

B.5.e. Turnaround Principles Model (Maryland's State Approved Model)

Annual Goal for Reading/Language Arts on state assessments for “all students” group and for each subgroup.

The average scale score for all subgroups Grades 6-12 will increase by 5% in comparison to the SY17 PARCC English Language Arts/Literacy assessment.

By June 2018, 40% of the total number of students testing 4 or more levels below grade level on the BOY I Ready reading assessment will progress 2 or more grade levels as measured by the EOY i-Ready assessment.

Milestone Goal for Reading/Language Arts:

By February 2018, 40% of the students who tested 4 or more levels below grade level on the BOY i-Ready reading assessment will have progressed by one grade level.

Annual Goal for Mathematics on state assessments for “all students” group and for each subgroup.

The average scale score for all subgroups Grades 6-12 will increase by 5% in comparison to the SY17 PARCC Mathematics assessment.

By June 2018, 33% of the total number of students testing 4 or more levels below grade level on the BOY I Ready assessment will progress 2 or more grade levels as measured by the EOY i-Ready assessment.

Milestone Goal for Mathematics:

By February 2018, 33% of the students who tested 4 or more levels below grade level on the BOY i-Ready mathematics assessment will have progressed by one grade level.

Annual Goal for Climate for identified subgroups.

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).

Milestone Goal for Climate:

By December 2017, there will have been no more than 50 suspensions due to classroom disruptions in grades 6 and 9.

School Name and Number: Academy for College and Career Exploration (ACCE) #427

Intervention Model: MARYLAND TURNAROUND PRINCIPLES MODEL (Approved by USED May 20, 2016) Intervention Model: MARYLAND TURNAROUND PRINCIPLES MODEL (Approved by USED May 20, 2016)

Model Selection:

Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. Include in your description how the requirements of this model align to the prioritized needs of the school.

The SIG IV plan seeks to support the priority around reading, math and culture/climate at the school. To that end, the SIG IV plan increases opportunities for intervention, addresses training and development of staff that will support intervention work, and targets reading and math initiatives through both programming and development. Additionally, The SIG IV plan seeks to enhance the overall culture in the school by increasing staff collaboration, implementing structures for students that focus on consistent expectations and de-escalation strategies, and building relationships with families and the community through family events, communication, and ongoing touch points that breed familiarity and increase comfort between school and home.

Modification of Practices or Policies to enable the school to implement this model fully:

Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. The LEA must describe practices and policies, including evidence-based implementation strategies that are necessary to meet this model's requirements in the first full year of implementation.

In order to fully implement the SIG IV plan the LEA has aligned resources to the school to provide intensive support around school climate and academics. In addition to the schools traditional Community Learning Network the school will receive an additional layer of support from the LEA SIG IV team inclusive of (2) Academic Content Liaisons and (1) Student Support Liaison. The identified central support staff will provide ongoing coaching and focused professional development to the ACCE team based on the data and the identified needs. With ACCE being part of the 21st century building plan and with the transition of the school for the 1819SY, the LEA will also provide additional supports to the school community to support that transition and process.

Alignment of Universal Design for Learning:

Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.

City Schools is improving sustainability efforts of effective UDL implementation. City Schools began the integration of the principles of Universal Design for Learning (UDL) into all content curriculum, materials, assessments, and professional development. Ongoing explicit professional development of the UDL principles continues to be a focus in order for teachers to demonstrate effective implementation in the classroom.

Alignment of Resources:

Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, Title I 1003(g) SIG, and other funding sources, etc. The LEA must ensure that the school receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

The SIG IV schools receive Title I, Part A and 1003(g) SIG grant funds in addition to the regular school allocations. The regular school allocation (Fair Student Funding) is formula driven based on the enrollment of the school. The Fair Student Funding formula is the same for all schools in the district, including the SIG IV schools. All funds from the different accounts will align with the SIG IV Plan. All funds will be utilized to support central strategic pillars involving staffing, programming, culture, professional development, and outreach with families/community. Each of these pillars help to support the priorities of the SIG IV Plan. When analyzing the needs associated with each of the schools, all funds will be streamlined, and it will be determined what aspects of the plan will be covered by each funding source.

Family and Community Engagement:

LEA will describe how it will meaningfully engage families and the community in the selection and ongoing implementation of the selected intervention model.

The Engagement Office will provide strategic guidance to include evidenced based, professional development, coaching, tools and technical assistance to ensure schools are authentically engaging their school communities in the turnaround and transformation strategy. Based on stakeholder feedback collected through focus groups, surveys, one-to-one interviews and community forums, interventions and supports should focus on:

- Building the capacity of school communities around family and community engagement linked to learning
- Community and neighborhood engagement – reforming schools from the ground up through community organizing, partnerships, advocacy and transparent two-way communication
- Community Schools – ensuring all school fall along the community school continuum (e.g. engage, partnership or full service community school)

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Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
REQUIRED COMPONENT 1: STRONG LEADERSHIP			
The LEA must:			
<input type="checkbox"/> 1a. Review the performance of the current principal and track record and replace principal if such a change is necessary to ensure strong and effective leadership or	<p>Leadership coaching will be provided to the principal around ...</p> <ul style="list-style-type: none"> • The implementation of a data cycle • Implementation of the English Language Arts and mathematics curricula • Strategies to support with buy-in and communication (with staff, students, and families) <p>The Instructional Leadership Executive Director will communicate with the leadership coach and the Instructional Leadership Team coach around supports rendered.</p> <p>The Instructional Leadership Team coach will work with the principal and support the school's Instructional Leadership Team.</p> <p>The Instructional Leadership Executive Director and the principal will provide coaching for both assistant</p>	<p>August 2017-June 2018</p>	<p>Starletta Jackson, Instructional Leadership Executive Director</p> <p>Dawn Strickland, Principal</p> <p>BCPSS Leadership Coach</p> <p>Instructional Leadership Coach</p>

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	principals in order to develop their understanding of their roles in the lift of the work.		
<input type="checkbox"/> 1b. Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.	<p>Scheduling:</p> <ul style="list-style-type: none"> • Create a strategic schedule for grades 6-8 and 9-12 that will allow students time for intervention • Through the use of a strategic budgeting model, use funds from a variety of funding sources to support interventions for students. • Identify students needing interventions and adjust individual schedules as needed. • Literacy Interventions: Achieve 3000 (for students reading at or above the 3rd grade level, System 44 for students reading below the 3rd grade level • Mathematics Intervention: Think Through Math <p>Staffing and Professional Development:</p> <ul style="list-style-type: none"> • Identify and train staff members who will provide interventions. • Math and literacy leads will be identified. They will attend monthly Literacy and Math Representative Meetings and bring the content back to share with their teammates • Professional Development by Literacy and Math Academic Content Liaisons will be provided to identified content leads and teachers to improve content/grade level instruction. 	August 2017-June 2018	<p>Starletta Jackson, Instructional Leadership Executive Director</p> <p>Dawn Strickland, Principal</p> <p>Summer Carter, Mathematics Academic Content Liaison</p> <p>Melanie Watkins, Literacy Academic Content Liaison</p>

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	<ul style="list-style-type: none"> • Training will be provided for all staff members providing interventions. 		
REQUIRED COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION			
The LEA must:			
<input type="checkbox"/> 2a Review the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort.	<p>Weekly informal observations will be identified by the schools' leadership team, which will include timely, meaningful feedback.</p> <p>The district Community Learning Network team will conduct regular learning walks with school leadership with a specific focus on identified areas from the instructional model.</p> <p>Mid-year and annual observations will also occur within the guidance of the Baltimore Teachers Union contract and the BCPSS Evaluation Tool.</p> <p>The school leader will work with Human Capital around process of non-renewal, when needed.</p> <p>The Instructional Leadership Executive Director will support the administrative team in providing effective feedback to teachers.</p>	August 2017-June 2018	<p>Dawn Strickland, Principal</p> <p>Administrative Team</p> <p>Starletta Jackson, Instructional Leadership Executive Director</p> <p>Dawn Strickland, Principal</p> <p>Administrative Team</p>

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<input type="checkbox"/> 2b Prevent ineffective teachers from transferring to priority and focused schools.	The school leader will work with the human capital specialist to identify highly-qualified/effective teachers for positions within the school-preferably with experience working in a low-performing, urban school environment.	August 2017-June 2018	Dawn Strickland, Principal Human Capital Specialist
<input type="checkbox"/> 2c. Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.	<p>Teachers will be provided with expectations regarding planning, curriculum and learning strategies, and instruction. Identified teacher leaders will support those areas individually as well as during collaborative planning. The administrative team and the instructional leadership team analyze assessment data. Data will also be analyzed during collaborative planning meetings.</p> <p>Leadership will leverage the faculty meetings for professional development additional to systemic professional development sessions.</p> <p>Leadership will ensure that teachers are following the BCPSS curriculum and that instruction is effective and engaging. Professional development will be provided to ensure effective instruction – topics such as small group instruction, differentiation, data analysis, technology in the classroom, etc.</p> <p>Teachers will engage in professional learning communities (PLCs) to share best practices, to plan</p>	August 2017-June 2018	Dawn Strickland, Principal Instructional Leadership Team Summer Carter, Mathematics Academic Content Liaison Melanie Watkins, Literacy Academic Content Liaison, Literacy Content Lead Mathematics Content Lead

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	<p>more effectively across content for students, and to continue to grow as instructional leaders.</p> <p>Job embedded professional learning and support will be led by school administration, the teacher leaders, and academic content liaison support to include coaching, observation, and feedback.</p> <p>To deepen the focus on literacy, the Academic Content Liaison will support teachers in becoming experts in delivering the BCPSS Common Core-aligned curriculum.</p> <p>The school professional development plan is based on evidence from informal observations and tailored to the needs and capacity of teachers.</p>		
REQUIRED COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION			
The LEA must:			

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<input type="checkbox"/> 3a. Redesign the school day, week, or year to include additional time for student learning and collaboration.	<p>Credit recovery will be provided after school using a hybrid mix of APEX and direct instruction.</p> <p>Peer tutoring will be provided after school by our National Honor Society members and community volunteers.</p> <p>Our partners, THREAD, will provide homework assistance for students who are identified after each marking period as bottom 20% in the school.</p> <p>Saturday school where targeted interventions (Achieve 300, Think Through Math, and APEX) will be provided.</p>	August 2017-June 2018	<p>Administrative Team</p> <p>Instructional Leadership Team</p>
REQUIRED COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM			
The LEA must:			
<input type="checkbox"/> 4a. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.	<p>The school will continue to opt into Common Core curriculum and instructional supports in all core content areas for SY 2017-18. The school will implement . . .</p> <ul style="list-style-type: none"> • The Eureka math curriculum for Mathematics • The Literacy Design Collaborative Curriculum for Literacy • The City Schools Curricula for Science and Social Studies. 	August 2017-June 2018	Instructional Leadership Team

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	<p>Additionally, the students will be given the opportunity to engage in many of the career technical education courses offered at the school.</p> <p>ACCE will identify and implement intervention and enrichment programs that will be delivered through web-based resources and will focus on reading, writing, vocabulary acquisition, and math skills.</p> <ul style="list-style-type: none"> • Students will use computers and various software/online programs (i.e., Khan Academy) to remediate their specific skills as measured by i-Ready. <p>Teachers will meet in collaborative planning sessions weekly by department, both horizontally and vertically, to develop, discuss and reflect on best practices. Additionally, teachers will share feedback and discuss the findings of informal learning within their PLCs.</p> <p>The Instructional Leadership Team will meet bi-weekly to discuss the overall effectiveness and specific needs for school programming and develop best practices.</p> <p>ACCE will participate in all professional development offerings, including:</p> <ul style="list-style-type: none"> • Citywide School Leadership Sessions • Monthly CLN meetings • Literacy and Math Representative Learning Sessions 		

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	<ul style="list-style-type: none"> • Systemic Teacher Professional Development • The Chief Academic Officer's Institute • The Chief Executive Officer's Leadership Institute • Literacy and Mathematics Institutes <p>The development provided through these opportunities reflects the coherency model developed by the Academics Office. These professional learning sessions are intentionally connected, coherent, and grounded in the CoPL, focused on Literacy, and support movement toward our 3-Year Academic goal.</p> <p>In addition to the systemic opportunities above, ACCE will participate in the CAO Institute, CEO Institute, Literacy and Math Institutes, as well as other professional learning opportunities to support leadership, instruction, safe and supportive schools, and family and community engagement.</p>		
REQUIRED COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION			
The LEA must:			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Teachers will systematically and routinely use data to guide instructional decisions and meet students' learning needs. Data will be used as part of an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement and implementing instructional changes.	August 2017-June 2018	Instructional Leadership Team Summer Carter, Mathematics Academic Content Liaison

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	<p>Teachers will provide students with feedback that helps them understand their strengths and weaknesses and identifies specific areas for improvement.</p> <p>The following steps will be followed in order to ensure effective data analysis. School leadership will:</p> <ul style="list-style-type: none"> • Identify a data protocol. • Establish a data cycle with a data cycle calendar. • Ensure that training for the cycle and protocol is a part of the school's professional development. <p>Collaboration among teachers in each step of the data-based inquiry process can maximize the benefits of data use by helping teachers share effective practices, adopt collective expectations for students' performance, gain a deeper understanding of students' needs, and develop effective strategies to better serve students.</p>		Melanie Watkins, Literacy Academic Content Liaison,
<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data.	<p>Through the strategic school schedule, collaborative time will be created to allow teachers and staff to collaborate on the use of data. Academic Content Liaisons will provide additional support during collaborative planning times around the use of data and instructional decisions. This will also be a main focus of the Instructional Leadership Team coach in supporting school leadership in effectively engaging in data-rich conversations to make programmatic decisions for students based on strengths and needs.</p>	August 2017-June 2018	Instructional Leadership Team

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	The school will establish a PLC structure to engage teachers across grades and content with a strong focus on literacy and will establish a structure for collaborative planning for teachers both within and across grades and content.		
REQUIRED COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS			
The LEA must:			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement such as: students' social and emotional, and health needs.	ACCE will implement the full Restorative Practice model as part of the Alternative to Suspension model including training for all staff in Introduction to Restorative Practice and Circles as well as working with a consultant support team. In addition, ACCE will receive bi-monthly coaching support to ensure that the Restorative Practice model is being implemented with fidelity. <ul style="list-style-type: none"> Coaching sessions will support the full implementation of the school's climate model with a specific focus on professional development, modeling best practices, and problem-solving barriers to implementation. The school will also work with the Student Support Liaison and additional district as needed, who will provide ongoing consultation and support related to school culture and climate through professional development, mentoring, and technical assistance one full day per week. A Student Support Team (SST) will promote early identification of students that have at- 	August 2017-June 2018	Administrative Team Brecklen Barbee, Climate Team Lead (Assistant Principal) Michael Revell, Student Support Liaison

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	<p>risk factors, such as truancy and misconduct. Putting support programs in place early in the school year will assist in promoting an improved climate.</p> <ul style="list-style-type: none"> • The school will continue to conduct home visits for those students at risk for chronic absence as well as for other students identified through the school's SST process. • In order to support the myriad of needs of both students and families within the community, and as identified through the comprehensive needs assessment, ACCE will contract with a Mental Health Provider in order to provide direct support for teachers in serving students who have experienced trauma, specifically from underserved, high needs communities. <p>The school will identify a climate lead who will be responsible for coordinating school-based Student Support and Climate Teams to support the strategic development and implementation of systems and programs related to academic progress, attendance, and behavioral supports of students.</p> <p>The Student Support Liaison (SSL) will directly support school teams and the schools identified climate lead in increasing student achievement by improving attendance, building and maintaining safe and supportive learning environments, identifying and implementing early interventions, therefore</p>		

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	decreasing suspension and promoting student voice and choice. City Schools will collaborate with MSDE to provide coaching and support to school SSL coaches.		
REQUIRED COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT			
The LEA must:			
<input type="checkbox"/> 7a. Evidence of the strongest commitment which demonstrates how families and communities are meaningfully engaged in the implementation of the intervention to support student learning	The school will build strong relationships with families and community that start with transparency, communication, and outreach. Family events and resource support are integral in the outreach that will be provided. Through a variety of touch points, families will be afforded opportunities to engage in learning about how to best support their respective children in learning activities at home and at school that will result in academic progress. The school will seek additional support from a family in developing partnerships to support the school community, provide professional development on best practices, and support reintegration of the school community in Hamden from the current swing space in Lake Clifton. Specifically, school leadership will . . . <ul style="list-style-type: none">• Ensure that the school has correct contact information for families• Host parent meetings• Host parent visitation days• Ensure that the school serves as a resource for parents and the community	August 2017-June 2018	Administrative Team Office of Family and Community Engagement Michael Revell, Student Support Liaison Tenne Thrower, Family Community Engagement Specialist (Consultant)

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	<ul style="list-style-type: none"> • Provide workshops for parents to help support their children academically, socially, and emotionally • Ensure that staff members reach out to parents at least quarterly, in addition to the report card or progress report • Incentives for children to get their parents into the school • Ensure that parents and children attend meetings together. • Leverage the enthusiasm of the 21st century building as a way to engage parents. • School will identify places within the community to provide information about the school. • Set up systems to ensure that teachers are communicating with parents through the lens of student achievement at least quarterly, in addition to back to school night, progress reports, and parent teacher conferences. (Ensure that communication is provided translated in multiple languages as appropriate for families of English Language Learners.) 		
<input type="checkbox"/> 7b. Families and community organizations are key partners in creating a culture of achievement and addressing students' social, emotional, and health needs (Partnering with parents and parent organizations, faith-	School leadership will work in collaboration with the Office of Family and Community Engagement and Office of Schools to identify strategies for engaging stakeholders with enhancing the school environment to meet the students' social, emotional, and health needs.	August 2017-June 2018	Administrative Team Office of Family and Community Engagement

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and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs)	<p>A family community engagement liaison will provide support to school leadership, at minimum on a bi-weekly basis, in developing partnerships to support the school community, provide professional development on best practices, and support reintegration of the school community in Hamden from the current swing space.</p> <p>The school leadership team and school family council will lead the outreach efforts to increase collaboration with external organizations who can support student's development.</p> <p>There will also be a school-based Family Community Engagement Liaison.</p>		Tenne Thrower, Family Community Engagement Specialist (Consultant)
Other Actions the LEA will take in addition to the above Required Turnaround Principles			
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Components 2,3,4,5	Academic Content Liaison (ACL)-Literacy-The ACL for Literacy will provide intensive/direct support to the SIG IV schools with a specific focus on district aligned PD, coaching, co-teaching, and pedagogy.	August 2017-June 2018	Offices of the Chief of Academics and Chief of Schools
Components 2,3,4,5	Academic Content Liaison (ACL)-Mathematics- The ACL for Mathematics will provide intensive/direct support to the SIG IV schools with specific focus on district aligned PD, coaching, co-teaching, and pedagogy.	August 2017-June 2018	Offices of the Chief of Academics and Chief of Schools

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Components 5,6,7	Student Support Liaison (SSL)-Whole Child- The SSL will provide intensive/direct support to the SIG IV schools with specific focus on district aligned PD, coaching, Tier II/III intervention strategies, whole-child initiative, student support teams, and school climate/culture.	August 2017-June 2018	Offices of the Chief of Academics and Chief of Schools
Components 1-7	Community Learning Network(CLN)-Led by the Instructional Leader Executive Director, the community learning network, made up of content ACIs, SSI, and SEL will offer on-going technical assistance, coaching, professional development in all components related to the Turnaround plan. The CLN will also provide direct support of the implementation of the Cycles of professional Learning.	August 2017-June 2018	Offices of the Chief of Academics and Chief of Schools