



# 2016-2017 Priority School Plan

Academy for College and Career Exploration

Baltimore City Public Schools

**2016-2017**

# Maryland Turnaround Principles Model (DRAFT)

## **New Priority Schools for 2016-2017**

Based on Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Plan, the Maryland State Department of Education (MSDE) identified Priority Schools as Title I schools performing among the lowest five percent of Title I schools in the State and Title I high schools with a graduation rate below 60%. Maryland's ESEA Flexibility Plan was initially approved for the 2012-2013 and 2013-2014 school years. The data used for the identification of the initial list of Priority Schools was from 2009-2010 and 2010-2011 school years. The implementation of a new State assessment and the accountability waiver from the United States Department of Education (USED) prevented schools from exiting Priority identification. Given that Priority Schools were to be identified every three years and given that the data was not recent or based on the new State assessments, Maryland elected to identify a new list of Priority Schools for the 2016-2017 school year.

## **Support for Priority Schools**

Local education agencies (LEAs) with Priority Schools must develop school intervention plans to improve each of their low performing Priority Schools. The plans must address the components of the Maryland Turnaround Principles Model including strong leadership, effective teachers, additional time for student learning, strengthening the instructional programs including multi-tiered system of support, use of data for continuous improvement, a safe school environment, and family and community engagement. MSDE expects the LEAs with Priority Schools to use its Priority School reservation funds (up to 20% of its total Title I, Part A allocation) to implement evidenced-based intervention strategies to sufficiently address the prioritized needs of its Priority Schools and students identified in their needs assessments. Additionally, Title I 1003(a) school improvement funds may be available to support Priority Schools.

## **Maryland State Department of Education (MSDE) Breakthrough Center**

Maryland State Department of Education's Breakthrough Center is an exceptional feature of MSDE's efforts to support Title I low-performing schools. The Breakthrough Center focuses on the use of cross-functionality in providing support, which includes a focus on Math and English Language Arts instruction, Leadership development, and Student Support structures. These services will be negotiated between MSDE and the LEA with a strong collaborative commitment.

## **Maryland State Department of Education Oversight**

Maryland is committed to the continuous improvement of the state's low performing Priority Schools. MSDE will work collaboratively with each LEA in support of their Priority Schools through participating in the monthly Central Support Team meetings and Turnaround Executive Support Team meetings (three times a year). The LEA's Central Support Team (CST) and the Turnaround Executive Support Team (TEST) will demonstrate the strong commitment and capacity of the LEA to implement fully and effectively the evidenced based intervention strategies in each Priority School plan. MSDE will also conduct programmatic and fiscal onsite monitoring and/or desk monitoring of the LEA and Priority Schools.

Maryland State Department of Education  
Division of Student, Family, and School Support  
Program Improvement and Family Support Branch

March 29, 2016

# Maryland Turnaround Principles Model (DRAFT)

<p><b>School Name: Academy for College and Career Exploration (ACCE)</b>  <b>School Number: 427</b></p> <p><b>Phone#: 410-396-7607</b>  <b>Email Address:</b></p>	<p><b>LEA Point of Contact (POC)</b>  <b>Name &amp; Position:</b>  <b>Laurie-Lynn Sutton</b>  <b>Director of School Turnaround and Transformation</b></p> <p><b>Phone#: (443) 838-6941</b>  <b>Email Address: lsutton03@bcps.k12.md.us</b></p>
<p><b>Principal: Peter Jurovich</b></p> <p><b>Phone #: 410-396-7607</b>  <b>Email Address: Pjurovich@bcps.k12.md.us</b></p>	<p><b>Area Instructional Director: (ILED) Dr. Starletta Jackson</b></p> <p><b>Phone #:</b>  <b>Email Address: SJackson@bcps.k12.md.us</b></p>
<p><b>Grade levels enrolled (SY16-17): 6-12</b></p>	<p><b>Number of Students Enrolled (SY16-17): 575</b></p>
<p><b>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</b></p> <ol style="list-style-type: none"> <li><b>1. Reading Support</b></li> <li><b>2. Math support</b></li> <li><b>3. Culture and Climate Support</b></li> <li><b>4. Graduation Rate</b></li> <li><b>5. Attendance Rate</b></li> <li><b>6. Professional Development</b></li> </ol>	<p><b>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</b></p> <ol style="list-style-type: none"> <li><b>1. Achieve 3000</b></li> <li><b>2. Think Through the Math</b></li> <li><b>3. Targeted afterschool program</b></li> <li><b>4. Restorative Practices</b></li> <li><b>5. Continuous Growth and Concentric</b></li> <li><b>6. Teacher Coaching and PD</b></li> <li><b>7. Intervention Block in Daily Bell Schedule</b></li> <li><b>8. The Breakthrough Center</b></li> </ol>

# Maryland Turnaround Principles Model (DRAFT)

## Funding Summary (Amount of funds to support implementation of intervention strategies in 2016-2017)

- Title I, Part A (from Priority School reservation, up to 20%)
- 1003(a) School Improvement Funds

# Maryland Turnaround Principles Model (DRAFT)

## 2016-2017 Priority School Intervention Plan

*The LEA and each of its Priority Schools will use the Maryland Turnaround Principles Model components to develop a one-year intervention plan based on the prioritized needs identified in the school's comprehensive needs assessment. The evidenced based strategies in the plan must specifically address the prioritized needs of the school to improve student achievement. The Priority School Plan is due to MSDE on June 1, 2016.*

<b>Name of Priority School:</b>		<b>LEA: Baltimore City Public Schools</b>	
<b>Maryland Turnaround Principles Model</b>	<b>LEA/School Design for Implementation of the Evidenced Based Intervention Strategies</b>	<b>Timeline for Implementation</b>	<b>Name/Position of Responsible Person(s)</b>
<b>Components of Maryland's Turnaround Principles Model</b>			
<b><u>COMPONENT 1: STRONG LEADERSHIP</u></b>			
<b>The LEA and School must:</b>			
<input type="checkbox"/> 1a. Review the performance of the current principal and record of accomplishment to ensure strong and effective leadership in the Priority School.	<u><b>Prioritized Strategies</b></u> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership</b></li> <li>• <b>Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts</b></li> <li>• <b>Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the</b></li> </ul>	August 2016- June 2017	Principal  ILED

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	<p><b>Priority Plan</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 4-The Breakthrough Center</b></li> <li>• <b>Strategy 5-Retention Stipends for Principal and Assistant Principal</b></li> </ul> <p>The principal is completing his first year with city schools. It is his sixth year of being a high school principal and his 11<sup>th</sup> year of serving in school administration. Additionally, the principal has taught math for five years.</p>		
<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership for the ILT</b></li> <li>• <b>Strategy 2-Use of an instructional coaching model to support the ILT with the instructional feedback cycles to teachers</b></li> <li>• <b>Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the</b></li> </ul>	August 2016-June 2017	Principal ILT Lead Teacher Ed. Associates

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	<p style="text-align: center;"><b>Priority Plan</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 4 – Partnership with Human Capital for strategic recruitment</b></li> </ul> <p>The instructional leadership team (ILT) meets bi-weekly for ninety minutes. The instructional leadership team has membership from all grade levels, content areas, and includes special education.</p> <p>Weekly informal observations were facilitated by the schools’ leadership team which included timely, meaningful feedback, the district network team conducts regular learning walks with school leadership with specific focus on identified teach areas from the instructional framework. Mid-year and annual observations also occur within the guidance of the BTU contract.</p> <p>Teachers are provided with expectations regarding planning, curriculum and learning strategies, and instruction. The Assistant Principals and Educational Associates support those areas individually as well as during collaborative planning.</p> <p>The schools’ administrative team and the schools’</p>		

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	<p>instructional leadership team analyze assessment data. Data is also analyzed during collaborative planning meetings.</p> <p>Network HC Specialist supported the school with filling vacancies. The school’s principal also sits on the district recruitment team and attends hiring fairs as well as works closely with BCTR and TFA.</p> <p>The school used a variety of funding sources including Title I, FSF and special education funds to meet the school’s needs.</p> <p>The school has established a parent room, which includes a variety of resources including the use of technology, the food pantry, and workshops to support parents and families. The school also hosts bi-monthly academic nights, which feature student presentations as well as resources for parents to support learning at home.</p> <p>Leadership must continue to ensure that the curriculum is rigorous and instruction is effective and engaging. Faculty must continue to receive frequent feedback on their instructional practices, and mentoring on how to improve it. As mentioned above, professional development must be provided for faculty to ensure effective instruction – topics</p>		



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	<p>such as small group instruction, differentiation, data analysis, technology in the classroom, etc.</p> <p>Parent and community engagement is instrumental in implementing an effective school improvement plan. In order to improve school culture, it is vital to continue to reach out to families and the community to get their support of the school's expectations of students. Continuing to recruit faculty with proven teaching effectiveness and providing professional development will facilitate retaining good staff.</p> <p>The teachers will be provided with professional development and ongoing support around analysis of systemic benchmark assessments and the creation and analysis of formative assessments, small group instruction, and differentiation. This job embedded professional learning and support will be led by school administration, the Literacy and Mathematics Educational Associates and Lead Teacher. School Administration will give timely written and oral feedback to each teacher using the Instructional Framework Teach Key Actions. The Literacy and mathematics Educational Associates will give ongoing written and oral feedback to</p>		

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	<p>reading and math teachers using the Instructional Framework Teach Key Actions.</p> <p>Teachers will be provided opportunities to observe their peers and to provide constructive feedback. The teachers will also be provided with ongoing professional development in the effective utilization of technology integration to fully engage students. This professional learning will be led by the district technology office and outside vendors.</p>		
<b><u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u></b>			
<b>The LEA and School must:</b>			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Use of the Baltimore City Schools observation platform.</b></li> <li>• <b>Strategy 2-Partnership with Human Capital for strategic recruitment</b></li> <li>• <b>Strategy 3 – Implementation of informal walkthroughs by ILT linked to instructional coaching cycles</b></li> </ul>	August 2016- June 2017	Principal  Assistant Principal  ILED

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	<ul style="list-style-type: none"> <li>• <b>The Breakthrough Center Professional Development Model</b></li> </ul> <p>The instructional leadership team meets bi-weekly for ninety minutes. The instructional leadership team has membership from all grade levels, content areas, and includes special education. Weekly informal observations were facilitated by the schools' leadership team, which included timely, meaningful feedback. The district network team conducts regular learning walks with school leadership with specific focus on identified areas from the instructional model. Mid-year and annual observations also occur within the guidance of the BTU contract.</p>		
<input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1 – Use of an instructional coaching model to support the ILT with the instructional feedback cycles to teachers</b></li> <li>• <b>Strategy 2 - Contract with academic intervention vendors (Agile Minds, Achieve 3000, and Think through Math) to provide professional development</b></li> </ul>	August 2016- June 2017	Principal

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	<p style="text-align: center;"><b>and coaching support to select teachers</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 3 - Implementation of weekly job-embedded professional development</b></li> <li>• <b>Strategy 4 – Provide extended learning opportunities for teachers through summer and afterschool PD</b></li> <li>• <b>Strategy 5- The Breakthrough Center Professional Development Model</b></li> </ul> <p>Teachers are provided with expectations regarding planning, curriculum and learning strategies, and instruction. The two Educational Associates support those areas individually as well as during collaborative planning. The schools’ administrative team and the schools’ instructional leadership team analyze assessment data. Data is also analyzed during collaborative planning meetings.</p> <p>Leadership must continue to ensure that the curriculum is rigorous and instruction is effective and engaging. Faculty must continue to receive frequent feedback on their instructional practices, and mentoring on how to improve it.</p>		

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	<p>As mentioned above, professional development must be provided for faculty to ensure effective instruction – topics such as small group instruction, differentiation, data analysis, technology in the classroom, etc.</p> <p>Parent and community engagement is instrumental in implementing an effective school improvement plan. In order to improve school culture, it is vital to continue to reach out to families and the community to get their support of the school's expectations of students. Continuing to recruit faculty with proven teaching effectiveness and providing professional development will facilitate retaining good staff.</p> <p>The teachers will be provided with professional development and ongoing support around analysis of systemic benchmark assessments and the creation and analysis of formative assessments, small group instruction, and differentiation. This job embedded professional learning and support will be led by school administration, the Literacy and Mathematics Educational Associates. (School Administration will give timely written and oral feedback to each teacher using the Instructional Framework Teach Key Actions. The Literacy and</p>		

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	<p>mathematics Educational Associates will give ongoing written and oral feedback to reading and math teachers using the Instructional Framework Teach Key Actions.</p> <p>Teachers will be provided opportunities to observe their peers and to provide constructive feedback using informal observation tuning protocols. The teachers will also be provided with ongoing professional development in the effective utilization of technology integration to fully engage students.</p> <p style="background-color: #00FF00;">Teachers will receive additional professional development through The Breakthrough Center Professional Development Model.</p> <p>For the 1617SY, teachers will receive coaching in Agile Mind. Job embedded coaching for Agile Mind will support teachers through modeling, co-teaching, and by providing immediate feedback. Agile Mind Advisor Services support teachers in successful enactment of their program and are designed and customized to meet their immediate needs. Advisors will conduct pre-session analyses of school data and collaborate with school staff to customize advisor sessions to meet each teachers need. After each session, Advisors provide to or school leaders a written summary of session activities and outcomes, and recommended next steps to strengthen the</p>		

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implementation.			
<b><u>COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION</u></b>			
The LEA and School must:			
<input type="checkbox"/> 3a. Provide additional time for student learning and collaboration targeting students demonstrating the greatest needs and/or students at risk of being identified for Tier 3 intervention.	<b><u>Prioritized Strategies</u></b> <ul style="list-style-type: none"> <li>• <b><u>Prioritized Strategies</u></b></li> <li>• <b>Strategy 1 – Implementation of reading interventions (Achieve 3000) and math interventions (Intensified Algebra, Think through Math) to support identified students</b></li> <li>• <b>Strategy 2 – Instructional coaching supports from Agile Minds to support math instructors</b></li> <li>• <b>Strategy 3 – Provide extended learning opportunities for students after school and during the summer</b></li> <li>• <b>Strategy 4 – Provide extended learning opportunities for teachers through summer and afterschool PD</b></li> <li>• <b>Strategy 5 – The Breakthrough Center Professional Development Center</b></li> </ul>	August 2016- June 2017	Principal  ILT

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	<p>Every student will receive a needs specific academic intervention period. The school will purchase research based intervention programs to support the achievement of the Tier II/III students. Achieve 3000 will be purchased as the literacy intervention and Think Through Math will be purchased as the math intervention and will be coupled with Agile Mind Intensified Algebra.</p> <p>After school, programming will be available for students to receive additional instructional time. Software programs like Achieve 3000, Think Through the Math, and Intensified Algebra.</p>		
<b><u>COMPONENT 4: STRENGTHENING THE SCHOOL’S INSTRUCTIONAL PROGRAM</u></b>			
<b>The LEA and School must:</b>			
<input type="checkbox"/> 4a. Strengthen the school’s instructional program based on student needs and ensure that the instructional program is evidenced-based, rigorous, and aligned with State academic content standards (include Universal Design for Learning strategies and Multi-Tiered System of	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Interevnetions for Tier II/III students</b></li> <li>• <b>Strategy 2 - Use of an instructional coaching model to support the ILT with the instructional feedback</b></li> </ul>	August 2016- June 2017	Principal ILT Lead Teacher Ed.

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Support).	<p style="text-align: center;"><b>cycles to teachers</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 3- Embedded PD and coaching around UDL and MTSS</b></li> <li>• <b>Strategy 4 – The Breakthrough Center Professional Development Model</b></li> </ul> <p>ACCE has opted into the district Common Core Supports and implements the districts LDC curriculum as well as the web-based Agile Mind curriculum. The education associates at the school are key at the district level in the planning and delivery of professional development for the teachers. Professional development for both novice and veteran teachers occurs weekly through collaborative planning meetings with the education associates and ACCE administration.</p> <p>The school will continue to opt into Common Core curriculum and instructional supports in all core content areas for SY16-17. The school will continue to implement the Agile Minds curriculum for Mathematics, the Literacy Design Curriculum</p>		Associates

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	<p>for Literacy and the City Schools Curriculum for Science and Social Studies.</p> <p>ACCE will implement intervention and enrichment programs: Think Through the Math, and Achieve 3000 The interventions will be delivered with web-based resources and will focus on reading, writing, vocabulary acquisition, and math skills.</p> <p>ACCE will continue to provide Professional Development to instructional staff members in areas identified by the Instructional Leadership Team members. The focus areas will be identified based on data gathered through formal and informal teacher observations, focused learning walks, analysis of student assessment data, and analysis of student work samples. This professional development will occur during collaborative planning meetings and after school. Stipends will be available for teachers who opt in to the afterschool professional development.</p> <p>ACCE will work in collaboration with the community-learning network (CLN), transformation and turnaround (OTT), and the MSDE Breakthrough Center (mathematics support).</p> <p>Teachers will be asked to participate in summer and job-</p>		

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	<p>embedded professional development to support implementation of the Common Core standards, instructional models, and related materials. A particular focus will be differentiation, small group instruction, and standards based instruction.</p> <p>The Mathematics and English Language Arts Educational Associates will provide weekly planning and instructional support to English/Language Arts and Mathematics teachers during collaborative planning time.</p> <p>Teachers 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. The ILT meets bi-weekly to discuss the overall effectiveness and specific needs for school programming. Through a continuous improvement protocol, problems are discussed and studied, plans are written and implemented and reflection and review occur as part of the feedback loop.</p> <p>Students use computers and various software programs to</p>		

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	remediate and/or enrich their specific skills as measured by PARCC, I-Ready, EOCs, etc.		
<b><u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u></b>			
The LEA and School 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	<b><u>Prioritized Strategies</u></b> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Coaching from the Instructional Leader Executive Director and Community Learning Network focused on the use of student data</b></li> <li>• <b>Strategy 2-Use of the CFIP process to triangulate data and identify next steps for teachers and leaders</b></li> <li>• <b>Strategy 3 – Implementation of specific academic intervention programs for identified Tier II/III students</b></li> <li>• <b>Strategy 4- Embedded PD and coaching</b></li> <li>• <b>Strategy 5 – The Breakthrough Center Professional Development Model</b></li> </ul>	August 2016- June 2017	Principal ILT Lead Teacher Ed. Associates

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	<p>ACCE has used <i>City Schools</i> LDC and Agile Mind assessments for the 2015-2016 SY on a limited basis. The results of these assessments were entered into Data Link and analyzed to support instruction. The availability of additional formative assessments has continued to be limited. Teachers have been provided training in data analysis and using data to differentiate instruction. This is also part of the weekly collaborative team planning meetings.</p> <p>Teachers are required to use formative, interim and summative assessments consistently so that they can set targets for student progress and know what skills need to be reviewed. Teachers utilize this information to develop action plans for the students and classes; both short and long term. Teachers utilize group work, small group, student presentations and demonstrations, accommodations.</p> <p>ACCE will hold bi-monthly data meetings with the Instructional Leadership Team (ILT) to discuss available quantitative data. The teachers will be provided with ongoing professional development and support around analysis of systemic benchmark assessments and the creation and analysis of formative assessments. This job embedded professional learning and support will be led by school administration, the Literacy and Mathematic Educational Associates, and the Lead Teacher and will occur during content collaborative</p>		

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	<p>planning time.</p> <p>The teachers will also be provided with ongoing professional development, during the day and afterschool, in the effective utilization of data to fully engage students.</p>		
<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data to ensure a differentiated system of support for all students.	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1 – Create a schedule that provides teachers and ILT members with weekly collaborative planning</b></li> <li>• <b>Strategy 2 - Use of the CFIP process to triangulate data and identify next steps for teachers and leaders</b></li> <li>• <b>Strategy 3 -Coaching from the Instructional Leader Executive Director and Community Learning Network focused on the use of student data</b></li> <li>• <b>Strategy 4 - Contract with academic intervention vendors (Agile Minds and Achieve 3000) to provide professional development and coaching support to select teachers to ensure fidelity of implementation of academic interventions, student data analyses of progress/needs, and planning for differentiated</b></li> </ul>	August 2016- June 2017	Principal  ILT  Lead Teacher  Ed. Associates

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	<p style="text-align: center;"><b>support to students</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 5 – The Breakthrough Center Professional Development Model</b></li> </ul> <p>The school has implemented a collaborative planning period one day per week by department. This collaborative planning allows for educators in grades 6-12 to discuss the Instructional Framework, student assessment data, curriculum mapping, student work analyses and lesson planning supports.</p> <p>The ILT meets bi-weekly for 90 minutes. During these meetings, the ILT collaborates with the teacher leads to develop the structure and agendas for collaborative planning. Student assessment data analysis and reflection helps support the action items for both the ILT and the departmental teams.</p> <p>In addition to the student assessment data, the school team consistently reviews climate related data to support engagement strategies for all students. These practices help support the school team with implementing more effective RTI practices.</p>		

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Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
<b><u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u></b>			
The LEA and School must:			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement such as: students’ social and emotional, and health needs. Identify evidence-based practices as a part of the Multi-Tiered System of Support.	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Collaboration with the BCPS Office of School Supports to identify areas of improvement with school safety, attendance, discipline, and student health needs</b></li> <li>• <b>Strategy 2 – Use of the Student Support Team process to remove barriers for students and identify areas for improvement and training for adults</b></li> <li>• <b>Strategy 3 –Use of Restorative Practices</b></li> <li>• <b>Strategy 4 – Partner with New Vision for mentoring services</b></li> <li>• <b>Strategy 5 – Expand PGC to support peer mentoring between students</b></li> </ul> <p>The vision of ACCE: Inspire, Educate and Empower <b><u>All</u></b></p>	August 2016- June 2017	Principal ILT Lead Teacher Ed. Associates



# Maryland Turnaround Principles Model (DRAFT)

<b>Name of Priority School:</b>		<b>LEA: Baltimore City Public Schools</b>	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
	<p>students to responsibly change the world</p> <p>ACCE has a preventive discipline code that emphasizes four principles:</p> <ol style="list-style-type: none"> <li>1. Be Safe</li> <li>2. Be Respectful</li> <li>3. Be Responsible</li> <li>4. Be Ready to Learn</li> </ol> <p>All discipline rules and policies are communicated through the Student/Parent and Staff Handbook and are aligned with the districts Code of Conduct.</p> <p>The school has a Community School Engagement Coordinator with a primary focus on student attendance. The school has implemented an incentive system to promote and recognize student attendance. Students with chronic attendance are referred to the school’s student support team for plan development.</p> <p>School climate has been a concern at ACCE. Early identification of students that have at-risk factors, such as truancy and misconduct, and putting support programs in place early in the school year will assist in promoting an</p>		

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# Maryland Turnaround Principles Model (DRAFT)

<b>Name of Priority School:</b>		<b>LEA: Baltimore City Public Schools</b>	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
	<p>improved climate. The school also employs school based mentors who assist students in daily conflicts, challenges, and supports interventions in the classroom.</p> <p>A Student Support Team (SST) will promote early identification of students that have at-risk factors, such as truancy and misconduct. Putting support programs in place early in the school year will assist in promoting an improved climate. 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.</p> <p>The school will utilize New Visions site-based mentors to support students inside, outside the classroom, and for Alternative for Suspension.</p> <p>ACCE will continue to expand the Peer-Group Connection (PGC) concept. Efforts to encourage peer mentoring across grade levels both vertically and horizontally will be increased. For the 2016-17, SY ACCE will officially be an SGA chapter. Student leadership will become a cornerstone of the school</p>		

# Maryland Turnaround Principles Model (DRAFT)

<b>Name of Priority School:</b>		<b>LEA: Baltimore City Public Schools</b>	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
	<p>community.</p> <p>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.</p>		
<b><u>COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u></b>			
The LEA and School must:			
<input type="checkbox"/> 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the implementation of the intervention strategies to support student learning	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Partner with Family and Community Engagement Office of BCPS to enhance parent outreach programs that address mental health psychoeducational programming, ESOL, GED, Family planning, smoking cessation, workforce development, financial literacy, parenting programs, college and career nights</b></li> <li>• <b>Strategy 2- Integrate community partnerships</b></li> </ul>	August 2016- June 2017	Principal  ILT  FCE  School Support Office

# Maryland Turnaround Principles Model (DRAFT)

<b>Name of Priority School:</b>		<b>LEA: Baltimore City Public Schools</b>	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
	<p style="text-align: center;"><b>through college and career programming</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 3 – Encourage the participation of all parents in the School Family Council and subcommittees</b></li> </ul> <p>ACCE established a School Family Council in the 2014-2015SY. The purpose of this parent group to provide a hub for information sharing, communication and cooperation between school and the parents. The school has also initiated bi-monthly family nights whereas students can highlight their work and parents can gain a deeper understanding of what their children are learning. Based on the data, the school leadership team believes that the school requires additional social-emotional supports for students.</p> <p>ACCE will work with community partners and the office’s of School Support and Family, Community Engagement in order to identify the necessary supports for the students in the school.</p>		

# Maryland Turnaround Principles Model (DRAFT)

<b>Name of Priority School:</b>		<b>LEA: Baltimore City Public Schools</b>	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
<input type="checkbox"/> 7b. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create school environments that meet students’ social, emotional, and health needs)	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Collaboration with the BCPS Office of Family and Community Engagement and Office of School Supports to identify strategies for engaging stakeholders with enhancing the school environment to meet the students' social, emotional, and health needs</b></li> <li>• <b>Strategy 2 - Engage members of the school leadership team and SFC to lead the outreach efforts to increase collaboration with external organizations who can support students development</b></li> <li>• <b>Strategy 3 – Partner with THREAD and Catholic Charities for social and emotional supports to students and families</b></li> </ul> <p>ACCE will continue to utilize THREAD, a community partner, which provides a support system for individualized</p>	August 2016- June 2017	Principal  ILT  FCE  School Support Office

# Maryland Turnaround Principles Model (DRAFT)

<b>Name of Priority School:</b>		<b>LEA: Baltimore City Public Schools</b>	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
	<p>student needs in the areas of social and emotional support. Students and families will have access to mental health professionals through our community partnership with Catholic Charities.</p> <p>ACCE will work with community partners and the offices of School Support and Family, Community Engagement in order to identify the necessary supports for the students in the school.</p>		

## Annual Goals /Milestone Goals and Targeted Outcomes

### 2016-2017 Annual Goal and Milestone Goals for Reading and Math

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**Provide the Annual 2016-2017 Goals for Reading/Language Arts and Math on State assessments for “all students” group and for each subgroup.**

At least 10% of all students in grades 6, 7, 8 and 10 will meet or exceed expectations (Level 4/Level 5) on the English Language Arts/Literacy PARCC assessments.

At least 10% of all students in grades 6, 7, 8, and 9 and will meet or exceed expectations (Level 4/Level 5) on the Math PARCC assessment or Algebra I PARCC assessment.

**Provide Interim Milestone Goals for Reading/Language Arts and Math on interim assessments for “all students” group and for each subgroup for SY 2016-2017.**

## 2016-2017 Target Outcomes for Strategies in the Intervention Plan

Evidenced Based Strategy	Interim Target Outcomes	Annual Target Outcomes
	Provide Interim Outcome for Each Strategy in the Intervention Plan	Provide Annual Outcomes for Each Strategy in the Intervention Plan
1. Reading Intervention	50% of students will demonstrate .75-grade level growth as evidenced by the MOY iReady assessment.	75% of students will demonstrate more than 1.0 grade level growth as evidenced by EOY iReady assessment
2. Math Intervention	50% of students will demonstrate .75-grade level growth as evidenced by the MOY iReady assessment.	75% of students will demonstrate more than 1.0 grade level growth as evidenced by EOY iReady assessment
3. Climate Interventions	School will implement additional	School will implement additional

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through New Vision and Restorative Practice	climate supports to reduce school wide suspensions in SY16-17 by 10% by 12/31/16 compared to YTD data of SY15-16.	climate supports to reduce school wide suspensions in SY16-17 by 15% by 6/16/17 compared to YTD data from SY15-16.
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*The Central Support Team and the Turnaround Executive Support Team will monitor at least quarterly the milestone goals and targeted outcomes for each of the strategies in the Priority School intervention plan. The LEA will submit a Quarterly Report to MSDE on the data on the milestone goals for reading and math and target outcomes.*



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## 2016-2017 Timeline for LEA Monitoring of Priority School

**School:** Academy for College and Career Exploration **LEA:** Baltimore City Public Schools

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected interventions in the Priority School based on the goals/milestone/target outcomes established in each school's plan. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with of the specific interventions selected) to be taken by the school and the LEA, the ways in which the school's progress will be assessed. Quarterly reports will be submitted to MSDE within 30 days after the quarter ends. Describe LEA plans for submission of Quarterly Reports.

<b>Quarter 1</b> (SY 2016-2017, Aug.-Nov-)	<b>Describe the LEA/school monitoring and oversight</b> <ul style="list-style-type: none"> <li>• The Principal and the Instructional Leadership Team will review data from SY15-16</li> <li>• School staff will analyze the data to inform priorities in the School Performance Plan (SPP)</li> <li>• School leadership will share AMO targets and SPI with staff.</li> <li>• School leadership will share approved implementation and school performance plan with staff.</li> <li>• Central Support Team Members will review approved copies of the implementation plan.</li> <li>• During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed.</li> <li>• Consultant/Vendor Monitoring Checklists will be reviewed.</li> <li>• Final SY16 budget will be shared with school leadership for accuracy.</li> </ul>
	<b>Describe how progress will be assessed</b> <ul style="list-style-type: none"> <li>• A review of <i>evidence of successful implementation</i> of the Maryland Turnaround Principles Model requirements will be conducted during <i>Priority</i> Support Meetings.</li> <li>• Members of the Central Support Team will conduct school walks to assess implementation of planned activities.</li> <li>• <b>ILT will address the MOY and EOY Walkthroughs conducted by the Breakthrough Center.</b>  <b>Evaluation tools will be shared school wide and departments will conduct informational sessions</b></li> </ul>

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	<p>regarding the use of the evaluation instrument.</p> <ul style="list-style-type: none"> <li>• Lesson plans will be implemented and periodic debriefings will occur to measure the impact on student learning. Data analysis will be conducted to measure student growth and to identify trends.</li> <li>• Department meetings will focus on data analysis as evidenced by SANE documentation and progress monitoring will occur consistently and include all students.</li> <li>•</li> <li>• Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed.</li> <li>• Evidence that SY15-16 data, AMO targets and SPI has been shared with staff.</li> <li>• At least 15% of the grant funds will be expended by the first quarter.</li> </ul> <p><b>Provide the Quarterly Report submission date and who will Submit to MSDE</b></p> <ul style="list-style-type: none"> <li>• Submission by November 11, 2016 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.</li> </ul>
<p><b>Quarter 2</b> (SY 2016-2017, Nov.-Jan.)</p>	<p><b>Describe the LEA/school monitoring and oversight</b></p> <ul style="list-style-type: none"> <li>• The Principal and Instructional Leadership Team will review Beginning of Year (BOY) assessment data.</li> <li>• Beginning of Year (BOY) assessment data will be shared with staff to plan for instruction, student intervention and professional development if necessary and set student goals for the year.</li> <li>• During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed.</li> <li>• The Instructional Leader Executive Director will monitor school performance plan goals in relation to grant outcomes.</li> <li>• Consultant/Vendor Monitoring Checklists will be reviewed.</li> <li>• Monthly FY17 budget status reports will be shared with school leadership for accuracy and next steps.</li> </ul> <p><b>Describe how progress will be assessed</b></p> <ul style="list-style-type: none"> <li>• A review of <i>evidence of successful implementation</i> of Maryland Turnaround Principles Model requirements will be conducted during <i>Priority</i> Support Meetings.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Members of the Central Support Team will conduct school walks to assess implementation of planned activities.</li> <li>• <b>ILT will address the MOY and EOY Walkthroughs conducted by the Breakthrough Center. Evaluation tools will be shared school wide and departments will conduct informational sessions regarding the use of the evaluation instrument.</b></li> <li>• <b>Lesson plans will be implemented and periodic debriefings will occur to measure the impact on student learning. Data analysis will be conducted to measure student growth and to identify trends.</b></li> <li>• <b>Department meetings will focus on data analysis as evidenced by SANE documentation and progress monitoring will occur consistently and include all students.</b></li> <li>• Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets.</li> <li>• At least 40% of the grant funds will be expended by the second quarter.</li> </ul>
	<p><b>Provide the Quarterly Report submission date and who will Submit to MSDE</b></p> <ul style="list-style-type: none"> <li>• Submission by January 27, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.</li> </ul>
<p><b>Quarter 3</b> (SY 2016-2017, Feb.-April)</p>	<p><b>Describe the LEA/school monitoring and oversight</b></p> <ul style="list-style-type: none"> <li>• The Principal and Instructional Leadership Team will review Middle of Year (MOY) assessment data.</li> <li>• Middle of Year (MOY) assessment data will be shared with staff to plan for instruction, student intervention and professional development if necessary.</li> <li>• During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed.</li> <li>• The Instructional Leader Executive Director will monitor school performance plan goals in relation to grant outcomes.</li> <li>• Consultant/Vendor Monitoring Checklists will be reviewed.</li> <li>• Monthly FY17 budget status reports will be shared with school leadership for accuracy and next steps.</li> </ul>
	<p><b>Describe how progress will be assessed</b></p>

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	<ul style="list-style-type: none"> <li>• A review of <i>evidence of successful implementation</i> of Maryland Turnaround Principles Model requirements will be conducted during <i>Priority Support Meetings</i>.</li> <li>• Members of the Central Support Team will conduct school walks to assess implementation of planned activities.</li> <li>• <b>ILT will address the MOY and EOY Walkthroughs conducted by the Breakthrough Center. Evaluation tools will be shared school wide and departments will conduct informational sessions regarding the use of the evaluation instrument.</b></li> <li>• <b>Lesson plans will be implemented and periodic debriefings will occur to measure the impact on student learning. Data analysis will be conducted to measure student growth and to identify trends.</b></li> <li>• <b>Department meetings will focus on data analysis as evidenced by SANE documentation and progress monitoring will occur consistently and include all students.</b></li> <li>• Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets.</li> <li>• At least 65% of the grant funds will be expended by the third quarter.</li> </ul> <p><b>Provide the Quarterly Report submission date and who will Submit to MSDE</b></p> <ul style="list-style-type: none"> <li>• Submission by April 7, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.</li> </ul>
<p><b>Quarter 4</b> (SY 2016-2017, April- July)</p>	<p><b>Describe the LEA/school monitoring and oversight</b></p> <ul style="list-style-type: none"> <li>• The Principal and Instructional Leadership Team will review End of Year (EOY) assessment data.</li> <li>• End of Year (EOY) assessment data will be shared with staff to plan for instruction, student intervention and professional development if necessary.</li> <li>• During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed.</li> <li>• Consultant/Vendor Monitoring Checklists will be reviewed.</li> <li>• The Instructional Leader Executive Director will monitor school performance plan goals in relation to grant outcomes.</li> <li>• Monthly FY17 budget status reports will be shared with business school leadership for accuracy and next steps.</li> </ul>

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	<p><b>Describe how progress will be assessed</b></p> <ul style="list-style-type: none"> <li>• A review of <i>evidence of successful implementation</i> of Maryland Turnaround Principles Model requirements will be conducted during <i>Priority Support Meetings</i>.</li> <li>• Members of the Central Support Team will conduct school walks to assess implementation of planned activities.</li> <li>• <b>ILT will address the MOY and EOY Walkthroughs conducted by the Breakthrough Center. Evaluation tools will be shared school wide and departments will conduct informational sessions regarding the use of the evaluation instrument.</b></li> <li>• <b>Lesson plans will be implemented and periodic debriefings will occur to measure the impact on student learning. Data analysis will be conducted to measure student growth and to identify trends.</b></li> <li>• <b>Department meetings will focus on data analysis as evidenced by SANE documentation and progress monitoring will occur consistently and include all students.</b></li> <li>• Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets.</li> <li>• At least 65% of the grant funds will be expended by the third quarter.</li> </ul>
	<p><b>Provide the Quarterly Report submission date and who will Submit to MSDE</b></p> <ul style="list-style-type: none"> <li>• Submission by June 23, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.</li> </ul>

### Priority School Consultant/Contractor Planning Form (Optional for LEA use)

*LEA and schools should use this form in their planning phase if outside consultants and contractors will be contracted to implement intervention strategies in the Priority School plan. LEA must sign off on all contract deliverables.*

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<ul style="list-style-type: none"> <li>• Consultant /Contractor Company Name / Address / Phone / E-mail / Website:</li> </ul>
<ul style="list-style-type: none"> <li>• Lead Consultant's /Contractor's Name(s) / Address / Phone / E-mail / Website:</li> </ul>
<ul style="list-style-type: none"> <li>• Has the consultant/contractor been contacted for their availability of services?      <input type="checkbox"/> Yes      <input type="checkbox"/> No</li> </ul>
<ul style="list-style-type: none"> <li>• Has the consultant/contractor tentatively agreed to provide the services to the school?      <input type="checkbox"/> Yes      <input type="checkbox"/> No</li> </ul>
<ul style="list-style-type: none"> <li>• What is the consultant's /contractor's fee?(Provide a summary breakdown): _____</li> </ul>
<ul style="list-style-type: none"> <li>• Describe the specific evidenced-based services that will be included in the contract (include the following):</li> <li>• Number of professional development hours per day and per week committed to the school:</li> <li>• Number of planning hours committed to the school:</li> <li>• Proposed start/end dates:</li> <li>• Type of professional development to be delivered (training sessions, classroom coaching, online sessions, job embedded, etc.):</li> <li>• Type of support the consultant will provide to the school to monitor implementation of professional development:</li> <li>• Type of support to the school to evaluate the success of the professional development:</li> <li>• Monitoring tool and/or evaluation rubric:</li> </ul>

## Priority School Consultant/Contractor Monitoring Checklist (Optional for LEA use)

*It is the responsibility of each school to ensure all contractual obligations are met and that monitoring is documented. This checklist serves as a tool to assist the school during that process. This checklist is for LEA use only. MSDE does not require its use.*

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Contractor/Vendor Name: \_\_\_\_\_ Contract Administrator Name/Title: \_\_\_\_\_

<u>Summary of Services</u>			
Activity Dates	Service(s)	Expected Outcome/Data	Outcome Met/Not Met

<u>Evaluation of Consultant/Contractor Services</u>							
<u>Services:</u> Were item(s) or services delivered in accordance with contract specifications?			<u>Reports:</u> Were all reports required by the contract provided as required?			<u>Overall Evaluation of Contractor/Consultant:</u>	
<b>Quantity?</b>	YES	NO	<b>Timely?</b>	YES	NO	Would you recommend this contractor in the future?	
<b>Quality?</b>	YES	NO	<b>Accurate?</b>	YES	NO	<b>YES</b>	<b>NO</b>
<b>Timeliness?</b>	YES	NO	<b>Submitted in correct format?</b>	YES	NO		

**Briefly explain reasons for Overall Evaluation:**

**Consultant/Contractor Monitoring performed by (print and sign):**

**Name Printed:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Position** \_\_\_\_\_ **LEA** \_\_\_\_\_

**This is just a holding place for language for the Additional conditions for the NOGA**

## Additional Conditions for NOGA

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- LEA will use its Title I 1003(a) school improvement funds to implement fully and effectively the evidenced-based intervention strategies for the Maryland Turnaround Principles model.
- LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and **measure progress on the leading indicators** *(not sure about this)*.
- LEA will monitor and evaluate the actions a school has taken, to recruit, select and provide oversight to external providers to ensure their quality.
- LEA will report to the SEA the school-level data required in a timely manner.
- LEA will demonstrate its strong commitment and capacity to implement fully and effectively the intervention strategies in its Priority Schools by scheduling LEA Central Support Team meetings (monthly) and Turnaround Executive Support Team meetings (three times a year) with the Maryland State Department of Education's Title I Office to include the MSDE Breakthrough Center.