goals are for the entire school unless otherwise indicated. • The full action plan contains detailed steps, benchmarks, strategies, stakeholder groups, and data to inform interventions. The table below is only a summary.
1. Arundel Elementary/ Middle (Grades PreK-8)	3rd	689	697	Culture Shift	By June 2018, the student satisfaction rate will increase from 21.4% to 31.4% as measured by key item #1 (Respect) on the End of Year City School's climate survey.
	4th	693	697	Instructional Transformation	By June 2018, 15% of 3rd-8th grade students in Tier 2 and Tier 3 will show 1.0 year of growth from beginning of year assessment window to end of year assessment window as measured by the i-Ready Reading assessment in Spring 2018.
	5th	696	692		
	6th	704	695	Talent Development	By June 2018, there will be a 10% increase of teachers rated highly effective or effective as measured by the annual evaluation report.
	7th	691	693		
	8th	684	676	Turnaround Leadership	During the 2017-2018 school year, members of the Instructional Leadership Team will build their leadership capacity by participating in monthly learning walks with the principal and will focus on instructional improvement and the instructional model for reading as measured by the Instructional Leadership Team Rubric.

School	PARCC Data 2016-2017			Intervention Plans 2017-2018	
	PARCC-Tested Grade Levels	ELA/Literacy Mean Scale Score	Math Mean Scale Score	Four Domain of Rapid School Improvement	Intervention Goals Identified in Title I Plan • Goals are for the entire school unless otherwise indicated. • The full action plan contains detailed steps, benchmarks, strategies, stakeholder groups, and data to inform interventions. The table below is only a summary.
2. Augusta Fells Savage Institution of Visual Arts (Grades 9-12)	Algebra 1		701	Culture Shift	By June 2018, the number of students failing one or more Core Classes or having a GPA of less than 2.0 will decrease by 10%.
				Culture Shift	The attendance rate will increase by 10% by the end of the 2018 school year.
	ELA 10	675		Instructional Transformation	During the 2017- 2018 school year, all of the 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 year of growth from the first administration of the reading diagnostic to the third administration of the reading diagnostic.
				Turnaround Leadership	During the 2017-2018 school year, an Instructional Leadership Team (ILT) that meets weekly and spends 75% of their time focusing on instructional improvement will be established. The ILT will utilize data cycles, cycles of professional learning, and the academic component of the School Performance Plan (SPP) to drive the work of teacher teams in order to increase highly effective instruction as measured by increased student achievement, the district ILT rubric, sign-in, agenda, notes, and evaluation (SANE) documentation.

School	PARCC-Tested Grade Levels	ELA/Literacy Mean Scale Score	Math Mean Scale Score	Four Domain of Rapid School Improvement	Intervention Goals Identified in Title I Plan
	PARCC Data 2016-2017			**Intervention Plans 2017-2018**	
					• Goals are for the entire school unless otherwise indicated. • The full action plan contains detailed steps, benchmarks, strategies, stakeholder groups, and data to inform interventions. The table below is only a summary.
3. Benjamin Franklin High School (Grades 9-12)	Algebra 1		705	Instructional Transformation	By June of 2018, the number of students passing all classes or all but one class will increase from 66% to 71% students as measured by end-of-year report cards.
	ELA 10	693		Instructional Transformation	During the 2017- 2018 school year, all of the students that are: • on or above grade level in reading will show at least 0.75 years of growth; • one year below grade level in reading will show at least 1 year growth; and • two or more years below grade level in reading 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.
				Culture Shift	By June of 2018, 70% of first time 9th grade students will be on track to matriculate to next grade level as measured by EOY report cards and assessment data. Thus Improving long-term graduation rate.
4. Booker T. Washington Middle (Grades 6-8)	6th	696	685	Instructional Transformation	During the 2017-2018 school year, all students that are reading: • on grade level will show at least 0.75 years of growth and • one year below or more will show at least 1.5 years of growth.
	7th	695	694	Culture Shift	By the end of the 17-18 School Year the attendance rate will increase from 82% to 86% as measured by Infinite Campus monthly reports.
	8th	680	679	Culture Shift	By the end of the 17-18 School Year the number of out of school suspensions will decrease by 25% from 67 in 2016-17 to 50 for 2017-18 as measured by Infinite Campus monthly reports.

School	PARCC Data 2016-2017			Intervention Plans 2017-2018	
	PARCC-Tested Grade Levels	**ELA/Literacy Mean Scale Score**	**Math Mean Scale Score**	**Four Domain of Rapid School Improvement**	**Intervention Goals Identified in Title I Plan** • Goals are for the entire school unless otherwise indicated. • The full action plan contains detailed steps, benchmarks, strategies, stakeholder groups, and data to inform interventions. The table below is only a summary.
5. Eutaw-Marshburn Elementary (Grades PreK-5)	3rd	695	711	Instructional Transformation	By June 2018, • 50% of students reading on strategic and intensive level in grades prekindergarten through 2nd grade will make one year of growth and • 65% of students reading on the proficient or advanced level in grades prekindergarten through 2nd grade will make one year of growth as measured by end of the year Total Reading Comprehension Assessment.
	4th	698	697	Culture Shift	By June 2018, we will reduce the number of suspensions by 20% as measured by Infinite Campus suspension data.
	5th	710	714	Instructional Transformation	By June 2018, • 16% of students who scored 1 grade level below on the I-Ready Math Assessment will increase by one grade level or greater as measured by the End of Year I-Ready Math Assessment. • 57% of students who scored 2 or more grade levels below on the I-Ready Math Assessment will increase by one grade level or greater as measured by the End of Year I-Ready Math Assessment.

School	PARCC Data 2016-2017			Intervention Plans 2017-2018	
	PARCC-Tested Grade Levels	ELA/Literacy Mean Scale Score	Math Mean Scale Score	Four Domain of Rapid School Improvement	Intervention Goals Identified in Title I Plan • Goals are for the entire school unless otherwise indicated. • The full action plan contains detailed steps, benchmarks, strategies, stakeholder groups, and data to inform interventions. The table below is only a summary.
6. Frederick Douglass High Schools (Grades 9-12)	Algebra 1		699	Culture Shift	By the end of school year 2017-2018, the average percentage of students attending school will increase by 7 percent from 63.5% to 70.5%. We aim to increase by 7% each year over the course of the next three years.
	ELA 10	686		Culture Shift	By the end of school year 2017-2018, the college acceptance rate will increase for all students by 10% from 66.8% to 76.8%.
				Instructional Transformation	By the end of 2017-2018 all of the students reading on or above grade level will show growth of .75% grade level. All students one year below grade level will show at least 1 year of growth. All students 2 or more grade levels below will increase by 1.75%.
				Instructional Transformation	By the end of 2017-2018 all of students on or above grade level in math will show growth of .75% grade level. All students one year below grade level will show at least 1 year of growth. All students 2 or more grade levels below will increase by 1.75%.
				Talent Development	During the 2017-2018 school year we will develop teacher teams that meet weekly, focusing on high-leverage interactions such as data analysis and instructional planning as evidenced by increased student achievement, the conditions for success teacher teams rubric, and SANE (Sign-In, Agenda, Notes, Evaluation) documentation.

School	PARCC Data 2016-2017			Intervention Plans 2017-2018	
	PARCC-Tested Grade Levels	ELA/Literacy Mean Scale Score	Math Mean Scale Score	Four Domain of Rapid School Improvement	**Intervention Goals Identified in Title I Plan** • Goals are for the entire school unless otherwise indicated. • The full action plan contains detailed steps, benchmarks, strategies, stakeholder groups, and data to inform interventions. The table below is only a summary.
7. Friendship Academy of Engineering and Technology (Grades 6-12)	6th	710	700	Culture Shift	By the end of SY 2018 suspensions will be decrease by 50%, as measured by Infinite Campus Behavior Management data
	7th	716	703	Culture Shift	By the end of SY 2018 the graduation rate will increase from 63% to 73%, with 48 of the 66 members of Cohort 2018 obtaining a MD State diploma, as measured by the ILT tool (Graduation Rate), MD Report Card (Graduation Rate), and Naviance (College Application Rate).
	8th	710	696	Instructional Transformation	During the 2017-2018 school year, all of the students that are • on or above grade level in Mathematics 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.
	Algebra 1		702	Instructional Transformation	During the 2017-2018 school year, all of the students that are • on or above grade level in ELA will show at least 0.75 years of growth; • one year below grade level in reading will show at least 1 year growth; and • two or more years below grade level in reading 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.
	ELA 10	693			

School	PARCC Data 2016-2017			Intervention Plans 2017-2018	
	PARCC-Tested Grade Levels	ELA/Literacy Mean Scale Score	Math Mean Scale Score	Four Domain of Rapid School Improvement	**Intervention Goals Identified in Title I Plan** • Goals are for the entire school unless otherwise indicated. • The full action plan contains detailed steps, benchmarks, strategies, stakeholder groups, and data to inform interventions. The table below is only a summary.
8. Gilmor Elementary (Grades PreK-5)	3rd	688	691	Culture Shift	During the 2017-2018 school year the school-wide attendance rate will increase 5% from 83% to 88% measures infinite campus annual report.
	4th	697	692	Instructional Transformation	By June 2018, • 50% of students scoring on or above grade level will increase by one grade level as measured by the End of Year I-Ready Literacy Assessment. • 50% of students scoring one grade level below will increase by one grade level as measured by the End of Year I-Ready Literacy Assessment. • 50% of students scoring two or more grade levels below will increase by one grade level by the End of the Year I-Ready Literacy Assessment.
	5th	700	691	Instructional Transformation	By June 2018, • 50% of students scoring on or above grade level will increase by one grade level as measured by the End of Year I-Ready Mathematics Assessment. • 50% of students scoring one grade level below will increase by one grade level as measured by the End of Year I-Ready Mathematics Assessment. • 50% of students scoring two or more grade levels below will increase by one grade level by the End of the Year I-Ready Mathematics Assessment.

School	PARCC Data 2016-2017			Intervention Plans 2017-2018	
	PARCC-Tested Grade Levels	ELA/Literacy Mean Scale Score	Math Mean Scale Score	Four Domain of Rapid School Improvement	**Intervention Goals Identified in Title I Plan** • Goals are for the entire school unless otherwise indicated. • The full action plan contains detailed steps, benchmarks, strategies, stakeholder groups, and data to inform interventions. The table below is only a summary.
9. Harlem Park Elementary/ Middle (Grades PreK-8)	3rd	688	700	Instructional Transformation	In school year 2017-18 from Beginning Of Year (BOY) to End Of Year (EOY), 70% of students in grades 3-8 will show .75 years growth as measured by the literacy I-Ready assessment.
	4th	695	698	Instructional Transformation	In school year 2017-18 from Beginning Of Year (BOY) to End Of Year (EOY), 70% of students in grades 1-8 will show .75 years growth as measured by the math I-Ready assessment.
	5th	704	701	Culture Shift	From September to June in school year 2017-18, Chronic Absenteeism will decrease from 29.8% to 24% as measured by Infinite Campus.
	6th	696	686		
	7th	686	697	Culture Shift	From September to June in school year 2017-18, suspensions will decrease from 28 to 20 as measured by Infinite Campus.
	8th	687	692		

School	PARCC Data 2016-2017			Intervention Plans 2017-2018	
	PARCC-Tested Grade Levels	ELA/Literacy Mean Scale Score	Math Mean Scale Score	Four Domain of Rapid School Improvement	**Intervention Goals Identified in Title I Plan** • Goals are for the entire school unless otherwise indicated. • The full action plan contains detailed steps, benchmarks, strategies, stakeholder groups, and data to inform interventions. The table below is only a summary.
10. Hazelwood Elementary/ Middle (Grades K-8)	3rd	702	726	Culture Shift	During the 2017-2018 school year there will be an increase in positive student engagement as reflected by a decrease in office referrals, suspensions, absenteeism, and with an increase in student participation in after school programs and enrichment clubs. Attendance will increase from 93% to 94%. Student suspension will decrease from 12% to 6%. Students will hold active leadership roles in the school as they share in responsibility of growing the school.
	4th	707	703	Instructional Transformation	During the 2017-2018 school year, 50% of students in grades 3-5 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 of growth; and • two or more years below grade level will show at least 1.5 years of growth from the first administration of ready in September to the their administration in March 2018.
	5th	103	695	Instructional Transformation	During the 2017-2018 school year, 50% of students in grades 3-5 that are tested in math: • 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 of growth; and • two or more years below grade level will show at least 1.5 years of growth from the first administration of the Math Benchmark in September to the their administration in March 2018.
	6th	708	699	Talent Development	
	7th	709	706		During the 2017-2018 school year 50% percent of teacher will attain highly effective status as teachers; at least 20% of Teachers will become Teacher Leaders and Mentors; Principal Resident will become a Principal.
	8th	715	710		

School	PARCC Data 2016-2017			Intervention Plans 2017-2018	
	PARCC-Tested Grade Levels	ELA/Literacy Mean Scale Score	Math Mean Scale Score	Four Domain of Rapid School Improvement	**Intervention Goals Identified in Title I Plan** • Goals are for the entire school unless otherwise indicated. • The full action plan contains detailed steps, benchmarks, strategies, stakeholder groups, and data to inform interventions. The table below is only a summary.
11. Knowledge and Success Academy (Grades 6-12)	6th	690	680	Instructional Transformation	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.
	7th	684	699	Instructional Transformation	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.
	8th	676	671	Culture Shift	By the end of 2017-2018 school year our student attendance will increase by 7%, as evidenced using the Instructional Leadership Team (ILT) Tool.
	Algebra 1		697	Talent Development	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.
	ELA 10	671			

School	PARCC Data 2016-2017			Intervention Plans 2017-2018	
	PARCC-Tested Grade Levels	ELA/Literacy Mean Scale Score	Math Mean Scale Score	Four Domain of Rapid School Improvement	**Intervention Goals Identified in Title I Plan** • Goals are for the entire school unless otherwise indicated. • The full action plan contains detailed steps, benchmarks, strategies, stakeholder groups, and data to inform interventions. The table below is only a summary.
12. New Era Academy (Grades 6-12)	6th	687	684	Talent Development	During the 2017-2018 school year the percent of non-certified teachers will decrease from 53% to 43%.
	7th	686	689	Culture 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.
	8th	688	680	Instructional Transformation	During the 2017-2018 school year all students will show at least 0.75 years of growth in reading from the first administration of i-Ready in September to the third administration in March.
	Algebra 1		693	Instructional Transformation	During the 2017-2018 school year all students will show at least 0.75 years of growth in math from the first administration of i-Ready in September to the third administration in March.
	ELA 10	673			

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School	PARCC Data 2016-2017			Intervention Plans 2017-2018	
	PARCC-Tested Grade Levels	ELA/Literacy Mean Scale Score	Math Mean Scale Score	Four Domain of Rapid School Improvement	Intervention Goals Identified in Title I Plan • Goals are for the entire school unless otherwise indicated. • The full action plan contains detailed steps, benchmarks, strategies, stakeholder groups, and data to inform interventions. The table below is only a summary.
13. The Historic Samuel Coleridge-Taylor Elementary (Grades PreK-5)	3rd	695	708	Culture Shift	By June 2018, Historic Samuel Coleridge-Taylor will increase school attendance rate from 87.5% to 90% as measured by data attendance inputted in Infinite Campus.
	4th	693	706	Instructional Transformation	By June 2018, 38% of Historic Samuel Coleridge-Taylor students will show an overall average of .75 years growth in grades 1-5 Math as measured by I-READY End of Year Assessment.
	5th	698	699	Instructional Transformation	By June 2018, 23% of Historic Samuel Coleridge-Taylor students will show an overall average of .75 years growth in grades 3-5 Literacy as measured by I-READY End of Year Assessment.
14. Brehms Lane Public Charter* (Grades PreK-5)	3rd	694	697	Turnaround Leadership	By the end of the 2017 - 2018 school year, grade level team leads will collaborate as an instructional leadership team in unison with ABI leadership as measured by the Progress Metrics of the Strategic Plan
	4th	695	699	Instructional Transformation	By May 2018 50% of all students in grades 3-5 will score Proficient or Above Proficient in reading as measured by the End of Year Text Reading Comprehension (TRC) assessment.
	5th	705	704	Culture Shift	By the end of the 2017-2018 school year we will increase our student attendance rate to 94% (from 91%) as measured by daily student attendance in Infinite Campus.

School	PARCC Data 2016-2017			Intervention Plans 2017-2018	
School	**PARCC-Tested Grade Levels**	**ELA/Literacy Mean Scale Score**	**Math Mean Scale Score**	**Four Domain of Rapid School Improvement**	**Intervention Goals Identified in Title I Plan** • Goals are for the entire school unless otherwise indicated. • The full action plan contains detailed steps, benchmarks, strategies, stakeholder groups, and data to inform interventions. The table below is only a summary.
15. Furman Templeton Preparatory Academy* (Grades PreK – 5)	3rd	692	702	Instructional Transformation	By June 2018, teachers will decrease the grade level Tier 3 in Reading i-Ready data from 29% (131 students) to 25% (111 students) as measured by the EOY i-Ready assessment.
	4th	709	706	Instructional Transformation	Math Goal: By June 2018, teachers will decrease the grade level Tier 3 percentage in math i-Ready data from 20% (88 students) to 15% (66 students) as measured by the EOY i-Ready assessment.
	5th	713	705	Culture Shift	During the 2017-2018 academic year, the school wide annual suspension rate will decrease from 197 total out- of -school-suspensions to 138 suspensions (30% decrease) as measured by the monthly End of Year Instructional Leadership Team (ILT) Tool .
				Culture Shift	During the 2017-2018 academic year, the school wide annual attendance rate will increase from 89.6% to 92.28% (3 % end of year increase)as measured by the monthly End of Year Instructional Leadership Team (ILT) Tool.
16. Academy for College and Career Exploration (Grades 6-12)	6th	689	679	Instructional Transformation	By June 2018, 40% of the total number of students testing 4 or more levels below grade level on the beginning-of-the year I Ready reading assessment will progress 2 or more grade levels as measured by the end-of-year i-Ready assessment.
	7th	683	682	Instructional Transformation	By June 2018, 33% of the total number of students testing 4 or more levels below grade level on the beginning-of-the-year I Ready assessment will progress 2 or more grade levels as measured by the end-of-year i-Ready assessment.
	8th	677	676	Culture Shift	By March 2018, ACCE will reduce the number of incidents of classroom disruptions leading to suspension in the 6th and 9th grades by 30% (from 141 to 99).
	Algebra 1		696		
	ELA 10	682			

* - Charter Schools