

# BALTIMORE CITY PUBLIC SCHOOLS

**Stephanie Rawlings-Blake**  
*Mayor, City of Baltimore*

**Marnell A. Cooper**  
*Chair, Baltimore City Board of  
School Commissioners*

**Gregory E. Thornton, Ed.D.**  
*Chief Executive Officer*

## SY 2015-2016 School Performance Plan

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044, School Number  
Montebello Elementary/Middle, School Name  
Lorna Hanley, Principal  
Lindsay Vollentine, Executive Director  
n/a, Network Facilitator  
SER Visit in SY 2014-15:

### **Purpose:**

The School Performance Plan (SPP) is a tool designed to support principals and school leadership teams in improving overall school performance, with an emphasis on instruction and student achievement. The tool acts as an anchor in a year-round reflective evaluation process that relies on data-informed decision making to drive documented school-level strategic planning. It is designed to capture strategies aligned with resources that support instructional priorities, a culture of achievement, and community and parent engagement to promote improved student outcomes.

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## I. COMPOSITION of ILT and KEY POINTS OF CONTACT

- In this section, document your school's Instructional Leadership Team members and additional points of contact at your school.

Instructional Leadership Team Members	
Name	Position
Lorna Hanley	Principal
Justin Chambliss	Asst. Principal
Shayla Rice	Asst. Principal
Heather Tuttle	Teacher
Tara Singleton Welch	Teacer
Tracey Querns	Teacher
Alisha Copeland	Parent Teacher

Key Points of Contact at Your School		
Position	Name	Email Contact
Professional Development Point of Contact/Monitor	Tara Singleton Welch	tsingleton@bcps.k12.md.us
New Teacher Mentor(s)	Jenna Kersey	jkersey@bcps.
New Teacher Mentor (s)	Heather Tuttle	
Mathematics Representative	Alisha Copeland	
Literacy Representative	Tracy Querns	
Test Coordinator	Cromwell Artiaga	
School Family Council Chair	Darice Cates	
Family and Community Engagement Representative	Alisha Copeland	
Technology Contact	Cromwell Artiaga	
SST Chair	Jessica Brown	
Attendance Monitor	Pamela Harris	
SLO Ambassador	Heather Tuttle	
Other (e.g. CTE or Bridge Coordinator)		

Principal, please confirm that this section is complete in order to inform reviewers so that feedback can be provided

X	I confirm that this section has been completed per the standards set forth in the SPP Guidance Manual
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**Network Feedback**

Date of Feedback	Name	Title	Feedback

**Executive Director Feedback**

Date of Feedback	Feedback

**Peer Review Feedback**

Date of Feedback	Feedback

## II. PREVIOUS YEAR SPP OUTCOMES AND REFLECTION

- In this section, document the outcomes from last year's goals and reflect on the root causes surrounding why your school met or did not meet those goals.

### Outcomes (Effect Data): Complete the chart below

Last Year's Goals (auto-populate)	Final Outcome (Do not analyze here, just state end outcome)	Was the goal met or not met?	Analyze and provide reflection on last year's outcome(s)
<p>Goal 1: There will be an increase of students at proficient or above in the area of reading comprehension in 1st grade from 9.6% to 32.6%, 2nd grade from 21.8% to 34.8%, 3rd grade from 26.2% to 49.2%, and 4th grade students from 22% to 51% by June 2015, as measured by the TRC assessment.</p> <p>There will be an increase of the EOY percentage average from 20% to 60% by June 2015, of students in grades 5 to 8 reading proficient and above in the area of reading comprehension as measured by the RISE assessment.</p>	<p>There was an increase of students at proficient or above in the area of reading comprehension in 1st grade from 9.6% to 32.6%, 2nd grade from 21.8% to 34.8%, 3rd grade from 26.2% to 49.2%, and 4th grade students from 22% to 51% by June 2015, as measured by the TRC assessment.</p>	Met	
<p>Goal 2: During the 2014-15 school year, at least 70% of all students in grades 1-8 will score at or above 60% as measured by the Math interim assessment in May/June 2015.</p>	<p>During the 2014-15 school year, at least 70% of all students in grades 1-8 scored at or above 60% as measured by the Math interim assessment in May/June 2015.</p>	Met	
<p>Goal 3: During the 2014-15 school year, there will be a decrease of the number of suspensions from 98 suspensions to no more than 49 suspension as measured by the student management system.</p>	<p>During the 2014-15 school year, there was a decrease of the number of suspensions from 98 suspensions to no more than 49 suspension as measured by the student management system. We had less than 45 for SY 2014-2015.</p>	Met	
Goal 4:			

### Reflections on SER Visit: If your school had SER visit then reflect on your SER visit to answer the following questions.

Reflection Questions	Responses
<ul style="list-style-type: none"> <li>Did the findings from the SER align with your perception of your school's</li> </ul>	

performance at the time of the site visit? Which findings were surprising? Deflating? Encouraging?	
<ul style="list-style-type: none"> <li>• In reviewing the SER findings along with your performance data (qualitative and quantitative) what is the school identifying as an area of focus?</li> </ul>	
<ul style="list-style-type: none"> <li>• Define your current state. What preferred state would you like to reach?</li> </ul>	
<ul style="list-style-type: none"> <li>• What actions you would take to reach your preferred state?</li> </ul>	

### III. INQUIRY

- In this section, document your questions that your Instructional Leadership Team has regarding teaching, learning, and leadership to support planning for the next academic school year. Keep a focus on past and future shifts in instructional programming in response to standards; and expectations regarding programmatic goals, scheduling and collaborative planning.
- This is a tool to support the activity of Inquiry which should come before looking at data.
  - Generating questions before looking at your school’s data supports a focus for the data analysis.
  - Questions focused on a deeper understanding of contents and grade level expectations for MCCRC and PARCC assessments.
  - Ask questions directly related to raising the “Bar” for every student.

Teaching (Adult Actions) Questions	Learning (Student Outcomes) Questions	Leadership (ILT Actions) Questions
How do we ensure all teachers are fully implementing the selected high level strategies?	How do we ensure that students engaging in the content for deeper understanding and higher level thinking?	How can the ILT be the model for data cycles?
How do we ensure all staff members are implementing cycles of data and making decisions based on data both academic and behavioral data?	How do we create learning opportunities for students to have multiple ways of documenting their knowledge?	Identify PD opportunities for staff that are aligned with teacher needs
How do we ensure the the collection of data is complete and has integrity?	How do we ensure that students are closing the gaps with missing content knowledge as well as grasping new concepts?	Identify resources to purchase

#### IV. SCHOOL'S DATA SECTION

- In this section, provide additional data that supports your school's understanding of previous years' performance.
- This section will also contain the EOY ILT Tool provided by the district with the following data.
  - Climate
    - Attendance, Chronic Absence, Suspensions as of 5/30
  - HS Academic Data
    - Bridge (# of students with 1 Bridge, # of projects by subject)
    - GPA and At Risk indicators by grade
    - HS Subject Exams (MOC/MT and EOC/Finals) % Proficient
  - K-8 Academic Data
    - TRC/Dibels BOY and EOY (% Proficient , % Well Below)
    - RISE Reading Comprehension BOY and EOY (% Proficient , % Warning)
    - Math Units (% Proficient on all Post Tests)
    - Literacy Modules (% Proficient)
  - Administration rates or # tested for all district assessments
- For previous years' State Assessment data, please refer to the student-level files on Data Link and/or Principal's Dashboard.

List additional school based data here:

**Additional School-Based Data (if applicable)**

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## V. ANALYZE DATA TO PRIORITIZE STRENGTHS AND NEEDS

- Select the data that can answer your inquiry questions and analyze it to document top three strengths and needs within your school.
- Use this data to identify the problem(s) of practice by conducting a root cause analysis (strengths and needs based on evidence)
- Prioritize the problem of practice (needs)

Prioritized <u>Strengths</u> based on Effect Data (Student Outcomes)	Inferences (Why is this an area of <u>strength</u> ?)
1. Interventions in Reading	Reading partners provides one on one tutoring in the area of reading. Para-Educators and Morgan State Teacher offer intervention to identified students.
2. Guided reading strategies	TCM align guided reading with Common Core State Standards and the districts curriculum
3. Leveled Literacy	Students are provided with grade level materials to meet individual needs

Prioritized <u>Needs</u> based on Effect Data (Student Outcomes)	Inferences (Why is this an area for <u>growth</u> ?)
1. Intentional and strategic grouping based on student needs	No consistency with the creation of small groups and the delivering of small group instruction
2. Daily checks for understanding	Checks for understanding are not being used as a data source for planning small group instruction
3. Data Driven Instruction	DDI is not being implemented consistently. Corrective Instruction action plans don't always address misconceptions.

Principal, please confirm that this section is complete in order to inform reviewers so that feedback can be provided

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**Peer Review Feedback**

Date of Feedback	Feedback

## VI. ESTABLISHING SMART GOALS, STRATEGIES, AND RESULTS INDICATORS

- In this section, document your school's SMART goals, strategies, and results indicators for the year.
- **SMART goals** are derived from prioritized needs (Problems of Practice).
- **Strategies** should be directly related to prioritized needs.
- A **Result Indicator** will be identified for each strategy. A result indicator refers to the measurable interim steps that take place to progress towards an identified goal: If we use (strategy), then the following will result (student impact, effective implementation behavior).

### ACADEMIC SMART Goal #1:

During the 2015-2016 school year, at least 15% of all tested students in grades 3 to 8 will score at or above level from 8% at BOY as measured by the IReady Literacy assessment in March of 2016. By June 2016, 65% of students in grades K-2 will increase by 4 or more reading levels as measured by EOY TRC data.		
	Strategies (If...)	Results Indicators (Then...)
Instructional	<ol style="list-style-type: none"> <li>1. If we provide small group reading instruction daily based on DIBELS and TRC data..</li> <li>2. If we provide small group intervention instruction at least 3 times a week for at least 90 mins per session</li> </ol>	<ol style="list-style-type: none"> <li>1. Then teachers will group students and provide activities/instruction based on skill/strategy</li> <li>2. Then students will show growth during progress monitoring and at MOY and EOY</li> <li>3. Then students will apply knowledge to learned to new learning.</li> </ol>
Organizational Strategies	<ol style="list-style-type: none"> <li>1. If we provide teachers with a common collaborative planning time.</li> <li>2. If we provide teachers with opportunities for peer observations,</li> </ol>	<ol style="list-style-type: none"> <li>1. Then teachers will grow in their ability to teach and their knowledge of pedagogy will increase.</li> <li>2. Then students will improve in their ability to read and apply knowledge to new learning</li> <li>3. Then students will receive differentiated instruction and show growth at MOY and EOY.</li> </ol>
Family Involvement Strategy	<ol style="list-style-type: none"> <li>1. If we provide parents with reading strategies that they can use when reading with their children at reading night</li> </ol>	<ol style="list-style-type: none"> <li>1. Then parents will read more with their children at home</li> <li>2. Then parents will have some knowledge on how to support reading at home with their child</li> <li>3. Then students will receive reinforcement at home of what they have been taught at school</li> </ol>

During the 2015-2016 school year, at least 15% of all tested students in grades 3 to 8 will score at or above level from 8% at BOY as measured by the IReady Literacy assessment in March of 2016. By June 2016, 65% of students in grades K-2 will increase by 4 or more reading levels as measured by EOY TRC data.

	<b>Strategies (If...)</b>	<b>Results Indicators (Then...)</b>
Leadership Strategies	<ol style="list-style-type: none"> <li>1. If we provide teachers with regular feedback with actionable next steps</li> </ol>	<ol style="list-style-type: none"> <li>1. Then teachers will grow their instructional capacity and ability to delivery strong lessons to students.</li> <li>2. Then student achievement will improve at assessment periods throughout the school year.</li> </ol>
Programmatic Strategies (Programs to Purchase or Adopt if applicable)		

Principal, please confirm that this section is complete in order to inform reviewers so that feedback can be provided

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Date of Feedback	Feedback

**Peer Review Feedback**

Date of Feedback	Feedback

**ACADEMIC SMART Goal #2:**

During the 2015-2016 school year, at least 10% of all students in grades 3 to 8 will score at or above level (from 6% at BOY) as measured by the IReady Math Assessment in March 2016. 65% of students in Grades 1 and 2 will score proficient or advanced on the Q4 interim assessment.

Strategies (If...)		Results Indicators (Then...)
Instructional	<ol style="list-style-type: none"> <li>1. If we provide small group reading instruction daily based on IReady Math Data. .</li> </ol>	<ol style="list-style-type: none"> <li>1. Then teachers will group students and provide activities/instruction based on skill/strategy</li> <li>2. Then students will show growth during progress monitoring and at MOY and EOY</li> <li>3. Then students will apply knowledge to learned to new learning.</li> </ol>
Organizational Strategies	<ol style="list-style-type: none"> <li>1. If we provide teachers with a common collaborative planning time.</li> <li>2. If we provide teachers with opportunities for peer observations,</li> </ol>	<ol style="list-style-type: none"> <li>1. Then teachers will grow in their ability to teach and their knowledge of pedagogy will increase.</li> <li>2. Then students will improve in their ability to read and apply knowledge to new learning</li> <li>3. Then students will receive differentiated instruction and show growth at MOY and EOY.</li> </ol>
Family Involvement Strategy	<ol style="list-style-type: none"> <li>1. If School provide parents with reading strategies that they can use when reading with their children at reading night</li> </ol>	<ol style="list-style-type: none"> <li>1. Then parents will read more with their children at home</li> <li>2. Then parents will have some knowledge on how to support reading at home with their child</li> <li>3. Then students will receive reinforcement at home of what they have been taught at school</li> </ol>
Leadership Strategies	<ol style="list-style-type: none"> <li>1. If administration provides teachers with regular feedback with actionable next steps</li> </ol>	<ol style="list-style-type: none"> <li>1. Then teachers will grow their instructional capacity and ability to delivery strong lessons to students.</li> <li>2. Then student achievement will improve at assessment periods throughout the school year.</li> </ol>
Programmatic Strategies (Programs to Purchase or Adopt if applicable)		

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**Peer Review Feedback**

Date of Feedback	Feedback

**CLIMATE/SCHOOL CULTURE SMART Goal #3:**

By June of 2016 we will decrease the amount of suspensions from 45 to less than 30 as measured by the Student Management System.

	<b>Strategies (If...)</b>	<b>Results Indicators (Then...)</b>
Instructional	<ol style="list-style-type: none"> <li>1. If we implement a SGA for students for MS Students, PBIS and the Restorative Practices Model</li> <li>2. Monthly attendance and academic meetings with at risk students</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will feel like they have student voice and input in the school operations</li> <li>2. Students will be motivated about what they are being taught in the classroom and will set goals</li> <li>3. Every child will be know by name and by need</li> </ol>
Organizational Strategies	<ol style="list-style-type: none"> <li>1. If we offer students a monthly reward for coming to class, on time , in uniform</li> <li>2. if we implement student of the month</li> <li>3. Monthly school wide meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Both attendance and behavior will improve</li> <li>2. Excellent student behavior will be celebrated and encourage students to adhere to the school's rules and responsibilities.</li> </ol>
Family Involvement Strategy	<ol style="list-style-type: none"> <li>1. School will implement The Montebello Parent Academy focusing on successful parenting strategies, informing parents of resources,</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents will be taught how to effectively handle behavior problems, social/emotional concerns and gain a greater appreciation for school pride</li> </ol>
Leadership Strategies	<ol style="list-style-type: none"> <li>1. Updated Data Wall to track hot spots and suspensions</li> <li>2. Implement partnerships with Keys Development Mentoring, Morgan State Umoju Corp and Better you , Better me</li> </ol>	<ol style="list-style-type: none"> <li>1. Students, teachers and stakeholders will have a deeper understanding of what is needed and the school's current academic and climate standing</li> <li>2. Students will have a choice of after school supports that will extend in to the home and family</li> </ol>
Programmatic Strategies (Programs to Purchase or Adopt if applicable)		

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**ADDITIONAL SMART Goal #4:**

*Note: For schools serving grade 9-12, this SMART goal should be focused on college and career preparation*

<b>Strategies (If...)</b>		<b>Results Indicators (Then...)</b>
Instructional		
Organizational Strategies		
Family Involvement Strategy		
Leadership Strategies		
Programmatic Strategies (Programs to Purchase or Adopt if applicable)		

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Date of Feedback	Feedback

**Peer Review Feedback**

Date of Feedback	Feedback

**VII. MONITORING AND EVALUATING PROGRESS: ACTION PLAN**

- In this section, develop a monitoring plan for how your school will collect data and monitor progress towards your goals.

Goals	Data To be Collected	Data Collection Dates	Person(s) Responsible for Collection and Reporting	ILT Meeting Dates to Review Data	Outcomes
<p>Goal 1: During the 2015-2016 school year, at least 15% of all tested students in grades 3 to 8 will score at or above level from 8% at BOY as measured by the IReady Literacy assessment in March of 2016. By June 2016, 65% of students in grades K-2 will increase by 4 or more reading levels as measured by EOY TRC data.</p>	<p>Iready Data Collaborative Planning Docs Informal Assessments</p>	<p>Sept. 2015/ January 2016/ May 2016</p>	<p>ILT</p>		
<p>Goal 2: During the 2015-2016 school year, at least 10% of all students in grades 3 to 8 will score at or</p>	<p>Iready Data Collaborative Planning Docs Informal Assessments</p>	<p>Sept. 2015/ January 2016/ May 2016</p>	<p>ILT</p>		

Goals	Data To be Collected	Data Collection Dates	Person(s) Responsible for Collection and Reporting	ILT Meeting Dates to Review Data	Outcomes
<p>above level (from 6% at BOY) as measured by the IReady Math Assessment in March 2016. 65% of students in Grades 1 and 2 will score proficient or advanced on the Q4 interim assessment.</p>					
<p>Goal 3: By June of 2016 we will decrease the amount of suspensions from 45 to less than 30 as measured by the Student Management System.</p>	SMS Data	End of every month	Climate Team		

Principal, please confirm that this section is complete in order to inform reviewers so that feedback can be provided

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**VIII. MONITORING AND EVALUATING PROGRESS: MID-YEAR REFLECTION**

- The purpose of this section is for ILTs to evaluate progress towards accomplishing the SMART goals and decide whether the school will stay the course or make midcourse corrections to the strategies.

**Mid-Year Evaluation Plan**

Goals	Are you on pace to meet your goal?	What data point(s) support your answer?	What is the progress of strategy implementation	Will you continue to use these strategies in the future? Why or why not?  What will you do differently to implement these strategies at a higher level?	New strategies? (As applicable)
During the 2015-2016 school year, at least 15% of all tested students in grades 3 to 8 will score at or above level from 8% at BOY as measured by the IReady Literacy assessment in March of 2016. By June 2016, 65% of students in grades K-2 will increase by 4 or more reading levels as measured by EOY TRC data.	Yes No		Not Implemented: Partially Implemented: Implemented Fully:		
During the 2015-2016 school year, at least 10% of all students in grades 3 to 8 will score at or above level (from 6% at BOY) as measured by the IReady Math Assessment in March 2016. 65% of students in Grades 1 and 2 will score proficient or advanced on the Q4	Yes No		Not Implemented: Partially Implemented: Implemented Fully:		

Goals	Are you on pace to meet your goal?	What data point(s) support your answer?	What is the progress of strategy implementation	Will you continue to use these strategies in the future? Why or why not?  What will you do differently to implement these strategies at a higher level?	New strategies? (As applicable)
interim assessment.					
By June of 2016 we will decrease the amount of suspensions from 45 to less than 30 as measured by the Student Management System.	Yes No		Not Implemented: Partially Implemented: Implemented Fully:		
	Yes No		Not Implemented: Partially Implemented: Implemented Fully:		

To be checked by the Executive Director:

I confirm that in consultation with the Principal, I have reviewed the progress of the school's goals and implementation of strategies. I approve changes made to the strategies detailed in the table above.

## IX. MONITORING AND EVALUATING PROGRESS: END OF YEAR REFLECTION

- The purpose of this section is for ILTs to evaluate progress towards accomplishing the SMART goals and decide which strategies will be implemented for the following school year and which new strategies will be added.

### End of Year Evaluation Plan

Goals	Are you on pace to meet your goal?	What data point(s) support your answer?	What is the progress of strategy implementation	Do you need to make a change in your strategy? Why?	New strategies? (As applicable)
During the 2015-2016 school year, at least 15% of all tested students in grades 3 to 8 will score at or above level from 8% at BOY as measured by the IReady Literacy assessment in March of 2016. By June 2016, 65% of students in grades K-2 will increase by 4 or more reading levels as measured by EOY TRC data.	Yes No		Not Implemented: Partially Implemented: Implemented Fully:		
During the 2015-2016 school year, at least 10% of all students in grades 3 to 8 will score at or above level (from 6% at BOY) as measured by the IReady Math Assessment in March 2016. 65% of students in Grades 1 and 2 will score proficient or advanced on the Q4 interim assessment.	Yes No		Not Implemented: Partially Implemented: Implemented Fully:		

Goals	Are you on pace to meet your goal?	What data point(s) support your answer?	What is the progress of strategy implementation	Do you need to make a change in your strategy? Why?	New strategies? (As applicable)
By June of 2016 we will decrease the amount of suspensions from 45 to less than 30 as measured by the Student Management System.	Yes No		Not Implemented: Partially Implemented: Implemented Fully:		
	Yes No		Not Implemented: Partially Implemented: Implemented Fully:		

To be checked by the Executive Director:

I confirm that in consultation with the Principal, I have reviewed the progress of the school's goals and implementation of strategies. I approve changes made to the strategies detailed in the table above.

**APPENDIX A: TEMPLATES AND TOOLS**

**Template 1: ILT Team Data Analysis**

Performance Behaviors	Inferences
<b>Strengths:</b>	

**APPENDIX B: FAMILY COMMUNITY ENGAGEMENT PLAN AND TITLE I PLANS**

**Appendix B.1: Family and Community Engagement Plan**

<b>Goal #1</b>	During the 2015-2016 school year, at least 15% of all tested students in grades 3 to 8 will score at or above level from 8% at BOY as measured by the IReady Literacy assessment in March of 2016. By June 2016, 65% of students in grades K-2 will increase by 4 or more reading levels as measured by EOY TRC data.
<b>Family Involvement Strategy #1</b>	1. If we provide parents with reading strategies that they can use when reading with their children at reading night
<b>Goal #2</b>	During the 2015-2016 school year, at least 10% of all students in grades 3 to 8 will score at or above level (from 6% at BOY) as measured by the IReady Math Assessment in March 2016. 65% of students in Grades 1 and 2 will score proficient or advanced on the Q4 interim assessment.
<b>Family Involvement Strategy #2</b>	1. If School provide parents with reading strategies that they can use when reading with their children at reading night
<b>Goal #3</b>	By June of 2016 we will decrease the amount of suspensions from 45 to less than 30 as measured by the Student Management System.
<b>Family Involvement Strategy #3</b>	1. School will implement The Montebello Parent Academy focusing on successful parenting strategies, informing parents of resources,
<b>Family Involvement Strategy #4</b>	

<b>Back to School Night</b>	<b>Parent and Meeting Workshops</b>
<p><b>Date: 9/10/2015 Time: 6pm</b>                      Families are invited to attend the Back to School Night to learn about our programs and requirements. Families will gain further knowledge on grade-level expectations, curriculum, and student progress. Families will have opportunities to review and provide feedback in the following areas:</p> <p style="text-align: center;">School Performance Data <i>(State Assessment results; Common Core State Standards; District Benchmark results)</i>                      School Budget</p>	<p><b>Parents please join us throughout the school year for the following meetings and workshops:</b>  <b>(Insert topic and brief description)</b></p> <p>X                    <b>Workshop/Meeting #1:</b> high school Choice Night                      X                    <b>Workshop/Meeting #2:</b> Common Core Night                      X                    <b>Workshop/Meeting #3:</b> Prent Academy</p>

X	Parent Involvement Plan	<b>Workshop/Meeting #4:</b>
	Service Learning	
X	Parent Portal	
X	College and Career Readiness	
<b>Communications</b>		<b>Accessibility</b>
We will communicate with all families through:		We will accommodate all families by providing:
X	<b>The Monthly The Dolphin Digest Newsletter</b>	X <b>Timely notification of school events.</b>
X	<b>The The Dolphin Digest website</b>	X <b>Updated school website(www.baltimorecityschools.org/xxxx)</b>
X	<b>Monthly parent and community meetings</b>	X <b>Flexible meeting times</b>
	<b>Quarterly Parent – Teacher Conferences</b>	X <b>Staff available via email or by setting up a parent teacher conference with the specific teacher.</b>
X	<b>Parent Link</b>	
X	<b>Marquee</b>	
	<b>Other:</b>	

<b>Partner Programs</b>	
The following partners provide resources for our school community:	
<b>Community Partner</b>	<b>Opportunities Offered</b>

<b>Parent Activities/Resources</b>					
Please list all activities and resources that will empower parents to support their children automatically.					
<b>Parent Activities</b>	<b>Describe how this activity or resources supports the identified SMART Goals</b>	<b>Date</b>	<b>Is Funding Required?</b>		
			<b>Yes/No</b>	<b>Amount</b>	<b>Funding Source</b>
Parent link	Remind students of upcoming assessments				
Website	Tolls parents can use				

**Appendix B.2: Title I School Wide Plan**

Does your school receive Title I Schoolwide funds?

- If yes, complete Appendix II below.
- If no, continue to Appendix III.

Questions	Title I Schoolwide Strategies	Person(s) Responsible	Timeline	Title I Funding
1. How will your school support student achievement among high achieving students?	Students grouped by ability in grades 3 to 8 to meet the needs of advanced learners. Enrichment groups after schools for grades 3 to 8.	L.Hanley ILT Members Tuttle, Kersey, Rice and Chambliss	9/2015-6/2016  10/2015-12/2015  11/2015-1/2016	
2. How will your school support low-performing students achieve at proficient or advanced levels?	Corrective Reading - A research based reading program that will be implemented daily.  Lunch remediation of reading and math skills. Students will receive 20 minutes of skill specific instruction based on need.  Intervention By Design - small group instruction by teacher, Foster Grandparent, or coach	L.Hanley ILT Members Tuttle, Kersey, Rice and Chambliss	8/2015-6/2016  9/2015-5/2016  9/2015-6/2016	
3. What are the processes within your school for (a) identifying students struggling to meet high academic standards, and (b) providing and (c) monitoring instructional interventions?	Student Support Team- Teachers refer students to the team to identify and monitor strategies.  Weekly Collaborative Meeting - Student work and assessment data is used to identify needs and form instructional groups.  Use of the DDIT model	L.Hanley ILT Members Tuttle, Kersey, Rice and Chambliss	9/2015-5/2016  9/2015-6/2016  9/2015-6/2016	
4. What does your school do to recruit and retain highly qualified and effective teachers	Mentor for New Teachers  Hiring Fair	L.Hanley ILT Members Tuttle, Kersey, Rice and Chambliss	8/2015-6/2016  5/2015-8/2016	

Questions	Title I Schoolwide Strategies	Person(s) Responsible	Timeline	Title I Funding
in core subjects? Include a description of principal support.	Teachers reimbursement for Professional Conferences	nd Chambliss	9/2015-6/2016	
5. What is your process for informing parents if teachers are not Highly Qualified?	Parents are notified of HQ status as outlines by BCPS. Letters are sent monthly as needed.	L.Hanley ILT Members Tuttle, Kersey, Rice a nd Chambliss	8/2015-6/2016 5/2015-8/2016 9/2015-6/2016	
6. How will your school incorporate extended learning activities, before/after-school, summer and school year extension opportunities into your instructional and student support strategies?	Youth Sports  NAL Team  Boys to Men  Greatness Now Program	L.Hanley ILT Members Tuttle, Kersey, Rice a nd Chambliss	X	
7. What are your school's plans for assisting children and families in transition from: <ul style="list-style-type: none"> <li>• Early learning programs to elementary school;</li> <li>• Elementary to middle school;</li> <li>• Middle to high school; and High school to college and career?</li> </ul>	Invite high school for presentations to 5th grade students and parents  Middle School Fair  Orientation at school with Head Start  Career Day	L.Hanley ILT Members Tuttle, Kersey, Rice a nd Chambliss	9/2015-6/2016	
8. How will your school ensure that teachers are actively engaging in collaborative planning and instructional adjustment strategies?	Weekly Collaborative Planning Meetings  Monthly Staff Meetings  Improvement Science Sessions	L.Hanley ILT Members Tuttle, Kersey, Rice a nd Chambliss	9/2015-6/2016	
9. Describe how professional		L.Hanley	9/2015-6/2016	

Questions	Title I Schoolwide Strategies	Person(s) Responsible	Timeline	Title I Funding
development opportunities will be provided to enable teachers, paraeducators, and administrators to increase the number of students who meet state standards.	PLC- Routine Writing- School-wide writing focus  PLC- Gifted and Advance Learners- Teachers attending will present to staff	ILT Members Tuttle, Kersey, Rice and Chambliss		
10. How will your school coordinate and integrate federal, state and local services and programs (for ex. violence prevention, nutrition, housing, adult education, vocational and technical training)?	Field trips - Title 1 money provides trips for students to enhance writing  Lunch Remediation-FSF used to hire full time resource teachers who can provide intervention  Class size reduction through Title 1 funds to address instructional needs	L.Hanley ILT Members Tuttle, Kersey, Rice and Chambliss	9/2015-6/2016	

**APPENDIX C: SCHOOL FAMILY COUNCIL DOCUMENTED REVIEW (SANE )**

- This page must be attached to the SPP as SANE for schools receiving Title I targeted or schoolwide funds.
- SANE =

**The School Performance Plan has been reviewed and approved by the School Family Council as indicated by the signatures below:**

Name	Signature	Position	Date
Lorna Hanley		Principal	
Heather Tuttle		Teacher 1	
Jenna Kersey		Teacher 2	
Jessica Brown		Student Support Service Provider	
Darice Cates		Classified Staff	
Erin Leake		Paraprofessional	
Cierra Lewis		Parent 1	
Aleisah Copeland		Parent 2	
		Parent 3	
Brandon Bull		Community Representative 1	

**SPP SUBMITTAL PAGE**

*I am acknowledging completion of the School Performance Plan, and am submitting the document for review by my Executive Director. This School Performance Plan is completed in accordance with the SPP Guidance Manual and rubric.*

	Press <b>SAVE DATA</b> to Submit.
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