Findings and Results of Root Cause Analysis for Comprehensive Support and Improvement Schools

Pimlico Elementary & Middle School

September, 2019

MORGAN STATE UNIVERSITY

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COLLEGE OF EDUCATION

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This report was prepared by the University of Maryland College Park Center for Educational Innovation and Improvement at the College of Education and in partnership with the Bowie State University College of Education and the Morgan State University School of Education & Urban Studies. The Root Cause Analysis process was facilitated by Dr. Jubria Lewis and Jocelyn Odóna, who also co-authored this report.

I. INTRODUCTION

The purpose of this report is to share outcomes of a Root Cause Analysis (RCA) conducted to support Pimlico Elementary/Middle School in identifying underlying causes of school performance problems. The report provides an overview of the RCA process, school profile, problem statement, the RCA conducted at the school, and recommendations to address the root causes.

The Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan requires schools that have been identified for comprehensive support and improvement (CSI) engage in an RCA process facilitated by a third party. CSI schools are defined as follows: the lowest achieving 5 percent of Title I schools, high schools that do not graduate one third or more of their students, or schools that have federal school improvement grants. Pimlico Elementary/Middle School was identified as a CSI school as one of the lowest achieving 5 percent of Title I schools. Outcomes of the RCA must be used to inform the development of intervention plans to improve school performance.

CSI schools that were identified in the 2018-2019 school year have three years to exit CSI status. CSI school leaders will receive a leadership coach to support the development and implementation of the intervention plan. CSI principals will be required to participate in the Leading for School Improvement Institute, which provides customized professional learning experiences to support school improvement. CSI principals will be required to engage in monitoring visits by the Maryland State Department of Education (MSDE) to ensure that progress is being made toward school improvement goals.

The MSDE established a memorandum of understanding with the University of Maryland College Park to facilitate the RCA process. The University of Maryland College Park collaborated with the American Institutes for Research to develop RCA tools and train field teams. Field teams consisted of researchers, data analysts, and education practitioners from Bowie State University, Morgan State University, Johns Hopkins University, and other organizations. Field team members worked with all CSI schools to go through an RCA process. MSDE will support each school to engage in a long-term continuous improvement process that includes RCA outcomes, recommended interventions, and evaluations of employed interventions. As part of this procedure, CSI schools were first required to go through a needs-assessment process that was used to drive the RCA work.

I. INTRODUCTION

RCA Process for CSI Schools

A Root Cause Analysis Facilitator Guide was developed to promote consistency in the root cause analysis process. The Facilitator Guide contains protocols designed to engage school leaders and stakeholders in identifying a specific problem and prioritizing root causes for the problem.

There was a four-step process used to facilitate the root cause analysis:

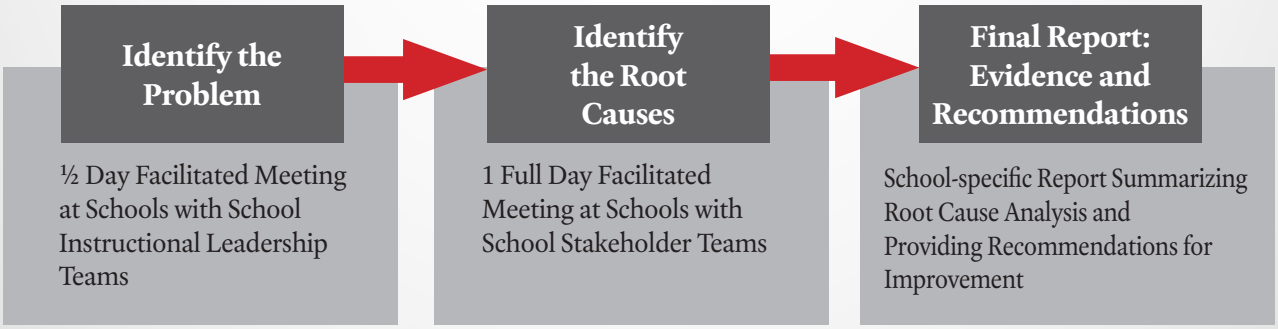
1. Craft a Problem Statement Based on Data
2. Brainstorm Causal Factors
3. Analyze Underlying Causes to Identify Root Causes
4. Prioritize Root Causes for Intervention

The root cause analysis process translates the successes and challenges identified through the CSI needs assessment into priorities to inform actionable improvement planning. The work with schools was staged in three steps: 1) identify the problem; 2) identify the root causes; 3) draft a school report with recommendations for improvement.

First, the RCA team worked with school leadership teams to craft a problem statement in a half-day meeting. Using the available school, school system, and state data, the school team selected a problem that relates to their CSI status and provides a direction for the root cause analysis.

Second, the facilitators returned to the school for a full-day meeting with the school's stakeholder team to better understand the root causes of the problem. Once the stakeholders worked through the process of determining the root causes, they prioritized those root causes based on importance, feasibility, and alignment to CSI status.

As a third and final step, the RCA teams created these school-specific reports with recommendations for addressing the problem and root causes in improvement planning.



I. INTRODUCTION

An RCA starts with asking the question: What problem do we face that, if solved or mitigated, would most effectively lead to our desired outcomes (in this case significant improvement in student outcomes that would lead to the school being removed from CSI status)? This "Problem Statement" is then studied and interrogated by a team of stakeholders through the RCA process that answers questions such as:

- Why do we get these outcomes?
- Who are the people involved in this problem?
- What policies, procedures, or rules contribute to this problem?
- What resources are currently engaging with this problem?
- What environmental issues impact this problem?

This process led to a small number of "root causes" to the problem designed to help school stakeholders design strategies and programs that are more likely to lead to significant improvement for students. In addition, the process will include conducting research on the problem and prioritized root causes and recommending evidence-based strategies for improvement.

II. SCHOOL PROFILE

School Name: Pimlico Elementary/Middle School
4849 Pimlico Rd, Baltimore, MD 21215
(410) 396-0876

Total Teachers: 26

Student Demographics								
Total Students	Asian	Black African Americans	Hispanic/ Latino	White	Other	% Economically Disadvantaged	% English Learners	% Students with Disabilities
317	<10	304	<10	<10	<10	80.76%	<5%	19.23%

Pimlico Elementary School MSDE School Report Card Profile for Pre-kindergarten-5							
Academic Progress		School Quality and Student Success		Academic Achievement		Progress in Achieving English Language Proficiency	
Student Growth Percentile in Math	45	Students Not Chronically Absent	63.6%	% Proficient in Math	3.1%	% English Learners Making Progress Toward Learning English	N/A
Student Growth Percentile in ELA	26			Average Performance Math	1.6/5.0		
Credit for Well Rounded Curriculum N/A	0%	Access to Well Rounded Curriculum	0%	% Proficient in ELA	6.2%		
				Average Performance ELA	1.6/5.0		
Earned Points:	8.5/30	Earned Points:	2.5/25	Earned Points:	3.7/20	Earned Points:	N/A
Total Earned Percent:				20%			

To view this school's full report card, visit www.mdreportcard.org

II. SCHOOL PROFILE

Pimlico Middle School MSDE School Report Card Profile for 6-8							
Academic Progress		School Quality and Student Success		Academic Achievement		Progress in Achieving English Language Proficiency	
Student Growth Percentile in Math	35	Students Not Chronically Absent	67.9%	% Proficient in Math	1.1%	% English Learners Making Progress Toward Learning English	N/A
Student Growth Percentile in ELA	32			Average Performance Math	1.5/5.0		
Credit for Well Rounded Curriculum N/A	53.6%	Access to Well Rounded Curriculum	0%	% Proficient in ELA	1.1%		
				Average Performance ELA	1.5/5.0		
Earned Points:	9.1/28	Earned Points:	4.0/25	Earned Points:	3.1/20	Earned Points:	N/A
Total Earned Percent:				20%			

III. PROBLEM STATEMENT

Description of the Process

A half-day meeting facilitated by a two-member RCA team was convened at Pimlico Elementary/Middle School on April 11, 2019 for day one of the RCA process. Members included the school leadership team, consisting of a local school system leader (i.e., principal supervisor, school improvement leader), and other key school staff. The primary goal of this meeting was to craft a "problem statement" that would drive the RCA. A problem statement is defined as a statement describing a situation, issue, barrier, impediment, or challenge that a school must address to significantly improve student outcomes, related particularly to those outcomes that led to the school being placed on the CSI list.

The goals of the first day were as follows: 1) to determine a problem statement to drive the analysis of the root causes, and 2) to identify stakeholders for day two of the RCA.

Problem Statement Criteria

Participants arrived at a problem statement by examining how CSI schools were identified; by using data to understand why the school received CSI status; by organizing data trends into themes; by evaluating the feasibility of addressing those themes; and by prioritizing addressable themes to identify the RCA area of focus. The problem statement was crafted based on the following criteria:

1. *How important is the problem to addressing our needs?*

Importance is determined by whether student outcomes will be improved, teacher efficacy is increased, and/or organizational systems will be improved.

2. *How feasible is it to address this problem?*

Feasibility is defined by the availability of adequate resources, staff, and capacity, and whether there is sufficient support and buy-in.

3. *How aligned is the problem to our needs?*

The problem statement should be related to the reason the school was identified as a CSI school. Also the school should be able to address the problem and its root causes by the effective selection and implementation of evidence-based practices.

Day One Summary

The instructional leadership team and supporting stakeholders at Pimlico met for the half-day to examine school-level data and to select a problem statement. The primary data sources available for review were the MSDE CSI Needs Assessment Report; (which included iReady®, Dynamic Indicators of Basic Early Literacy Skills [DIBELS®], and state assessment data); the Maryland State School Report Card; and the Parent School Climate Survey.

III. PROBLEM STATEMENT

Consensus around the following key topics developed:

- Academic achievement is significantly below grade level across the board.
- Low performance is compounded yearly. For instance, kindergartners are only four reading levels behind, as measured by iReady and DIBELS, whereas first graders are seven levels behind. In another example, 54 percent of students in first grade are two or more grade levels behind, compared to 72 percent in fifth grade.
- Low literacy levels not only affect English Language Arts (ELA) scores, but also mathematics scores.
- The community has a high level of transience, which results in high chronic absenteeism.
- There is a core group of engaged parents, but this number reflects a small percentage of the overall parent body.
- Changes in school administration have resulted in inconsistent enforcement of policies, programs, and structures.

Key Data Themes

Data Source	Key Takeaways
• **iReady** • **DIBELs** • **MSDE CSI Needs Assessment Report** • **Maryland State School Report Card** • **Parent School Climate Survey**	• For fifth graders, 0 percent were earning credit for science, social studies, fine arts, physical education, and health. • For eighth graders, 0 percent were earning credit for fine arts, physical education, health, and computational learning.
	• In elementary school, approximately 95 percent of students were not proficient on state assessments in either mathematics or ELA. • In the middle school, more than 98 percent of students were not proficient on state assessments in either mathematics or ELA. • The data show that there is a widening range of reading abilities in each grade level across the school. In grade 3, reading levels spanned four grade levels, in grade 4 five levels, in grades 5 to 7 seven levels, and in grade 8 eight levels.
	• In the elementary school, 37 percent of students were chronically absent, and in middle school, 32 percent of students were chronically absent.
	• Though the school has a number of successful afterschool and summer school programs, not every student has access to them.

III. PROBLEM STATEMENT

Themes Across Data Sources (Topics) (1 being highest priority)	Ranking
Average performance levels in ELA and mathematics showed less than 99 percent proficiency.	1
Across all grade levels, students' literacy rates were below grade level.	2
Mathematics performance school-wide was below grade level.	3
In the elementary school, 37 percent of students were chronically absent as were 32 percent of middle school students.	4
Students had limited access to a well-rounded curriculum.	5

Final Problem Statement

More than 93 percent of students in grades 3-8 are not proficient on the ELA and mathematics state assessments.

Evidence Base for Problem Statement

This section represents a brief research summary of the evidence related to the significance and/or impact of the problem statement identified above.

Strong reading and mathematics outcomes are unquestionably important for students to achieve. The National Assessment of Educational Progress (NAEP) is the only assessment that nationally measures what US students know and can do in various subjects. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing in mathematics and reading since 1969. In 2017, the percentage of fourth grade students in Maryland who performed at or above the NAEP proficient level was 35 percent in reading and was 40 percent in mathematics. The percentage of students in Maryland who performed at or above the NAEP basic level was 67 percent in reading and 79 percent in mathematics (NAEP, 2018). Performing significantly lower, in 2017 the percentage of students in Baltimore City who performed at or above the NAEP proficient level was 13 percent in reading and 14 percent in mathematics, and those who performed at or above the basic level was 50 percent in reading and 52 percent in mathematics (NAEP, 2017a & 2017b). These results have real consequences for students – both ELA and mathematics performance are strongly correlated to future earnings (Hanushek & Woessmann, 2008).

IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

Day Two Summary

Pimlico Elementary/Middle School convened on April 30, 2019 for day two of the RCA process. Day two was devoted to working with the school's stakeholder team (see Appendix A) to identify and prioritize the root causes of the problem so the causes could be addressed in the school's improvement planning efforts. Stakeholders began the day by reviewing the problem statement developed by the instructional leadership team on day one. Following this review, they comprehensively brainstormed causal factors that contributed to the problem using a "Fishbone" activity. Individual causal factors were then organized into themes, and a causal factor statement was crafted for each theme. Using the "5 Whys Activity," stakeholders were encouraged to dig deeper to causal factor statements by asking "why" questions in order to arrive at underlying causes. Underlying causes were then collectively ranked in order to arrive at a prioritized list of root causes.

Specifically, the goals for day two included:

- Determine factors contributing to the problem statement.
- Identify underlying causes of the problem and determine which underlying causes are primary "root" causes.
- Prioritize the root causes for the importance of impacting student outcomes and the feasibility of implementing strategies to address them.

Key Ideas

- Students at Pimlico not only arrive at school with great academic needs, but also with their basic needs unmet, such as nutrition and rest, and with socio-emotional needs that require attention.
- The school does not have a strong structure in place for assessing what parents' needs are and communicating with parents how the school can help.
- In the classroom, teachers have to meet the diverse needs of students who are at widely varying skill levels.
- Students are responding positively to the content in the new Wit & Wisdom ELA curriculum and Eureka mathematics curriculum, but teachers are still learning the curriculum themselves.
- The recent excessive administrative turnover is a challenge in regard to setting culture and climate and policies and procedures.
- The ongoing merging of several middle school student bodies into one school have made cultural and structural consistency hard to maintain.

Casual Factors

The "Fishbone" diagram represents the stakeholder group's initial assessment of all of the individual factors contributing to the existence or recurrence of the problem statement.

IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

Pimlico Elementary and Middle School Casual Factors

Students	Family & Community Engagement	Teaching & Instruction
Socio-emotional problems & trauma; bullying and frustration	Parents are in survival mode themselves	Lack of data based decision making
Poor nutrition, high lead levels, asthma, financial barriers	Parents don't have the requisite knowledge to support academics	Lack of differentiated instruction & going beyond curriculum
Attendance and tardiness issues	No procedures for assessing what parents know & can access	Teacher morale is low & teacher attendance is down
Lack of career and life visions	Limited attendance of parents in school activities	Teachers struggle with behavior management
Teachers are still learning the new math and ELA curricula	Lack of follow up on PD	Library but no librarian
Wit & Wisdom requires scaffolding & knowledge of how to do this	Lack of shared beliefs & responsibilities	Music room but no music-teacher
Teachers struggle with decisions regarding pacing	Inconsistent enforcement of existing policies	Lack of training on how to use facilities, e.g.: video production
Many assessments that don't all align with curriculum	Lack of by-in for PBIS & lack of consistent consequences	Counselor/ psychologist needed to address emotional issues
Curriculum	**Structures, Policies & Practices**	**Resources**

More than 93% of students in 3-8 are not proficient on the PARCC ELA and math assessments.

IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

Prioritized Root Causes

Following several group exercises, the stakeholder group came to consensus on the priority root causes. These are the causes most critical to addressing the problem based on the criteria of importance, feasibility, and alignment.

Final Output. Prioritized Root Causes:	Ranking
Teachers lack resources and capacity to provide appropriate differentiated instruction for students.	1
The school has limited ongoing professional learning opportunities or support.	2
Social emotional learning (SEL) needs of students are not addressed through current programs and curricula.	3
There is a lack of trust amongst the school, families, and the community.	4

Evidence Base for Prioritized Root Causes

The Pimlico school stakeholder team identified three critical areas of weakness that, according to research, if addressed, have the potential to dramatically influence student performance. The first root cause the school team prioritized was the lack of on-going professional learning, observation, and coaching on high impact instructional practices that would appropriately meeting students' diverse academic needs. The data from iReady and the state assessments of literacy and mathematics shows that students' academic performance levels are far below grade level from third through eighth. Teachers concurred with this picture, vociferously lamenting their inability to meet each students' individualized needs. This frustration is particularly apparent as they attempt to keep up with the state-mandated pacing guide and prepare students with the skills and knowledge they will need to respond to the challenging demands of the state standardized tests. The school team identified challenges in differentiated instruction in remediating and accelerating learning as the root cause of students' poor test scores in both ELA and mathematics, as well as the cause for great teacher frustration and burnout.

Adding to this picture and entangled in this problem are students' unmet socio-emotional needs. Over 90 percent of students and families at Pimlico experience economic disadvantage, and the student body experiences a very high level of mobility. Through the RCA process, the school stakeholder team identified the need to be able to better tailor both academic and socio-emotional interventions to meet students' specific needs. Research supports this two-pronged direction.

Academic differences within a single grade band have become an increasing challenge for teachers and a major focus area of research. Researchers agree that differentiated instruction is a highly complex teaching skill that is practiced in how teachers prepare lessons, enact lessons, and evaluate lessons, and when done effectively, can

IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

dramatically promote K-12 literacy and numeracy abilities (Deunk, Doolaard, Smalle-Jacobse, & Bosker, 2015).

Adding to this picture, teachers' abilities to support their students' SEL (e.g., attention, behavioral and emotional regulation, conflict resolution, social skills) have been shown to critically support academic achievement over time (Greenberg et al., 2003; McCoy, Roy, & Sirkman, 2013; Raver et al., 2011). Because of their wide-ranging impact, there is growing political and consumer support for teaching socio-emotional skills during elementary school. Thus, teachers' ability to integrate SEL into differentiated instruction becomes another area where high-quality training and implementation support is needed. As overall school culture has been shown to moderate the impacts of SEL programs on student outcomes, addressing how these new classroom instructional practices are part of the framework of school culture is also critical (Bierman et al., 2010; Hughes, Cavell, Meehan, Zhang, & Collie, 2005).

Finally, research shows unequivocally that engaging families is important in supporting students' success (Fantuzzo, McWayne, Perry, & Childs, 2004; Jeynes, 2005). Thus, as Pimlico begins to pour attention into differentiated learning and SEL skills, Pimlico must see families' buy-in of these new foci as indispensable. Of the many different ways that families can support students, the highest predictor of academic performance is families supporting students' "academic socialization" – the support of students' future visions and the belief that school is important to achieving these visions (Jeynes, 2005).

V. RECOMMENDATIONS FOR IMPROVEMENT

Recommendations for Evidence-Based Improvement

Final recommendations for this report have been developed by the University of Maryland College Park in consultation with RCA facilitators and leaders at MSDE. Recommendations were developed using the following process:

- Reviewing the ideas, notes, and stakeholder perspectives gathered throughout the Root Cause Analysis process;
- Conducting a scan of the research literature related to the problem statement and prioritized root causes identified throughout the process. While a comprehensive research analysis was outside the scope of this project, the team reviewed research using the standards of evidence model outlined in the Every Student Succeeds Act (ESSA) to offer research that had moderate or strong evidence of effectiveness (Level 2 or Level 1 on the ESSA framework);
- Compiling, organizing and categorizing over 150 recommendations submitted by UMD/RCA facilitators.

These recommendations are offered by the University of Maryland College Park in consultation with MSDE. They represent only a portion of the potential strategies and interventions that will become a part of the school's three-year improvement plan developed in concert with the MSDE Title I office.

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	Four Domains Domain of Rapid School Improvement[1]
Enlist parents and families as academic partners in student learning. Research has proven that family engagement matters tremendously to student academic success across all populations. Family involvement has been shown to benefit children from diverse ethnic and economic backgrounds in particular. For example, low-income African American children whose families maintained high rates of parent participation in elementary school were shown to be more likely to graduate from high school (Fantuzzo et al., 2004; Kreider, 2006). In order to enlist parents as academic partners, schools should start by providing information and training for families to support high expectations for their children's education. These shared academic expectations for children's education should be rooted in the recognition of the value of education. Therefore, schools that are effective in partnering with parents need to actively invite parents to team with teachers and other staff in communicating and reinforcing these shared values at home as well as in school (Flamboyan Foundation, 2018). Evidence-based family engagement practices that support academic success and reinforce high academic expectations include parents reading regularly at home with their children, parents regularly communicating with their children about their school experiences, and parental participation in school activities and functions (Jeynes, 2005). Home visits can foster families' understandings of the importance of these supports. Efforts should also acknowledge and integrate the funds of knowledge of student's families into the school environment (Wilder, 2014; Mapp & Kuttner, 2013).	*Culture Shift*

[1] *The MSDE uses the Center on School Turnaround at WestEd's Four Domains for Rapid School Improvement: A Systems Framework as a framework for continuous improvement. The framework identifies four areas as central to rapid and significant improvement: turnaround leadership, talent development, instructional transformation, and culture shift. The recommendations in this report are aligned to the four domains as a way to organize and frame the improvement efforts. For more information: https://centeronschoolturnaround.org.*

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	Four Domains Domain of Rapid School Improvement[1]
Implement one or more research-backed strategies to promote positive school climate, including positive discipline, conflict management, anti-bullying, and positive youth development. Research indicates that a positive school climate is strongly linked to student academic outcomes. For example, school climate can influence attendance, achievement, retention and graduation (MacNeil, Prater, & Busch, 2009; Stewart, 2008; McNeely, Nonnemaker, & Blum, 2002). The US Department of Education has conceptualized school climate as broadly consisting of the domains of safety, engagement, and environment. These domains encompasses students' perceptions of inclusion and belonging; incidents of bullying and the response of students and educators; school connectedness; peer to peer relationships, as well as relationships between teachers and students; school discipline practices; and the state of the physical facilities. According to the National Center on Safe Supportive Learning Environments (2009), "the strength of the linkages between school climate and academic achievement make it essential that all students have the opportunity to attend schools that provide a safe and supportive environment where they can thrive and fully engage in their studies" (www.safesupportivelearning.ed.gov). To address concerns regarding school climate, there are many resources available to educators that can guide efforts to foster a more inclusive and supportive school environment for all students, including Teaching Tolerance (www.tolerance.org/professional-development/school-climate) and the National Center on Safe and Supportive Learning Environments (safesupportivelearning.ed.gov/scirp/action-guides). In schools with indicators that the school climate needs to be improved, a wide variety of factors can contribute to poor climate conditions, and conversely, a wide range of strategies exist to address such conditions. These research-based strategies can include: **1)** Adopting school-wide alternative, positive discipline systems with clear and well supported expectations and consequences for student behavior, such as Restorative Justice (Augustine et al., 2018; www.alternativesyouth.org/programs/restorative-justice), or Positive Behavioral Intervention Supports (PBIS) (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; www.pbis.org); **2)** Mandating anti-bullying training for all educators and staff. Training should define what constitutes bullying and how to recognize when it is happening to students so they can effectively intervene (www.stopbullying.gov; www.teachingtolerance.org); **3)** Implementing conflict resolution strategies or school-wide program (creducation.net/teachers); and Integrating practices from the "Positive Youth Development" approach into the management of school co-curricular activities and student clubs: (youth.gov/youth-topics/positive-youth-development).	*Culture Shift*

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	Four Domains Domain of Rapid School Improvement[1]
Provide high-quality differentiated instruction in all general education classes. Differentiated instruction offers serves a wide range of student abilities and needs in a single classroom. Studies suggest that differentiated classrooms produce similar or better results in reading compared to traditional classrooms (Connor et al., 2009; Reis, McCoach, Little, Muller, & Kaniskan, 2011; Tieso, 2002). Research suggests that high-quality differentiated instruction includes the following features: 1) identification of each students' learning needs based on student performance data; 2) whole group instruction with various levels of examples and explanations, and subgroup instruction targeted at individuated students' skill levels with different levels and kinds of explanation and practice; 3) regular (informal and formal) assessment of student learning to identify new needs and goals following initial adjustment of instruction; and 4) continuous responsive adjustment of both what is taught and how it is taught based on the latest student assessment data (Alsalamah, 2017; Prast, Van de Weijer-Bergsma, Kroesbergen, & Van Luit, 2015; van Geel et al., 2019). Although much differentiation can occur through small and large group instruction in the regular classroom, some instruction may need to be more individualized based on student needs and will lead to pull-out interventions. Toward this end, randomized control trials on Computer Assisted Instruction programs, such as through TutorMate, have shown remarkably positive results on elementary students reading performance (Kortecamp, Harper, & Green, 2016).	*Instructional Transformation*

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	Four Domains Domain of Rapid School Improvement[1]
Implement SEL to explicitly teach SEL skills focused on self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. Employ a robust Social Emotional Learning (SEL) program that is inclusive of all school-based staff, including but not limited to, administrators, teachers, school social workers, guidance counselors, and paraprofessionals. Effective school based SEL programs are comprised of five major components: 1. Self-awareness 2. Self-management 3. Social awareness 4. Relationship skills 5. Responsible decision making (CASEL, 2012). These components are more impactful when they are set in an environment in which organizational culture, climate, and conditions all support SEL (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). One goal of SEL programs is to improve the quality of interactions among individuals in schools and within classrooms; therefore, school-level social processes are important to examine when considering an SEL program. Moreover, some evaluation studies find that within low-income urban communities, school climate may be particularly salient (Aber, Jones, Brown, Chaudry, & Samples, 1998; Hughes et al., 2005). Though the Collaborative for Academic, Social, and Emotional Learning endorses the use of evidence-based SEL programs in the context of systemic schoolwide and districtwide approaches (Devaney, O'Brien, Resnick, Keister, & Weissberg, 2006), it is necessary that a systemic approach to SEL programming entails integration of SEL across school activities, both in and outside of the classroom, and even reaching into the community.	*Culture Shift*

VI. CONCLUSION AND NEXT STEPS

Collaboratively with the Local School System (LSS) and stakeholders, Comprehensive Support and Improvement (CSI) school teams will develop intervention plans that identify SMART (Specific, Measurable, Achievable, Realistic, Time-bound) intervention goals with measurable annual outcomes and progress indicators that will guide schools toward meeting annual targets and exit criteria in three years. The outcomes of the root cause analysis must be used to inform the development of the SMART intervention goals and identification of evidence-based strategies included in the intervention plan. Any evidence-based strategy must meet the Every Student Succeeds Act (ESSA) evidence requirements (level 1, 2, or 3). Intervention Plans will be approved by the school, LSS, and the Maryland State Department of Education (MSDE), and monitored annually by staff from the LSS and the MSDE. Additional information and resources are available on the MSDE Resource Hub. https://www.marylandresourcehub.com/

APPENDICES

Appendix A: List of Stakeholders

Day 1
April 11, 2019

Name	Position
Nneka Barnett	*Principal*
Tom Judd	*Baltimore Teachers Union Representative/Mathematics Fourth Grade Mathematics and Science Teacher*
Sharon Townsend	*Fourth Grade Mathematics and Science Teacher*
Dawn Shirey	*Director of 21st Century Learning*
Malkia Pipkin	*Community School Coordinator*
Tanya Callender	*Director, US Dream Academy*
Patrice Womack	*Parent Teacher Association President*
Garrick Williams	*Volunteer Student Mentor*
Mack Jones	*Baltimore City Public Schools (BCPS) School Turnaround Specialist*
Tenné Thrower	*CSI Family and Community Engagement Specialist*

Day 2
April 30, 2019

Name	Position
Nneka Barnett	*Principal*
Tom Judd	*Baltimore Teachers Union Representative/Mathematics Teacher*
Sharon Townsend	*Fourth Grade Mathematics and Science Teacher*
Dawn Shirey	*Director of 21st Century Learning*
Malkia Pipkin	*Community School Coordinator*
Tanya Callender	*Director, US Dream Academy*
Dana Johnson	*Coach*
Mack Jones	*BCPS School Turnaround Specialist*
Tenné Thrower	*CSI Family and Community Engagement Specialist*

APPENDICES

Appendix B: Bios of Facilitators

Dr. Jubria Lewis received a Bachelor of Science degree in Secondary Education from Louisiana State University (Baton Rouge) and a Master of Arts degree from Howard University in Educational Administration and Policy. Currently, Lewis serves as the Director of School Improvement for The SEED Foundation. Prior to joining SEED, Lewis served for eight years as the Principal of Mary McLeod Bethune Day Academy Public Charter School. Lewis received his EdD at Howard University in Educational Leadership and Policy Studies.

Jocelyn Odóna received a B.F.A. in education and in writing, literature and publishing from Emerson College; an M.A. in English Literature from Georgetown University, and a teaching certification from the District of Columbia. Currently she is a PhD candidate in the Department of Teaching and Learning, Policy and Leadership at the University of Maryland. She is also an adjunct professor in the Department of English at Prince George's Community College. Prior to pursuing her Ph.D., Odóna was a high school English teacher for thirteen years.

APPENDICES

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