MARYLAND STATE DEPARTMENT OF EDUCATION

PREPARING WORLD CLASS STUDENTS

2016-2017 Priority School Plan

Augusta Fells Savage #430

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 2016-2017school 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   March 29, 2016
Program Improvement and Family Support Branch

Maryland Turnaround Principles Model (DRAFT)

School Name: Augusta Fells Savage **School Number: 430** **Phone#: 410-396-7701** **Email Address:**	**LEA Point of Contact (POC)** **Name & Position:** **Laurie-Lynn Sutton** **Director of School Turnaround and Transformation** **Phone#: (443) 838-6941** **Email Address: lsutton03@bcps.k12.md.us**
Principal: Tracey Hicks **Phone #: 410-396-7701** **Email Address: thicks@bcps.k12.md.us**	**Area Instructional Director: Jackie Hayden (ILED)** **Phone #: 410-336-8648** **Email Address:jyhayden@bcps.k12.md.us**
Grade levels enrolled (SY16-17): 9 – 12	**Number of Students Enrolled (SY16-17): 462**
Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment - Student achievement in reading and mathematics - Graduation rate - College and career readiness - Sustained climate, culture, and attendance - Family and community engagement	**Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017** - Reading and mathematics intervention programming - College and career readiness mentoring programming - Internship and dual enrollment opportunities for students - Continuous Growth Behavioral Interventionists - Instructional staff and interventionists (small group instruction) - Sustained partnerships with all partners and community members to serve non-academic student needs

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

2

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 State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

3

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.

Name of Priority School:		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			

COMPONENT 1: STRONG LEADERSHIP

The LEA and School must:

❑ 1a. Review the performance of the current principal and track record to ensure strong and effective leadership in the Priority School.	**Prioritized Strategies** • **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**	August 2016-June 2017	Leadership Team Guidance Department Continuous Growth

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)

Name of Priority School:		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)**
	Priority Plan • **Strategy 4- Partner with MSDE Breakthrough Center for leadership to identify and grow aspiring leaders in the building** • ==**Strategy 5-Identified administrators and the Lead Teacher will participate in an ongoing professional development designed to build leadership capacity using the Professional Standards for Educational Leadership through the MSDE Breakthrough Center. The Breakthrough Center will provide the training and coaching in conjunction with the Principal that is designed to transcend into student achievement and teacher support through educational leadership development.**== • ==**Strategy 6 – Retention Stipends for Principal and Assistant Principal**== AFSIVA has truly made strides towards the mission and vision of the school. This feat can be attributed to an increase in the number of students that take the SAT/ACT, complete their FAFSA, partnership with The College Bound foundation,			

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

5

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	and creating a college culture amongst students, parents and community members. We have shown an increase in the number of graduates and college acceptances (41.8 %.), and CTE pathway certifications. Additional our students were awarded over 500,000 dollars in scholarships. AFSIVA has also been able to, sustained a positive school culture due to our hiring of a behavior specialist (EA), a partnership with continuous growth, partnership with University of Maryland College Park Art collaboration, Coping Power in the City, My Brothers and Sisters Keepers mentoring program, An Accountability Center, on –site probation officer, mental health clinician, full service school based health clinic. Although AFSIVA provides researched based interventions inclusive of the curriculum, we continue to be challenged by students who enroll at AFSIVA who has experienced emotional trauma. Often times this trauma leads to chronic absenteeism, homelessness, incarcerations, mental health issues that has ultimately lead to students being up to four grade levels behind academically as demonstrated by I-Ready data.			

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

6

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	The principal's vision is that Augusta Fells Savage Institute of Visual Arts High school will be a place where students, parents, and the community feel safe and welcome and where expression, college and high achievement are the expectation, not the exception. The Mission is to prepare 21st Century leaders and learners in a safe, artistic, learning community where student achievement is our priority. The Core Beliefs are that students at Augusta Fells Savage High will receive highly effective instruction from qualified, competent and committed teachers, leadership and staff, students will be college and career ready and be successful contributors to society.		
	The artifacts that show the vision and core beliefs Parent satisfaction surveys, student surveys, SANE documentation from parent meetings, data from SAT and ACT test takers, college acceptance data, scholarship award letters, contract with MICA and Professional Development documentation for academic and climate and culture growth for staff.		
	In our school progress and success would consist of the following: • Increase in the number of students being		

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

March 29, 2016

7

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	accepted in college, CTE passers; students. being inducted into the National Honor Society; • Increase in the number of scholarships students are receiving. • AP Literature and Language courses being offered. • Decrease in the number of suspensions for violent offenses. • Increase in the exposure and visibility in our performing and visual arts programs; • Increase in student participation in community service programs and internships. • Increase in early college enrollment.			
❑ 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	**Prioritized Strategies** • **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**		July 2016-June 2017	ILED Principal

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)

Name of Priority School:		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)**
	strategies to ensure effective implementation of the Priority Plan • **Strategy 4- Strategic use of Lead Teacher and Educational Associate** • **Strategy 5- Attend professional development based on best practices in the urban educational setting, including interventions for disengaged, overage and under credited students** • ==**Strategy 6-Identified administrators and the Lead Teacher will participate in an ongoing professional development designed to build leadership capacity using the Professional Standards for Educational Leadership through the MSDE Breakthrough Center. The Breakthrough Center will provide the training and coaching in conjunction with the Principal that is designed to transcend into student achievement and teacher support through educational leadership development.**==			

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

March 29, 2016

9

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	Augusta Fells Savage Institute of Visual Arts High (AFSIVA) chose a scheduling model that would not only allow our students to meet the MSDE requirements for graduation but will help them to become college and career ready and to address re-engagement opportunities. Additionally, it affords us the opportunities to provide students with an intervention block of time. Students will have year-long courses to address their deficits. AFSIVA faces the challenge of finding highly effective teachers to teach the Transition Math and Literacy to seniors who do not meet the cut score requirement. AFSIVA has highly qualified teachers who are able to build and sustain relationships with urban students. 70% of the staff members have been at AFS for five or more years indicating a high retention rate. AFSIVA has a staff of committed clinicians who work with general education and special education students. We have a partnership with the University of Maryland Social			

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

10

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**	
	Work Department who provides counseling to general education students.			
	AFSIVA additionally has a lead teacher utilized to build the capacity of teachers and a Climate lead dedicated to sustaining and improving the climate and culture of the building.			
	We utilize Baltimore City curriculum and researched based interventions such as Read 180 intervention for ELA for 9th grade, Achieve 3000 intervention for 10 -12 grades and Agile Mind for Math.			
	The researched-based curriculum that is being used is meeting the needs at AFSIVA.			
	AFSIVA has been designated as a priority school and have received funds allowing us to have classrooms that are immersed in technology which enhances student engagement.			
	The Principal of AFSIVA has been a member of the Instructional Leadership Team (ILT) for the past five years. In collaboration with other ILT members, formal and informal data is utilized to determine students and staff strengths and			

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)

Name of Priority School:		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)**	
	needs. Student Support Team (SST) meetings are held regularly based on student need. The principal is an active participant and guides the process. For students who experience trauma, the principal ensures that they receive counseling. The principal also assures that students are appropriately scheduled with a focus of matriculating and being college and career ready. Staff members' strengths and weaknesses are diagnosed through informal and formal observations. Student Learning Objectives (SLO(s)), and professional development is provided to build their capacity utilizing on staff and contractual professionals. A daily schedule/calendar with prioritization and an instructional focus is utilized. Based on the priorities of the school, resources are allocated to improve student achievement. The collaboratively developed budget is reviewed regularly with the budget manager to assure that expenditures are aligned to the Plan. School programs are measured through surveys, evaluations,			

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

March 29, 2016

12

Maryland Turnaround Principles Model (DRAFT)

Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)

Name of Priority School: **LEA: Baltimore City Public Schools**

| | student achievement, and the participation rate. | | |

COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION

The LEA and School must:

☐ 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	**Prioritized Strategies** • **Strategy 1-Use of the Baltimore City Schools observation platform.** • **Strategy 2-Partnership with Human Capital for strategic recruitment** The majority of the teachers have between 5-10 years teaching experience at this school. The percentage of certified teaching staff is 87%. The school is fully staffed with credentialed individuals who perform outline tasks and duties with efficiency. Most teachers have several years of experience, are certified in each respective content area and attend work regularly. All teachers who currently hold Standard and Conditional Professional Certificates fully engage in a comprehensive mentoring program with a highly qualified observer and teacher.	August 2016-June 2017	Administrative Team Leadership Team Instructional Leadership Team

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

13

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**	
	Teachers are recruited via the BCPSS resume data base. Additionally, teachers are recruited via BCPSS job fairs, BCTR, Teach for America job fairs. The evaluation system is used as a coherent, fair, reliable, and valid process at AFSIVA due to the norming of administrators on key action items from the Instructional Framework. Additionally, the administrators participated in a districtwide assessment on the process. Teachers are provided opportunities to discuss strengths and weaknesses and are offered strategies as a follow up to the post conference. Areas of concern are addressed by supporting teachers with PD delivered by administrators, EA(s), the lead teacher, and peer teachers. Other supports are delivered by the Office of Strategic Support and Turn Around, Teacher Created Materials and The American Reading Company.			
❑ 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	**Prioritized Strategies** • **Strategy 1-Ongoing teacher coaching through Lead Teacher and Educational Associate and vetted consultants** • **Strategy 2- Ongoing professional development**	August 2016-June 2017	Principal American Reading Company (ACR)	

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

March 29, 2016

14

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	through Lead Teacher and Educational Associate and vetted consultants • **Strategy 3-Hire a consultant to provide professional development to teachers regarding the use of restorative practices, including intensive restorative circles, relationship building and trauma related intervention** • **Strategy 4-Summer professional development and afterschool professional development opportunities for staff** Professional Development is centered around and Focused on four key action items from the *Instructional Framework*. The teachers received individualized support from the Office of Strategic Support and Turn Around initiatives who has a dedicated mathematics and ELA coach who works with teachers to build their capacity around the instructional foci. Additionally, the school partnered with Teacher Created Materials (TCM) to provide additional support to teachers after the leadership team, the network and the office of Strategic schools and turn around initiatives established a baseline of what and where the supports were needed. An action plan was created and shared with the coaches of TCM.		CLN 10 MSDE Administrative Team New Teacher Mentor Leadership

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

15

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**	

	Other professional development centered on interventions that were used in the ELA classrooms, i.e. Read180 and Achieve3000. Lastly, a school wide culture and climate PD was held on *Restorative Practices.* Professional Development is centered around and focused on four key action items from the *Instructional Framework.* P4, T1, T2, T3. The teachers received individualized support from the Office of Strategic Support and Turn Around initiatives who has a dedicated mathematic and ELA coach who works with teachers to build their capacity around the instructional foci. Additionally, the school partnered with Teacher Created Materials (TCM) to provide additional support to teachers after the leadership team, the network and the office of Strategic schools and turn around initiatives established a baseline of what and where the supports were needed. An action plan was created and shared with the coaches of TCM.
	    o Other PD centered on interventions that were used in the ELA classrooms, i.e. Read 180 and Achieve 3000.
	    o Lastly, a school wide culture and climate PD was held on *Restorative Practices.*
	    o Agile Mind consultants will provide on-going			

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

March 29, 2016

16

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	coaching to teachers around the implementation of high quality, rigorous mathematics instruction.			

COMPONENT 3: PROVIDING ADDITONAL TIME FOR INSTRUCTION
The LEA and School must:

❑ 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.	**Prioritized Strategies** • **Strategy 1- Increase seat time for foundational classes** • **Strategy 2- Utilize online learning programs to provide remediation during afterschool and summer hours** • **Strategy 3-Use of interventions for Tier III students** The master schedule has time for teachers of the same content area to collaboratively plan lessons that address students' reading and mathematics deficits. Teachers are observed and given feedback during the additional period. Teachers also assess their students and submit the data to the ILT. Additionally, student assessment results and grades are also used to measure the effectiveness of the instruction.		August 2016-June 2017	Assistant Principal Educational Associate

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

March 29, 2016

17

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**	
	The school's measure of success for our extended learning time is an increase in the number of credits our students are achieving in addition to our students increasing their reading and math scores by at least one grade level on the iReady assessment. We currently use iReady, Read180 and Achieve3000 as our research based intervention program.			
COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM				
The LEA and School must:				
❑ 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 Support).	**Prioritized Strategies** • **Strategy 1-Interventions for Tier II/III students** • **Strategy 2-Strategic scheduling to allow for additional learning time in core content areas** • **Strategy 3-Lead Teacher to support the fidelity of implementation of the interventions** • **Strategy 4- Embedded PD and coaching** • **Strategy 5-- Employ a lead teacher to collaborate with and work alongside the leadership team to build capacity around, develop and implement the**	August 2016-June 2017	Principal American Reading Company (ACR) OTT CLN 10 MSDE	

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

March 29, 2016

18

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	school's instructional program, mission and vision Currently, members of the leadership team, instructional leadership team, new teacher mentor, and lead teacher work collaboratively to consistently analyze school-wide, classroom, and individual student data to identify student strengths, weaknesses and trends. Research based instructional implications, practices and priorities are then developed by this team and communicated by content leads to all staff via collaborative planning, staff, and professional development meetings in order to meet the needs of students. Progress monitoring of implementation of the school-wide instructional program is completed by all parties through learning walks, peer review, coaching, feedback and lesson plan review. Teachers receive differentiated support from members of the leadership team, based on their immediate and individual needs, up to and including co-teaching, observation and feedback, professional reading and shared strategies. Collaborative planning involves and coaching cycle performed by the department lead. Each meeting is prepared surrounding a weekly focus that includes parental contact and engagement, student attendance, failure intervention, lesson plan study, data analysis and dialogue and the school-wide cycle of			Administrative Team New Teacher Mentor Leadership

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

March 29, 2016

19

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	professional learning. Furthermore, teachers with less than four years' experience in the educational arena undergo a coaching cycle with an assigned new teacher mentor who is an experienced teacher, former assistant principal and principal. New teachers meet monthly to discuss basic pedagogy and best practices of The Baltimore City Public Schools Instructional Framework. Classrooms of these teachers are visited weekly to provide a cycle of observation, coaching and feedback in order to ensure instruction is effectively implemented and to provide support necessary to sustain it. Curriculum Intervention Programs Achieve 3000: Achieve3000 is a differentiated online instructional program used to improve students' Lexile levels, and prepare them for college and career success. English teachers of grades 9-11 will use the program for twenty minutes twice a week. Read180: Read180 is a comprehensive system of curriculum, instruction, assessment designed for any student reading two or more years below grade level. It is comprised of engaging multimedia science and social studies content as well as literature. This program will be used in self-contained English classes.			

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

March 29, 2016

20

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	APEX: Apex has a digital curriculum and provides an active learner experience that engages all students in rigorous coursework to prepare them for careers and college readiness. The standards-based digital curriculum is widely used for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. This program is used as a reengagement tool for our overage and under credit students.		
	Agile Mind (Intensified Algebra I, Algebra II, and Geometry): Mathematical web-based programs that are approach learning conceptually in real-world contexts. The programs contain engaging comprehensive curricula that are aligned to the Common Core State Standards and Standards for Mathematical Practice. The programs also include assessments, real-time reports and interactive animations. Teachers will use these programs as their main resource during their daily instruction for students in grades 9-12.		
	Enrichment Programs AP courses: This school year we will offer AP Literature and Composition to identified seniors and AP Language and Composition to identified juniors. Students will complete one year of coursework in preparation for the AP exam and to earn		

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

21

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	college credit. Other Programs The school will continue to enhance student learning through offering CTE programs in the fine arts. The school will offer the following arts courses: Media Production, CISCO Networking, CADD, Drawing and Painting, Ceramics and Sculpture, Art Appreciation. Cycles of professional learning were provided to support the development of instructional practice in the following areas, in accordance with The Instructional Framework, *The Common Core Companion: Standards Decoded: What They Say, What They Mean, How to Teach Them*, informal and formal observation, and best practice: Teach 1: communicating standards-based lesson objectives, Teach 2: presenting content clearly and Teach 3: using strategies to engage all students in rigorous work. During this particular cycle, teachers met with the department lead and lead teacher on a weekly basis to unpack standards, develop standards- based lesson objectives, align assessments to standards-based lesson objectives and created explicit instructional activities that prepared students to meet outlined objectives (including data analysis with corresponding differentiated instructional strategies and student		

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

March 29, 2016

22

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	grouping). Lesson plans and classrooms were peer reviewed and feedback was provided to teachers as means of progress monitoring. This cycle of professional learning resulted in teachers performing in these outlined areas with over 80% accuracy, as evidenced in the School Effectiveness Review and learning walk feedback performed by members of school and district leadership. Another cycle of professional learning regarded the use of routine writing in which professional development was provided by the school's AP Literature teacher. Teachers learned various ways to incorporate writing (and the simultaneous use of technology) in their daily instruction as they collaborated to share strategies and engage in professional reading. Calendars of events were developed to ensure and support full completion of each cycle. i-Ready and PARCC testing results have been analyzed by the entire staff and a CFIP was completed to identify needed intervention and acceleration for individual students. The school plans to employ Read180 and or Achieve3000 to provide differentiated and adaptive reading instruction to students in grades 9 and 10.			

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)

Name of Priority School:		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)**
	Ongoing analysis of formative assessments and access to Lexile scores will enable teachers and staff to track student progress and provide ongoing incentives for those who make progress. These incentives, along with communication of the correlation between Lexile levels, specific colleges and careers will work in conjunction to motivate students, increase buy-in and participation. Students will continue to receive immediate intervention in mathematics via Agile Mind yearlong courses in grades 9, 10 and 11. Furthermore, transitional courses will be developed for seniors who have not successfully passed the PARCC exam, in order for them to receive the remediation necessary to successfully complete college courses. Gifted students will continue to be enriched by having continual access to Honors and Advanced Placement courses, as well as college and careers, beginning in grade nine. Students in grade nine work with members of The Morgan State University Crop Program, which pairs university students with high school freshman to explore college and careers while using critical thinking. Additionally, students will continue to closely work with counselors, College Bound Specialists, mentors, teachers and leadership to begin planning for college and post-secondary experiences beginning in grade ten. Students will continue to participate in ongoing college visits,			

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

March 29, 2016

24

Maryland Turnaround Principles Model (DRAFT)

	Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)

Name of Priority School: **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)
		meet with representatives and engage in financial planning. Students will also participate in dual enrollment at Baltimore City Community College and Community College of Baltimore County in grades eleven and twelve. Students will have opportunities to receive internships via Paul's Place, The Baltimore City Page Program, MERIT, Law Links, Urban Alliance, and The Citizenship Law Related Education Program (CLREP), all with which we have had years of successful partnership. The leadership team and guidance office will utilize resources from The National Association of Gifted Children to serve creatively gifted students enrolled in our art programming.		
COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION The LEA and School must:				
	❑ 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	**Prioritized Strategies** • **Strategy 1- Use student data to make scheduling (i.e. student grouping) decisions** • **Strategy 2- Analyze student work on practice PARCC problems to determine which skills need to be re-taught and to which students.** • **Strategy 3- Provide enrichment to all students and prepare them for college and careers by exposing**	August 2016-June 2017	Principal CLN 10 MSDE Administrative Team New Teacher

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

March 29, 2016

25

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	them to Scholastic Aptitude Test preparation via Cambridge Educational Services Teachers are using formative assessments on a daily basis along with a reflection guide and using the results with the iReady results to group students and differentiate instruction. As a school we look at i-Ready scores, MOY and EOY assessment results, formative assessment results, HSA scores, PARCC scores, attendance rates and suspension rates. Data is presented to the staff when it becomes available by email and during monthly faculty meetings. Teachers are given the data electronically and in hard copy formats. Our staff can access data electronically and they also have hard copies of the data. Our teachers assess their students on a daily basis and use the results to create their student groupings and differentiate their instruction. Teachers use a reflection guide to capture student results and they submit this data weekly to their department leads.			Mentor Leadership OTT

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

March 29, 2016

26

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**	
	Our data cycle is monitored by informal observations and the collection of the reflection guides. Our instructional strategies and student grouping s are based upon the results of formative, summative and i-Ready tests. Students are placed into groups and given instruction and tasks based upon The results from the walkthroughs are discussed and compiled. The strengths and weaknesses are shared with the staff and the team develops an action plan to address the needs of the school. The data generated from learning walks are used to drive the topics of the weekly department meetings.			
❑ 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.	**Prioritized Strategies** • **Strategy 1- Adopted a schedule that provides opportunity for creative use of collaborative planning time.** • **Strategy 2-Lead Teacher will work with teams of teachers after school to create opportunities for students that will prepare students for post-secondary success**	August 2016-June 2017	Principal Administrative Team Leadership Team	

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)

Name of Priority School:		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)**
	• **Strategy 3- Differentiation of instruction will be shared regularly through the collaborative planning sessions.** • **Strategy 4-Partnership with the community learning network and Office of Turnaround and Transformation** Department leads meet with their departments once a week to unpack standards and analyze student work and data. Teachers use this information to plan lessons that differentiate instruction based upon the assessment results. Our ILT meets weekly. Our team consists of the entire administrative team, lead teacher, Educational Associate, English special education teacher, new teacher mentor, scheduler/testing coordinator, Math teacher, Science teacher, English and CTE teachers. Every content area meets once a week and the department lead facilitates the meetings. Math meets on Tuesday and Science meets on Wednesday. Social Studies and CTE both meet on Wednesdays and English meets on Friday.		

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

28

Maryland Turnaround Principles Model (DRAFT)

Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS The LEA and School must:			
❑ 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.	**Prioritized Strategies** • **Strategy 1- Onsite Mental Health Clinic provides social/emotional support for students and families** • **Strategy 2- Partner with The University of Maryland to provide social-emotional, mental health, and character building, and psychiatric support to all students via group and individualized counseling** • **Strategy 3- Partner with MSDE Breakthrough Center for supports with climate** • **Strategy 4-Partner with a consultant to provide professional development to teachers regarding the use of restorative practices, including intensive restorative circles, relationship building and trauma related intervention-IIRP** • **Strategy 5- Employ an Educational Associate for behavior that will provide professional development and on-going support to both students and teachers.**	August 2016-June 2017	Principal Assistant Principal Continuous Growth School Health Clinic Substance Abuse Counselor Social Workers School Psychologist

Name of Priority School: **LEA: Baltimore City Public Schools**

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

March 29, 2016

29

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	Several measures are taken to establish that the school environment continuously improves and maintains school safety and discipline and fully addresses all other non-academic factors for students. As students enter school premises, it is ensured by all support staff that all students are identifiable in uniform, and free of drugs alcohol, weapons, and suspected substance abuse. Students are immediately referred to administration if in non-compliance of the above expectations and handled according to The Baltimore City Code of Conduct. All school activity is also monitored via a 24-hour surveillance system by school police and administrative staff. Teachers receive professional development regarding organized instruction and restorative practices. All individuals directly handling classroom instruction receive professional development in the areas of organized instruction. During opening day, the leadership team provides teachers with the tools necessary to deliver organized instruction on a daily basis, in order to implement the structure needed for efficient classroom management. Teachers are trained to use the AFSIVA school-wide lesson plan template that has been developed to include all components expected to be delivered.			

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)

Name of Priority School:		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 include an objective (related to the MCCR standards), drill, motivational opener, homework review, explicit instruction, guided practice, independent practice, expression, assessment and summary. These items, outlined in the BCPSS highly effective mathematics and literacy models include explanations and examples within the template, as well as in the training presented to teachers. In addition to the thorough planning of instruction, teachers are trained in the areas of flexible grouping and seating arrangement, along with the development of rules and procedures. After collaborating to identify school-wide non-negotiable behaviors, unified classroom rules are created and distributed to the school community.

Throughout the course of the school year, teachers receive professional development in the area of knowing the whole child via utilizing research-based strategies to build relationships with students. After naming the building of relationships with students as one of AFSIVA's "Pillars of Success," teachers are made aware of the direct correlations between positive student behavior, student redirection, and relationship building. After this importance is introduced, teachers receive training regarding the use of restorative practices, which are strategies centered on student dialogue, | | | |

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

March 29, 2016

31

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**	
	transparency, voice, collaboration and reflection. Restorative practices primarily involve the circling of students and adults to have conversations to redirect negative behaviors, engage and include all participants' thoughts, and collaborate to build understanding of one another. This is based on research that shows how students are likely to change their behavior positively, when figures of authority do so *with* them and not *to* them. Teachers learn how to fully implement restorative practices within their classrooms from the hired consultant who provided impactful professional development to the administrative team. Restorative practices are utilized as a vehicle to enable enhanced cooperative learning, team building and consistent contact with students and families in support of building relationships with students. As students receive instruction, Positive Behavior Management Systems (PBIS) are in place and posted to outline student expectations, exemplary behaviors, rewards and consequences. If a staff member experiences difficulty redirecting a child, behavior interventionists are available in each area of the school to provide immediate support and redirection. If an offense is committed by a student that is predetermined as "egregious," the student is given an office referral and escorted to The Student Accountability Center			

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

32

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	(SAC). When a student is referred to the Student Accountability Center (SAC), a BCPSS office referral is completed by the involved teacher/staff-member. Referral forms are available in all classrooms, the school's main office, and Live Binder. All completed referral forms are turned into the facilitator of the SAC by a designated behavior interventionist. Once a teacher/staff-member submits a conduct related referral, the center's facilitator or grade level administrator reviews the completed form and conducts a conference with the student regarding the complaint. The facilitator notates and enters all information regarding the office referral into SMS and character building strategies are discussed. Secondly, if the behavior is deemed an offense that requires suspension, the administrator will follow BCPSS guidelines for further disciplinary action, always including community conferencing. Those guidelines include a conference with the teacher prior to the imposed suspension and contact with the appropriate related service providers, particularly in the case of any student with a disability. Center personnel also contacts the student's parent or guardian in reference to the infraction when any consequence is imposed.			

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

March 29, 2016

33

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**	
	Another function of the SAC is to monitor student referrals and increase academic achievement. All student referrals are disaggregated to ascertain which students require a more intensive, administrative intervention. Students who are in receipt of either two (2) weekly office referrals or four (4) within one month are identified as students in need of additional support, and are therefore referred to The Student Support Team (SST). The Student Support Team (SST) and Child Study Team (CST), in collaboration with the referred student and his/her guardian, will assist in designing a success plan for each student for whom it receives academic and behavioral referrals. Expertise from the school's mental health counselor, child psychologist, social workers, substance abuse counselor, administrator and an identified teacher is solicited. All members collaborate to finalize and monitor effective implementation of the success plan. After implementation, members of the SST or CST reconvene to assess the impact of the plan on student behavior and academics and create next steps. Furthermore, the members of the team identify professional development needed for staff to fully support targeted students, if needed. Focus groups are also utilized on an ongoing basis to solicit the personal needs of all students.			

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

34

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:			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)**
	In addition to the disaggregation of data performed by staff, the principal, two assistant principals and two educational associates meet weekly to perform further data analysis and next steps. Participants review data yielded from administrative conferences, student conduct tracking sheets and informal classroom observations. The administrative team solicits support from identified staff members and community support to provide additional interventions to students. These services are identified in the student and staff handbook as a guidance resource for staff to also solicit specific support to assist students prior to the office referral process. Identified staff members and community partners include: 	Support Staff/ Partners	Responsibility
---	---
College Bound Foundation Specialist/Guidance Counselor	College and career readiness servicing
SST	Weekly SST meetings, identifying of resources to support achievement
Parent Liaison/SWCOS	Parental involvement and community outreach servicing
Discovery Center	Substance abuse counseling				

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

35

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:			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)**
	Parole Officer	Support of adjudicated students		
	University of Maryland Mental Health Clinic	Psychiatry and mental health counseling		
	Full Service Health Clinic	Health care providing		
	Educational Associate (IEP Chairperson)	Functional behavioral assessment and behavioral intervention planning		
	Concentric Educational Solutions	Attendance outreach, home visits, mentoring		
	Continuous Growth	Behavioral intervention		
	Theater Performing Arts Program	Promoting of social consciousness		
	My Brother's Keeper	Male mentoring		
	Coping Power in the City	Group therapy services for general and special education students		
	AFSIVA partnered with Social Work Community Outreach Services (SWCOS) to increase parental involvement via the Family League of Baltimore City (FLBC). This affiliation is designed to strengthen individuals, families, organizations and communities in Baltimore. This is accomplished through strategic collaboration between agency, staff, students and community representatives in order to provide hands-on			

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

36

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	experiences and quality services to students and families in need. These services include homelessness outreach, mental health and financial literacy education and resolving critical issues of the family that impact the school environment, which ultimately reduce violence and disruption within the school and community. We are establishing strong partnerships with parents as a show of support and force; so much that a parent volunteer has taken on the leading role in these initiatives. Additional supports provided to students, families and the community include: • Onsite social worker • Monthly Parent Teacher Student Organization (PTSO) meetings • AFSIVA food pantry with bi-weekly distribution • AFSIVA parent resource room with computers and printers • AFSIVA afterschool supper program • Kathryn's Kloset • Prom giveaway contest • Parent LINK Twitter, AFSIVA Facebook, Instagram for ongoing family communication			

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
❑ 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the implementation of the intervention strategies to support student learning	<u>**Prioritized Strategies**</u> • **Strategy 1-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** • **Strategy 2- Integrate community partnerships** • **Strategy 3-Partner with Social Work Community Outreach Services (SWCOS) to increase parental involvement via the Family League of Baltimore City (FLBC)** • **Strategy 4- Provide opportunities for students to engage in college access and internships via work study and touring of college campuses** • **Strategy 5-Partner and plan with the Priority Schools family community engagement (FCE) support to identify effective engagement strategies** AFSIVA is committed and has been successful at "Best practices" which includes ongoing analysis of data to assess strengths and areas of growth in our instructional program,		August 2016-June 2017	Assistant Principal Family League

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)

Name of Priority School:		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)**
	school safety, and parent and community engagement by general expectations of the parent-engagement plan. • Convene an annual Title I meeting at a time that is convenient to parents. All parents will be invited and encouraged to come. • AFSIVA will provide information and explain the requirements of Tile I and the rights of parents. • Offer monthly meetings related to parent involvement, for ongoing for planning, review and improvement of all programs. • Involve parents in decisions about how Title I funds for parent involvement are spent. • Develop a parent involvement policy jointly with parents and distribute to parents and made available to community members. • Provide parents with a student report about the performance of their child on state assessments. • Provide parents with timely notice when their child has been assigned or has been taught for four consecutive weeks by a teacher who is not highly qualified. • Parents at AFSIVA serve on the parent teacher		

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

March 29, 2016

39

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	student organization (PTSO). • Parents at AFSIVA serve on interviewing panels. The guidance plan addresses the developmental needs of high school student's grades 9-12 in the area of career and college readiness. In addition, prepare students for their transition outside of high school to include but not limited to fundamental components necessary to become successful in life and meet their post-secondary educational and life goals by the following: • To Increase the FAFSA completion rate. • To increase PSAT/SAT participation Family and community education programs that available at AFSIVA are as follows: • Early College Enrollment • Urban Alliance • Coping Power in the City • PARCC Night (English and math) • Science and Technology night • AFSIVAscape • FAFSA night		

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

40

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	• OMG surviving my Teenager (parent workshop) Outreach programs for struggling students at AFSIVA are as follows: • University of Maryland Mental Health Services • My Brother's Keeper • Student Support Team (SST) • School Based Health Clinic • Continuous Growth Behavioral interventionist • Full –Time LCSW • Educational Associate serving as a behavior specialist • On-site parole officer dedicated to adjudicated students • Discovery Center – drug education and counselor • Accountability Center The planning of grade and classroom activities are based on analyzing school data, systemic mandates and collaborative input from the Instructional Leadership Team (ILT), Leadership Team (LT), parents and staff members. Parents are able to view student progress via the Parent Portal which can be accessed from the AFSIVA web site. Parents are able to email teachers to inquire about student progress or inquire about other issues/ concerns.			

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	Parents are able to contact the principal via cell phone. The principal's cell phone number is listed on the AFSIVA's web site and the principal's business card. Parents are welcome to visit the school at will to discuss student progress with the guidance department. Community resources are based on partnership offers aligned with analyzed data which affords strategic utilization and integration into school programs.			
❑ 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)	**Prioritized Strategies** • **Strategy 1- Engage The Baltimore Health Department Augusta Fells Savage School-Based Health Center to provide full health services to students** • **Strategy 2-Partner with University of Maryland Mental Health Services to provide a continuum of effective mental health promotion and intervention to build on strengths and address the needs of students and families at AFSIVA** • **Strategy 3-Outreach programs for struggling students**		August 2016-June 2017	Principal Assistant Principal Family League

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)

Name of Priority School:		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)**	
	AFSIVA is committed to the needs of the students, parents and community members with a focus on student achievement, school culture and climate, building and sustaining positive relationships with families and the community by partnering with the following organizations to meet the students social, emotional and health needs of our students by partnering with following: AFSIVA partners with the Baltimore City Health Department to have an on-site School-Based Health Center with two nurse practitioners, a registered nurse, a medical office assistant and part-time consulting doctor. The students are able to receive the following medical services including but not limited to: ❖ Care for acute illness and injuries ❖ Annual and sports physicals ❖ Hearing screening ❖ Referrals for mental health services ❖ Immunization ❖ Laboratory Testing ❖ Nutrition counseling ❖ Vision Screening ❖ Reproductive health care ❖ Dispensing and prescribing medications			

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

March 29, 2016

43

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	❖ Educating staff on medical trends ❖ Field trip preparation AFSIVA partners with the University of Maryland Mental Health Services to provide a continuum of effective mental health promotion and intervention to build on strengths and address the needs of students and families at AFSIVA. Services are provided by an on-site Licensed Clinical Social Worker (LCSW) and a consulting Psychologist. The following services are provided: ❖ Individual, group and family counseling for students. ❖ Teacher support and consultation ❖ Connecting students and families to community resources. ❖ Psychiatric consultation ❖ Comprehensive mental health evaluation ❖ Prevention programs ❖ Classroom presentations ❖ Advocating for students and families ❖ Representative on the (School Support Team) SST ❖ Prescribes medication. ❖ Provides treatment plans for students returning from mental health facilities. ❖ Provides PD to staff on mental wellness and			

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

44

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		**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)**
	awareness. ❖ Participates in community and family engagement activities to create awareness for the community of services rendered. ❖ Other partnerships are as follows: Coping Power in the City- Pilot program through Johns Hopkins University that provides group therapy to students to provide them coping skills. Partnership with Family League to secure an agency to re-establish AFSIVA as a community school. Family League will solicit Request for a Proposals (RFP) from qualified agencies that can provide services and allocate resources that are consistent with a community school. Parent volunteers work as mentors for students. ❖ Parent resource room- provides parents with an opportunity to create resumes, job search and telephone usage. ❖ Katherine's Kloset- provides gently use clothing for families in need. ❖ AFSIVA Food Pantry- provides foods to students, parents and community members. AFSIVA Pantry is used to encourage parents to volunteer at the school or for participating in school events.		

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

45

Maryland Turnaround Principles Model (DRAFT)

	Name of Priority School:		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)**
		❖ Prom makeover contest- four students were afforded the opportunity for a prom makeover based on a contest. ❖ AFSIVA's *My Brother's Keeper*-Male mentoring program to support at risk males. ❖ AFSIVA's *Girl's Club-*, The Talk is a mentoring program for female students. ❖ Theater Saves Lives Program- AFSIVA students in conjunction with the Baltimore City Police Dept. will perform an educational play about growing up in Baltimore City. Principals Round Table discussions- meet with randomly selected students to discuss concerns about safety, culture and climate and programs at the school including instruction. Includes surveys and feedback from students. Parent and community engagement meetings- (PTSO) Monthly parent meetings to engage family and community members on current trends in education that effect AFSIVA i.e. FAFSA Night, PARCC night, OMG Surviving my teen. Parents are invited to parent and community members via school web site, AFSIVA Facebook page, Twitter, phone tree messages and fliers. Students are offered incentives if their parents attend the			

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

March 29, 2016

46

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**
	meeting i.e. out of uniform passes. Parents are provided the opportunity to provide feedback during *BCPSS Parent Surveys*, monthly PTSO meetings (evaluation), Title 1 parent meetings (input on the budget). School Effectiveness Review (SER) parent focus groups. The community is informed of AFSIVA events via social media i.e. Twitter, Facebook, AFSIVA web site, fliers, phone tree messages, emails, and text. ✦ Partnerships that support and promote healthy environments for students are as follows: AFSIVA has a partnership with Continuous Growth. Continuous Growth provides mentors and behavior interventionist to promote a positive school culture and climate by: Managing an Accountability Center to redirect inappropriate behaviors. AFSIVA has a resource room for parents to access to computers to perform job searches, resume writing, information regarding community resources and GED preparation. Community resources are identified by parental input from		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		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)**	
	Title I parent meetings, reviewing school data, parent surveys and surveying staff and students.			

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 grade 10 will meet or exceed expectations on the English Language Arts/Literacy Grade 10 PARCC assessment.   At least 10% of all students in grade 9 will meet or exceed expectations on the Algebra I PARCC assessment.
Provide Interim Milestone Goals for Reading/Language Arts and Math on interim assessments for "all students" group and

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

48

for each subgroup for SY 2016-2017.

The average proficient correct on the English II midterm will increase from 41% to 51% as measured by Data Link.

The average proficient correct on the Intensified Algebra midterm will increase from 37% to 47% as measured by Data Link.

* The school's total enrollment of 466 students includes the following subgroups: African Americans 98.7%, Whites, Non-Hispanic Multiracial and Hispanics <1%, SWD 31.55%, FARMS 86.4%. Due to the significantly low < 1% population of non African Americans the conclusion of the analysis data is reflected above.

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

49

Maryland Turnaround Principles Model (DRAFT)

2016-2017 Target Outcomes for Strategies in the Intervention Plan		
Evidenced Based Strategy	**Interim Target Outcomes** Provide Interim Outcome for Each Strategy in the Intervention Plan	**Annual Target Outcomes** Provide Annual Outcomes for Each Strategy in the Intervention Plan
1. **Mathematics Intervention**	By January 2017, 50% of students will meet their annual target growth goal in mathematics as evidenced by iReady data.	By June 2017, 100% of students will meet their annual target growth goal in mathematics as evidenced by iReady data.
2. **Reading Intervention**	By January 2017, 50% of students will meet their annual target growth goal in reading as evidenced by iReady data.	By June 2017, 100% of students will meet their annual target growth goal in reading as evidenced by iReady data.
3. **Teacher Coaching**	By January 2017, 50 % of the teachers will improve scholar learning by effectively executing active learning strategies to better engage scholars in the work as evidenced by the MOY formal observation data.	By June 2017, 75 % of the teachers will improve scholar learning by effectively executing active learning strategies to better engage scholars in the work as evidenced by the EOY formal observation data.

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.

Maryland Turnaround Principles Model (DRAFT)

2016-2017 Timeline for LEA Monitoring of Priority School

School: <u>Augusta Fells Savage HS</u>   LEA: <u>Baltimore City Public Schools</u>

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** • 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 *Priority* 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 • A review of *evidence of successful implementation* of the Maryland Turnaround Principles Model requirements will be conducted during *Priority* 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.

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

51

Maryland Turnaround Principles Model (DRAFT)

	• 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.
	Provide the Quarterly Report submission date and who will Submit to MSDE • Submission by November 11, 2016 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
Quarter 2 **(SY 2016-2017, Nov.-Jan.)**	**Describe the LEA/school monitoring and oversight** • 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 *Priority* 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.
	Describe how progress will be assessed • A review of *evidence of successful implementation* of Maryland Turnaround Principles Model requirements will be conducted during *Priority* 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.
	Provide the Quarterly Report submission date and who will Submit to MSDE • Submission by January 27, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
Quarter 3	**Describe the LEA/school monitoring and oversight**

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

52

Maryland Turnaround Principles Model (DRAFT)

(SY 2016-2017, Feb.-April)	• 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 *Priority* 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.
	Describe how progress will be assessed • A review of *evidence of successful implementation* of Maryland Turnaround Principles Model requirements will be conducted during *Priority* 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.
	Provide the Quarterly Report submission date and who will Submit to MSDE • Submission by April 7, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
Quarter 4 **(SY 2016-2017, April- July)**	**Describe the LEA/school monitoring and oversight** • 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 *Priority* 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

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

53

	to grant outcomes. • Monthly FY17 budget status reports will be shared with business school leadership for accuracy and next steps.
	Describe how progress will be assessed • A review of *evidence of successful implementation* of Maryland Turnaround Principles Model requirements will be conducted during *Priority* 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.
	Provide the Quarterly Report submission date and who will Submit to MSDE • 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:**

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

54

Maryland Turnaround Principles Model (DRAFT)

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):**

 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:** _____

Summary of Services

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

55

Maryland Turnaround Principles Model (DRAFT)

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?** Y ES 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.

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

Maryland Turnaround Principles Model (DRAFT)

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.

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

57