



2016-2017 Priority School Plan

Arundel Elementary Middle School

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

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<p>School Name: Arundel Elementary Middle School Number: 164</p> <p>Phone#: 410-396-1379 Email Address: rdmachado@bcps.k12.md.us</p>	<p>LEA Point of Contact (POC) Name & Position: Laurie-Lynn Sutton Director of School Turnaround and Transformation</p> <p>Phone#: (443) 838-6941 Email Address: lsutton03@bcps.k12.md.us</p>
<p>Principal: Rochelle Machado</p> <p>Phone #: 410-949-7435 Email Address: rdmachado@bcps.k12.md.us</p>	<p>Area Instructional Director: Kelvin Moore</p> <p>Phone #: 443-756-9565 Email Address: kmmore@bcps.k12.md.us</p>
<p>Grade levels enrolled (SY16-17): PreK-8</p>	<p>Number of Students Enrolled (SY16-17):</p>
<p>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</p> <ul style="list-style-type: none"> • Climate and Culture • Professional Development for Administrators and Teachers • Reading and Math Interventions 	<p>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</p> <ul style="list-style-type: none"> • Continuous Growth- 2 for In School Suspension, Conflict Mediation and Peer Mediation • University of Maryland Mental Health- 1 full time clinician and 2 master interns will collaborate with staff and parents to develop strategies that assist students with social and emotional concerns. • Teacher Created Materials will provide coaching and modeling weekly with teachers, including PLCs. Differentiate professional development supports for teachers, especially those struggling with effective implementation of selected research-based strategies. Increased peer observation and feedback will be included. Support administrators with

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	<p>planning professional development. PreK-8th grade teachers will receive stipends to attend professional development afterschool school or on Saturdays.</p> <ul style="list-style-type: none">• Mid Atlantic Equity Consortium to train parents, teachers and administrators to build capacity. Increase parent collaboration at school and implement culturally responsive Positive Behaviors Supports (PBIS).• International Institute of Restorative Practice to train teachers and administrators on implementing circles and conferences to mediate amongst students.• Compass Learning to train teachers and administrators on how to effectively implement the reading and math intervention programs online using technology. 1 laptop cart is needed at each grade level (PreK-8th grade).• Compass Learning- will be used as a primary intervention, instructional, and enrichment resource for students in grades Pk-8. Compass Learning is a web-based, interactive program for reading, mathematics, and writing. A variety of learning modalities and strategies are infused in the program.• Do the Math and Think Through Math will be used to increase fluency in grades K-8th grade.• Afterschool Tutoring Program for students Kindergarten-8th grade to increase student achievement. A maximum of 10 teachers will receive stipends to tutor students at least 3 days a week for 2 hours each day.• Reading Partners will provide services to support students
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	<p>with reading fluently and improving reading comprehension.</p> <ul style="list-style-type: none">• The Breakthrough Center Professional Development Model
<p>Funding Summary (Amount of funds to support implementation of intervention strategies in 2016-2017)</p> <ul style="list-style-type: none"><input type="checkbox"/> Title I, Part A (from Priority School reservation, up to 20%)<input type="checkbox"/> 1003(a) School Improvement Funds	

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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.

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

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	<ul style="list-style-type: none"> • Strategy 4 – Retention Stipends for Principal and Assistant Principal <p>The principal attends professional development conferences, participates in network learning walks, attends monthly district principal sessions and meets with ILED for coaching sessions.</p> <p><u>MISSION STATEMENT</u></p> <p>We believe students come first and they have the potential to be future leaders. Our mission is to educate students through a safe, orderly, respectful, supportive and stimulating learning environment. We will work collaboratively with parents and community partners to produce high levels of student achievement by meeting the educational, emotional and social needs of each student. Students will develop their individual talents, higher order thinking and communication skills by actively engaging in the learning process. By maintaining a climate of professional learning and growth for staff, student achievement will accelerate through high expectations of academic excellence. Quality instruction will be aligned with</p>		

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	<p>the Common Core State Standards and accommodate different learning styles. Staff, parents and community members will be partners in the educational process and support the work of helping students reach their full potential.</p> <p><u>VISION</u></p> <p>Our vision is to provide a safe and stimulating learning environment where students acquire the skills needed to excel in high school, explore college and career opportunities and make important contributions in their community.</p> <p><u>CORE BELIEFS:</u></p> <p>At Arundel EM School we believe that all students:</p> <ul style="list-style-type: none"> • Need love, respect and guidance. • Want to be successful and need to believe that they can succeed. • Are unique individuals who can be encouraged to work to their full potential, demonstrate kindness and respect? • Have a natural curiosity to learn and can learn and 		

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	<p>become lifelong learners.</p> <ul style="list-style-type: none"> • Deserve a well-rounded education, including academic, social, physical and emotional development. • Need to develop and maintain a positive self-image. • At Arundel EM School we believe that all staff: • Care about, respect, and want the best for their students. • Can make a positive difference in the lives of their students. • Create the learning environment and set the tone. • Need to differentiate to meet student’s needs. • Are dedicated and genuine. • Are flexible and open-minded. • Are excited about learning, collaborate and work together for the good of students. • At Arundel EM School we believe that all parents: • Want what is best for their children. • Will partner with the school to do what is best for their child. • Are actively involved in their child's education. • Are supportive of the school's beliefs. 		

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	<ul style="list-style-type: none"> Are a resource for their child's education Are their child's first teachers. Are models for lifelong learning and healthy living? <p>Parent newsletters, Monday Message, Student and Staff Handbooks, School Events such as Literacy Night and STEM Night, Monthly Chat and Chews, School Family Council Meetings and Instructional Leadership Team Meetings are artifacts of the school Mission and Vision.</p> <p>Parent involvement has increased in the primary and intermediate grades. At-risk for chronic absence has decreased and overall attendance has increased. Suspensions have decreased from school year 2013-14.</p> <p>Needs: Professional development for the principal in the areas of 1) data analysis to improve whole and small group instruction to increase student achievement and 2) increasing parent involvement to improve student outcomes (attendance, behavior, academics).</p>		
<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and	<u>Prioritized Strategies</u>	August 2016-	Principal

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budget.	<ul style="list-style-type: none"> • Strategy 1 – Plan a professional development calendar to focus on Common Core State Standards, Instructional Framework, Differentiation of Instruction • Strategy 2 – Recruit and retain highly effective teachers • Strategy 3- The Breakthrough Center Professional Development Model • Master scheduling is completing in June and throughout the summer before the end of July. Recruitment of staff is conducted in May. The principal and ILT members attend City Schools’ Talent Fair. The principal inquiries about effective teachers through other effective teachers already teaching in the building. • The instructional environment is developed by considering the following: individual student needs, strengths and weaknesses of staff members, aspects of the instructional programs, student data, and schedules. 	June 2017	ILED Professional Development Organization

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	<ul style="list-style-type: none"> The principal creates schedule based on the Instructional Models for ELA, Math, Science and Social Studies. <p>Professional development is planned based on teacher needs and trends observed from observations. Teachers are sent to conferences, inter-visitations and professional development workshops. The principal creates a daily schedule to account for classroom observations, IEP/SST meetings, collaborative planning, parent conferences and meetings to form partnerships. The principal manages resources by checking in with teachers and partners about the outcomes and effectiveness of the resources. Surveys are created and administered to students, staff and parents.</p> <p>Needs: Professional development for the principal in the areas of 1) planning professional development for teachers with a focus on Common Core State Standards, Instructional Framework, Differentiation of Instruction and 2) recruiting and retaining talented teachers to deliver highly effective instruction.</p>		

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<u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 - Use of City Schools evaluation system • Strategy 2 - Conduct learning walks to observe instructional practice • Strategy 3 - Agile Minds coaching and professional development • Strategy 4- The Breakthrough Center Professional Development Model <p>Administrators use City Schools’ evaluation system to give feedback to teachers to improve delivery of instruction. We participate in network learning walks to obtain feedback from the ILED, academic content liaisons and other principals to identify strengths and areas of growth regarding instruction, curriculum and Common Core State Standards alignment and classroom environment. Our recruitment strategy consists of attendance at Baltimore City Schools’ Talent Fair, reaching out to principals, interviewing friends of highly effective</p>	August 2016- June 2017	Classroom Based Teachers Principal Admin Support Instructional Leadership Team

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	<p>teachers. Teachers receive a pre-conference and post conference. We review the Instructional Rubric and lesson plan. Feedback is given to the teacher.</p> <p>Needs: Professional development is needed to support administrators with analyzing academic data to make decisions and identify strengths to create stronger teaching teams.</p>		
<input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Plan a professional development calendar to focus on Common Core State Standards, Instructional Framework, Differentiation of Instruction • Strategy 2- The Breakthrough Center Professional Development Model <p>Staff are involved in monthly school based professional development during staff meetings and district PD meetings. Teachers participate in weekly collaborative planning meetings with a focus on data analysis, curriculum, assessment, instruction, special education and climate of</p>	August 2016- June 2017	Classroom Based Teachers Principal Admin Support Instructional Leadership Team

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	<p>classrooms. Peer to peer observations are scheduled as well as inter-visitations. The professional development plan is created during the summer before school begins. PD sessions focus on trends from informal and formal observations, student and school data and teacher requests. In addition, the MSDE Breakthrough Center will provide support to the school.</p> <p>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 implementation.</p> <p>Needs: Professional development for teachers in the areas of 1) Planning with a focus on Common Core State Standards, 2) Instructional Framework Teach Actions, 3) Differentiation of</p>		

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	Instruction, 4) Analyzing data from district and state assessments and 5) Behavior Management to improve classroom climate.		
<u>COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION</u>			
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.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 - Reading Partners to provide additional literacy support • Strategy 2 - BELL afterschool program to provide additional learning time • <u>Strategy 3 – Stipends for teachers to provide after school tutoring to students needing Tier2/3 interventions.</u> • <u>Strategy 4- The Breakthrough Center Professional Development Model</u> <p>Currently, students receive additional support during small group instruction, Reading Partners and/or afterschool program, BELL. The data being used is iReady Math and Reading, Agile Mind Topic Assessments, Math Unit</p>	August 2016- June 2017	Classroom Based Teachers Principal Admin Support Instructional Leadership Team

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	<p>Assessments, LDC Assessments and Amplify TRC and DIBELS. Small group instruction is included during the instructional day. The Baltimore City Public Schools Instructional Framework is used during informal and formal observations. The Instructional Framework is used to observe teach actions. Ratings on a scale from 1 to 4 are given.</p> <p>Needs: Strategic scheduling of an intervention block for reading and math and additional academic extended day is needed to help students excel. An afterschool program that will stipend teachers to tutor students from their classes would help to increase student achievement because teachers will have access to data reports to analyze and identify what skills students are deficient in. Continuing the partnership with Reading Partners will support literacy at Arundel.</p>		
<u>COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM</u>			
The LEA and School must:			
<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	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Foundations literacy intervention • Strategy 2 - Agile Mind coaching and professional 	<p>Ongoing</p> <p>Aug 2016-June 2017</p>	<p>Classroom Based Teachers</p> <p>Principal</p>

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<p>with State academic content standards (include Universal Design for Learning strategies and Multi-Tiered System of Support).</p>	<p>development</p> <ul style="list-style-type: none"> • Strategy 3 - Compass Learning • Strategy 4- The Breakthrough Center Professional Development Model <p>Baltimore City Schools Instructional Models for Math and Reading. Teachers use the Gradual Release of Responsibility. Primary teachers use Foundations. Intermediate teachers use unit text sets. For math and reading, teachers follow the district’s curriculum which aligned to Common Core State Standards. Elementary grade teachers implement math units. Middle school math teachers use 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</p>		<p>Admin Support</p> <p>Instructional Leadership Team</p>

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	<p>next steps to strengthen the implementation.</p> <p>Students are referred to SST when they do not make progress during the school year to brainstorm interventions for academics, attendance and behavior. We do not have a program or enrichment opportunities for students performing above grade level.</p> <p>Needs: Students need intensive intervention strategies to support them in making progress. An intervention program such as, Compass Learning will be used as a primary intervention, instructional, and enrichment resource for students in grades Pk-8. Compass Learning is a web-based, interactive program for reading, mathematics, and writing. A variety of learning modalities and strategies are infused in the program. This program also appeals to students with disabilities. Teachers and administrators will need professional development and training. To ensure Compass Learning is implemented with fidelity, laptops are needed at each grade level (Kindergarten-8th grade).</p>		

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<u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u>			
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	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 - use of formative assessments: Amplify TRC, DIBELS, iReady, Agile Mind Topic Assessments • Strategy 2 - Harvard Data Wise Model <p>Teachers analyze formative and summative assessment data during collaborative planning meetings. Actions plans are created to re-teach skills and improve instructional practices. Specifically teachers review the following data: Attendance, suspensions, Amplify TRC and DIBELS, iReady Reading and Math, math unit assessments and Agile Mind Topic Assessments.</p> <p>Data is presented to staff during staff meetings, collaborative meetings, Instructional Leadership Team meetings, admin team meetings and professional development days. Staff members are able to access academic data such as Amplify, iReady and Agile Mind. They have access to Data Link to</p>	<p>Ongoing</p> <p>August 2016- June 2017</p>	<p>Classroom Based Teachers</p> <p>Principal</p> <p>Admin Support</p> <p>Instructional Leadership Team</p>

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	<p>print data reports.</p> <p>We review data on a 6-8 week cycle. Teachers review student work bi-weekly. We do not have a current protocol in place. Data is analyzed during collaborative team meetings. Instructional action plans are created by teachers and submitted to administrators. Teachers review data to identify needs. Action plans are created to focus on small groups and re-teaching of skills.</p> <p>Informal observations are conducted and aligned with the Instructional rubric. Feedback is given based on teacher and student actions and tasks. Administrators analyze data reports on climate and academics to identify needs. Professional development is planned accordingly.</p> <p>Needs: Consistent data talks and discussions with teachers using the Harvard Data Wise Model would be extremely beneficial to Arundel staff. Administrators, novice and veteran teachers require an intense introduction to Harvard's Data Wise course to better analyze student level and classroom level data. This will be especially helpful with formative</p>		

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	assessments as well.		
<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><u>Prioritized Strategies</u></p> <p>Strategy 1 – Harvard Data Wise Model</p> <p>Collaborative planning is embedded into the master schedule for teachers to meet every week for 45-60 minutes. Instructional leadership team meets to analyze academic and climate data. The ILT meets bi-weekly on Wednesdays from 3:00-4:30 pm. Teachers, administrators, social worker, parent liaison and ITA are members of the team. Teachers meet weekly during resource time for 45-60 minutes. The lead teacher plans and delivers professional development during collaborative team meetings.</p> <p>Needs: Professional development focused on differentiation would be beneficial to support teachers and administrators with differentiating interventions and instructions for students</p>	August 2016- June 2017	Classroom Based Teachers Principal Admin Support Instructional Leadership Team

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	based on their needs. Consistent data talks and discussions with teachers using the Harvard Data Wise Model would be extremely beneficial to Arundel staff. Administrators, novice and veteran teachers require an intense introduction to Harvard’s Data Wise course to better analyze student level and classroom level data. This will be especially helpful with formative assessments as well.		
<u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u>			
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.	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1 – Implementation of PBIS • Strategy 2 – Provide wraparound services through partnership with the University of Maryland • Strategy 3 – Implementation of Restorative Practices • Strategy 4 – Use of Continuous Growth to provide mentoring and coaching to students <p>PBIS is implemented to support the culture and climate of the</p>	August 2016- June 2017	Classroom Based Teachers Principal Admin Support Instructional Leadership Team

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	<p>school by giving students incentives for positive behavior. Peer mediation and community conferencing are available for students and families. Mentoring for girls and boys is provided through local organizations. We have a partnership with MedStar Health. Our contract with Continuous Growth has helped to decrease out of school suspensions.</p> <p>The Assistant Principal leads SST on Wednesdays. Documentation is kept in the Student Management System and individual student folders. Socio-emotional programs at Arundel EM include the University of Maryland School of Medicine and Social Workers Teachers implement anti-bullying lessons.</p> <p>We follow the Baltimore City Public Schools Code of Conduct. We use peer mediation as well as conferencing. Teachers complete office referrals for any behavior incidents. Students exhibiting frequent inappropriate behavior are referred to SST. A behavior management plan id created to support students.</p> <p>In order to manage behavior, we implement PBIS. We have charts posted with expectations for transitions, behavior in the</p>		<p>Behavior Specialists</p>

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	<p>hallway, cafeteria, bathrooms and classrooms. Teachers have classroom management plans. Teachers follow a behavior management protocol for minor and major behaviors. Informal observations are conducted to provide feedback about the classroom environment. Students have the opportunity to meet with the principal to voice concerns or share ideas for school events and activities.</p> <p>Needs: At Arundel, we need support with providing wrap around services for families and students requesting or referred for social-emotional support. We have a high percentage of students lacking social skills and exhibiting aggressive behavior. University of Maryland has provided strategic and intensive supports to help students grow and improve socially and emotionally. We plan on expanding our clinician support from part-time to full-time and add two master interns.</p> <p>To decrease suspensions and aggressive behavior, the Restorative Practices (Intro to Restorative Practice and Intro to Circles) will be implemented. All staff will be trained in Restorative Practices as well as Mindfulness. Strategic and</p>		

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	<p>intentional professional is needed is needed to support Arundel with student discipline, culture and climate, parent involvement, and enrollment.</p> <p>We need support with alternatives for out of school suspensions. With consistent implementation of an In-School Suspension room, students would receive consequences for offenses and still be able to complete assigned tasks from the City Schools curriculum. Continuous Growth provided certified professionals to support with the Culture and Climate in a school. We plan on expanding our Continuous Growth contract from two to six trained support professionals. Having <u>two</u> behavior specialists in the In-School Suspension room and <u>four</u> behavior specialists to monitor hot spots and provide mentoring and conflict mediation in the building would effectively tackle the challenges pertaining to the climate of the building.</p> <p>We plan to research more structured anti-bullying lesson plans and an in-school suspension curriculum. We will work with the Office of School Supports to develop and train all staff in classroom management skills.</p>		

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<u>COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u>			
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><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Implement Community School Model • Strategy 2 – Parent Teacher home visit project • Strategy 3 – Living Tree Parent/teacher collaboration virtual engagement <p>Parents are invited to School Family Council Meetings and monthly chat and Chews. Meetings are scheduled to inform parents about district and state assessments as well as Common Core State Standards. Surveys are administered for feedback and input.</p> <p>We need to provide different times to accommodate parents so they can attend meetings. Parents want support with completing homework with their child. Parents want more information about the skills their child is learning.</p> <p>Parents are currently represented on or engaged through the</p>	August 2016- June 2017	Community School Coordinator Parent Liaison Classroom Based Teachers Principal Admin Support Instructional Leadership Team

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	<p>School Family Council, Family Engagement and Fundraisers.</p> <p>The assistant principal meets with students about middle and high school choice. The school social worker supports students with social and emotional concerns. Chicago Parent Project supports family and community education. Outreach programs include: BCARS, One More, and One Less Mentoring.</p> <p>We use feedback from surveys to plan and schedule family events/activities as well as the resources provided. We provide opportunities for parents to meet with teachers before/after school or during teacher planning time. Parents must visit the main office to request a parent conference with the teacher.</p> <p>A needs assessment was completed. The community school coordinator reaches out to local businesses and organizations.</p> <p>Parents need training with a focus on supporting their child at home with academics. Parents need support for their social and emotional needs.</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)
<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><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Implement Community School Model <p>Arundel EM is implementing the community school strategy and creating partnerships with local businesses are strengths. Monthly Chat and Chews are planned to obtain parent input and feedback. Flyers, robo calls through parent Link and newsletters help to keep the community informed.</p> <p>Socio-emotional programs include the University of Maryland School of Medicine and Social Work Partnerships that support and promote healthy environments for students- Med Star Health Harbor Hospital. We currently have a Judy Center the supports young children and parents.</p> <p>We review feedback and input from parent, student and teacher surveys. The community school coordinator reviews the action plan to ensure we are meeting annual goals.</p> <p>Needs: Partner with local agencies to provide services to support student’s social and emotional health, such University of Maryland.</p>	August 2016- June 2017	Community School Coordinator Parent Liaison Classroom Based Teachers Principal Admin Support Instructional Leadership Team

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Annual Goals /Milestone Goals and Targeted Outcomes

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

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 20% of all students in grades 3-8 will meet or exceed expectations on the English Language Arts/Literacy PARCC assessment.

At least 20% of all students in grades 3-8 will meet or exceed expectations on the Mathematics 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.

Students in Kindergarten-2nd grade reading on or above grade level will increase 10% MOY to EOY as measured by Amplify TRC.

Students in 3rd-8th grade on or above level in mathematics will increase from 10% MOY to EOY as measured by iReady.

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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
Culture and Climate 1) Implementation of the school-wide behavior management plan and PBIS. 2) Continuous Growth 3) University of Maryland Mental Health 4) College Tours	Decrease suspensions by 10% by mid-year.	Decrease suspensions by 20% by the end of the year.
Professional Development for Administrators and Teachers 1) Teacher Created Materials 2) Harvard Data Wise Model	Teachers and administrators will complete 50% of the professional development sessions by mid-year.	Teacher and administrators will complete a full cycle of professional development sessions by the end of the year.

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<ul style="list-style-type: none"> 3) Mid Atlantic Equity Consortium 4) Capturing a Kids Heart 5) International Institute of Restorative Practice 6) Compass Learning 7) Out of State School Visit to the Ron Clark Academy. 		
<p>Reading and Math Interventions for Students PreK-8th Grade</p> <ul style="list-style-type: none"> 1) Compass Learning. 2) First In Math 3) After school Tutoring Program for students Kindergarten-8th 4) Reading Partners 	<ul style="list-style-type: none"> 1) Students in Kindergarten-2nd grade reading on or above grade level will increase 5% BOY to MOY as measured by Amplify TRC. 2) Students in 3rd-8th grade on or above level in mathematics will increase from 5% BOY to MOY as measured by iReady. 3) Percentage of students At Risk for Chronic Absence will decrease 5% or less by the end of the 2016-17 school year as measured by School Climate Report. 	<ul style="list-style-type: none"> 1) Students in Kindergarten-2nd grade reading on or above grade level will increase 10% MOY to EOY as measured by Amplify TRC. 2) Students in 3rd-8th grade on or above level in mathematics will increase from 10% MOY to EOY as measured by iReady. 3) Percentage of students At Risk for Chronic Absence will decrease 10% or less by the end of the 2016-17 school year as measured by School Climate Report.

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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: _____ **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.

Quarter 1 (SY 2016-2017, Aug.-Nov-)	Describe the LEA/school monitoring and oversight <ul style="list-style-type: none"> • The Principal and the Instructional Leadership Team will review data from SY15-16 • School staff will analyze the data to inform priorities in the School Performance Plan (SPP) • School leadership will share AMO targets and SPI with staff. • School leadership will share approved implementation and school performance plan with staff. • Central Support Team Members will review approved copies of the implementation plan. • During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed. • Consultant/Vendor Monitoring Checklists will be reviewed. • Final SY16 budget will be shared with school leadership for accuracy.
	Describe how progress will be assessed <ul style="list-style-type: none"> • 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. • Members of the Central Support Team will conduct school walks to assess implementation of planned activities. • Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed.

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	<ul style="list-style-type: none"> • Evidence that SY15-16 data, AMO targets and SPI has been shared with staff. • At least 15% of the grant funds will be expended by the first quarter. <p>Provide the Quarterly Report submission date and who will Submit to MSDE</p> <ul style="list-style-type: none"> • Submission by November 11, 2016 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
<p>Quarter 2 (SY 2016-2017, Nov.-Jan.)</p>	<p>Describe the LEA/school monitoring and oversight</p> <ul style="list-style-type: none"> • The Principal and Instructional Leadership Team will review Beginning of Year (BOY) assessment data. • 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. • During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed. • The Instructional Leader Executive Director will monitor school performance plan goals in relation to grant outcomes. • Consultant/Vendor Monitoring Checklists will be reviewed. • Monthly FY17 budget status reports will be shared with school leadership for accuracy and next steps. <p>Describe how progress will be assessed</p> <ul style="list-style-type: none"> • A review of <i>evidence of successful implementation</i> of Maryland Turnaround Principles Model requirements will be conducted during <i>Priority</i> Support Meetings. • Members of the Central Support Team will conduct school walks to assess implementation of planned activities. • Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets. • At least 40% of the grant funds will be expended by the second quarter. <p>Provide the Quarterly Report submission date and who will Submit to MSDE</p> <ul style="list-style-type: none"> • Submission by January 27, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
<p>Quarter 3</p>	<p>Describe the LEA/school monitoring and oversight</p>

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<p>(SY 2016-2017, Feb.-April)</p>	<ul style="list-style-type: none"> • The Principal and Instructional Leadership Team will review Middle of Year (MOY) assessment data. • Middle of Year (MOY) assessment data will be shared with staff to plan for instruction, student intervention and professional development if necessary. • During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed. • The Instructional Leader Executive Director will monitor school performance plan goals in relation to grant outcomes. • Consultant/Vendor Monitoring Checklists will be reviewed. • Monthly FY17 budget status reports will be shared with school leadership for accuracy and next steps. <p>Describe how progress will be assessed</p> <ul style="list-style-type: none"> • A review of <i>evidence of successful implementation</i> of Maryland Turnaround Principles Model requirements will be conducted during <i>Priority</i> Support Meetings. • Members of the Central Support Team will conduct school walks to assess implementation of planned activities. • Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets. • At least 65% of the grant funds will be expended by the third quarter. <p>Provide the Quarterly Report submission date and who will Submit to MSDE</p> <ul style="list-style-type: none"> • Submission by April 7, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
<p>Quarter 4 (SY 2016-2017, April- July)</p>	<p>Describe the LEA/school monitoring and oversight</p> <ul style="list-style-type: none"> • The Principal and Instructional Leadership Team will review End of Year (EOY) assessment data. • End of Year (EOY) assessment data will be shared with staff to plan for instruction, student intervention and professional development if necessary. • During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed. • Consultant/Vendor Monitoring Checklists will be reviewed. • The Instructional Leader Executive Director will monitor school performance plan goals in relation

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	<p>to grant outcomes.</p> <ul style="list-style-type: none"> • Monthly FY17 budget status reports will be shared with business school leadership for accuracy and next steps.
	<p>Describe how progress will be assessed</p> <ul style="list-style-type: none"> • A review of <i>evidence of successful implementation</i> of Maryland Turnaround Principles Model requirements will be conducted during <i>Priority</i> Support Meetings. • Members of the Central Support Team will conduct school walks to assess implementation of planned activities. • Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets. • At least 65% of the grant funds will be expended by the third quarter.
	<p>Provide the Quarterly Report submission date and who will Submit to MSDE</p> <ul style="list-style-type: none"> • Submission by June 23, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.

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.

1. Consultant /Contractor Company Name / Address / Phone / E-mail / Website:

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

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.

Contractor/Vendor Name: _____ Contract Administrator Name/Title: _____

<u>Summary of Services</u>

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Activity Dates	Service(s)	Expected Outcome/Data	Outcome Met/Not Met

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

1. 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.

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2. 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)*.
3. LEA will monitor and evaluate the actions a school has taken, to recruit, select and provide oversight to external providers to ensure their quality.
4. LEA will report to the SEA the school-level data required in a timely manner.
5. 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.