2016-2017 Priority School Plan

Baltimore IT Academy #378

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 Turnaround Principles Model (DRAFT)

School Name: Baltimore IT Academy **School Number:378** **Phone#: 443-642-2067** **Email Address: sgmason@bcps.k12.md.us**	**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: Sandy G. Mason **Phone #:443-642-2067** **Email Address: sgmason@bcps.k12.md.us**	**Area Instructional Director: Dr. Starletta Jackson** **Phone #:** **Email Address:**
Grade levels enrolled (SY16-17):6-8	**Number of Students Enrolled (SY16-17):**
Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment • **Climate Support Services, Incentives** • **PD- Technology, Climate, Data, etc.** • **Community Schools Family Engagement** • **Interventions** • **Attendance Supports** • **Operations Strategist**	**Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017** • **Continuous Growth (3 persons), Holistic Life, PBIS** • **Capturing Kids Hearts Training, DDIT, Coaching, Math EA, Lead Teacher** • **Family League** • **Stride (for Science), Systems 44, Read 180, Do the Math Now** • **CAASS, Concentric- Home Visits** • **Operations Strategist**

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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**

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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 <u>June 1, 2016.</u>

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-<mark>Coaching around managing progress toward clear goals through a cycle of planning, action, assessment and adjustment. (Leadership Framework Core Value 4.1); coaching around planning, assess and adjust to assure highly affective instruction. (LFCV 1.2)</mark>** • **Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of**		ongoing	Principal ILED

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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)**
	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** • **Strategy 4 – Retention Stipends for Principal and Assistant Principal** Our school is currently utilizing a scheduling model that has incorporated an intervention period that has students grouped according to the deficits identified by the iReady assessments and in preparation for PARCC, intervention to build test taking strategies. The principal's mission, vision, and core beliefs are to encourage exposure beyond the classroom walls where innate creativity is stimulated by student learning, a quest for knowledge, a capacity to compete on an international level and a desire to become life-long learners to foster concern and commitment for their school, local and global community. Artifacts show the vision and core beliefs in action include recruiting highly qualified and effective individuals to ensure quality instruction. Creating a network of		

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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)**
	professionals capable of emotionally, behaviorally and cognitively engaging students in meaningful and rigorous academic programs. Modeling expectations to encourage staff and students alike to be life-long learners. Progress and success looks like continued grade level gains in Math and ELA, Increased network of partners to assist in providing alternative learning opportunities for scholars. Increase ownership of student learning and teacher practice.		
❑ 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	**Prioritized Strategies** • **Strategy 1- <mark>Coaching around managing progress toward clear goals through a cycle of planning, action, assessment and adjustment. (Leadership Framework Core Value 4.1); coaching around planning, assess and adjust to assure highly affective instruction. (LFCV 1.2)</mark>** • **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**	SY1617	Principal Operations Strategist Educational Associate Lead Teacher Instructional Leadership Team Community Learning

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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)**
	strategies to ensure effective implementation of the Priority Plan • **Strategy 4- Strategic use of supplemental staff-Lead Teacher and Educational Associate for Mathematics** Revamping program to ensure all students have exposure to the arts, technology and physical education in addition to core classes to ensure the development of the whole child. Identify ineffective teachers, ensure appropriate supports are in place, and as needed evaluate out. Identify the strengths of teachers and develop their leadership capacity. Fiscal management to ensure maximized use of resources for students. Needs: Educational Associate and Lead Teacher to coach teachers and create a PD committee made up of teachers to lead differentiated PD and District PD and build capacity and ownership of the work by teachers. Principal completes SLO based upon SPP outcomes and aligns work to ensure data driven focus and triangulated efforts through the ILT, Collaborative Planning, MSDE Priority areas and District Expectations. Principal reviews student progress		Network ILED

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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)**
	through monitoring of teacher submission in PTG and attendance at IEP and SST meetings. Principal also conducts individual credit checks with students in conjunction with guidance counselor efforts. Principal also conducts informal observations and assesses the performance of teachers to identify peer observation candidates to assist with teacher development. Principal uses ILT tool to track academic performance and correlates ranking with a student reward system in addition to sponsoring celebratory events around student achievement. Intervention is built in for all students and students are grouped according to the areas of deficit according to iReady Data. Principal develops staff through conversations around the IDP and updates of professional goals by providing PD to support identified aspirations and provide feedback to teachers to ensure progress monitoring. The use of shared calendars and pre-planned standing meetings to obtain up to date information regarding school departmental updates. Conducting inventories and implementation of an operations strategist to assist in resource management. The Community Learning Network (CLN) members provide support to the principal in the operation and		

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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)**
	implementation of the planned instructional program. A Principal Coach will be contracted to provide direct professional development of the Principal in professional areas of growth identified in IDP, ILED midyear conference, VAL-Ed, Climate Survey and Annual Evaluation. The CLN Network Team will assist in providing professional development to teachers in the areas of literacy, math and inclusive practices, and support around climate strategies, PBIS supports and attendance goals. The CLN Network and OTT team conducts monthly focused learning walks at the school. Baltimore IT Academy's school schedule will reflect common collaborative planning time Baltimore IT Academy's school schedule will reflect opportunities for academic enrichment through an after school program. School leadership will be given the opportunity to interview and hire highly qualified staff. Human Capital will provide opportunities for principals to interview highly qualified staff. School leadership will be given the opportunity to select and purchase research-based academic programs.		
COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION			

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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)**
	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** Strengths: Identification of effective teachers to support developing teachers and continue to engage students in high quality instruction. Needs: A full team of effective teachers. School leadership will work in collaboration with the district hiring team to identify highly qualified teacher candidates and will mail resumes to the school. The school team will continue to interview strong candidates to find the best fit for the school. The school team will interview internal City Schools candidates to identify staff with multiple years of	SY1617	Principal

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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)**
	experience in City Schools. The school team will continue to attend the City Schools transfer fair as well as external hiring fairs to interview HQ candidates. The school will develop a comprehensive Professional Development Plan to include Small group instruction, technology integration, differentiation, and other identified areas. The school leadership team will continue to recognize staff attendance achievements and will employ the district Attendance and Reliability Policy as needed. Every class will have intervention built into the schedule. Reference the Instructional Framework, IDP, initiate PIP as needed, Midyear, SLO, Informal and Formal Observations, Feedback Cycles, Teacher Coaching and Targeted Annual Evaluation Conversations ==Administration will create an observation calendar of formal and informal observations to be implemented from August until the end of the school year. Data collection performed during these observations will identify teachers' developmental needs and targeted coaching. Annual evaluation conferences from 2015 will inform individual targeted areas and teachers' IDPs. Teachers Development==		

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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)**
	<mark>Plan progress will be monitored with a formal check-in during mid-year conferences in January along with SLO development beginning in October with progress monitoring occurring in January feedback cycles following informal observations and learning walks and formal observations occurring in November and March with an annual evaluation in May for identified ineffective teachers and in June for all other teachers.</mark>		
❑ 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	**Prioritized Strategies** • **Strategy 1-Ongoing teacher coaching through supplemental staff and vetted consultants** • **Strategy 2- Ongoing professional development through supplemental staff and vetted consultants** • **Strategy 3-Afterschool professional development led by consultants, Lead Teacher, Math EA** Strengths: PD provided by EAs and Lead Teacher during	SY1617	Educational Associate Lead Teacher

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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)**
	Collaborative Meetings and Faculty Meetings. Data focused triangulated efforts. Needs: Differentiated PD, more active participation, Technology integration. We will assess the teachers' strengths and areas of needed development by administering a Professional Development Inventory to all teachers over the summer. We will then create a Professional Development Series with our PD Committee led by teachers and outside contractors to support the mission and vision of the school. Methods and processes will be informed by data. We will use the data generated by the Inventory to identify focus areas for differentiated PD opportunities. The professional development includes mentoring, modeling, coaching, and demonstration activities to support implementation of effective teaching and learning with the assistance of the MSDE Breakthrough Center Support. Agile Mind consultants will be providing the mathematics teachers with in0going coaching and professional development in order to build content capacity as well as to continue to		

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Name of Priority School:		**LEA: Baltimore City Public Schools**	
	develop effective instructional strategies that will result in student achievement.		

COMPONENT 3: PROVIDING ADDITONAL TIME FOR INSTRUCTION

The LEA and School must:

Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
❑ 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- Increased seat time for foundational classes beyond the district's recommendation** • **Strategy 2- Afterschool learning opportunities targeted for Tier II/III students** • **Strategy 3-Use of interventions for Tier III students** An after school program is currently available for all students and held four days per week focusing on literacy and STEM. The afterschool program is funded through the schools 21st Century Grant as well as through stipends in FSF and the Priority Grant. The afterschool program runs Monday-Thursday from 3:00-6:00 for STEM and from 3:30-4:30 for	ongoing	Teachers

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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)**
	Literacy/Writing. Staffing for the YMCA afterschool program is managed through the 21st Century Grant and includes 4 teachers plus a lead, a coordinator, mentors, and outside contractors. Students are also provided snack and dinner. The Literacy/writing portion is funded through stipends in FSF and the priority grant. Staffing is to include up to 3 ELA teachers and a coordinator and will be based on participation. Teachers will be asked to return 5 days prior to start of the school year early to participate in summer and job-embedded professional development. Teachers will participate in monthly professional development opportunities during collaborative planning and after school hours. With the new mandated scheduling model, a one-hour intervention block is now built into the school day for every student. Last School year, BIT piloted a similar intervention block. During the one- hour intervention time we will utilize Read 180 and Systems 44 to focus on students reading deficits. Do The Math Now will be utilized as our mathematics intervention and Stride will be our Science intervention. Teachers will use a combination of whole group and small group instruction and individualized programming		

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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)**
	<mark>using computers, grade level texts and manipulatives. Students will be selected for participation according to their SRI and I-Ready scores. Students will be homogeneously grouped to maximize intervention opportunities to address skill deficits.</mark> <mark>In addition to the required intervention block during the school day, we will offer enrichment programming in Partnership with the Y for Tier II and Tier III students. Students will continue the use of Read 180 and utilize Math 180 as the interventions.</mark> <mark>In partnership with Towson University, tutors will be facilitating small group, one on one mathematics instruction during the scheduled intervention time for our Tier III students.</mark>		
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	**Prioritized Strategies**	SY1617	Educational Associate

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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)**
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).	• **Strategy 1-Interventions for Tier II/III students** • **Strategy 2-Strategic scheduling to allow for additional learning time in core content areas** • **Strategy 3-Supplemental staff to support the fidelity of implementation of the interventions** • **Strategy 4- Embedded PD and coaching** The school will opt into Common Core curriculum and instructional supports in all core content areas. The school will implement the Agile Mind curriculum for Mathematics, the Literacy Design Curriculum for Literacy, and the City Schools Curriculum for Science and Social Studies. The school schedule will continue to support Career Technical Education courses for all students, focusing on PLTW. Students will be exposed to a variety of technology and engineering focused careers and applications, with a STEM focus. All students in need of interventions will have an opportunity to receive intervention and enrichment support through the use of web-based resources as well as interventions and enrichment designed within the content block. Read 180 will be used as the literacy intervention and Do the Math Now. In		Lead Teacher

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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)**
	addition to having technology in each classroom to support instruction, computer labs will be utilized to implement technology classes. 5 Laptop carts, podiums, response systems and two i-Pad carts will be available to teachers to support a rigorous and engaging curriculum as well as to prepare students for web-based assessments. English language arts classrooms will have leveled classroom libraries with high-interest text for student's independent reading and for supplemental text/extensions to the curriculum. To build upon Best Practices, the Education Associate for mathematics and the ELA Lead Teacher will share information with staff through collaborative planning meetings, ILT meetings, and instructional meetings held monthly. Stride, Systems 44, Read 180 and Do the Math Now is for students to provide early and intensive intervention for students not making progress. NAL academic competition will be provided for students who are gifted or advanced. Robotics and NFTE programming will also be provided for advanced students. We will enhance our systems of monitoring to ensure triangulation of data analysis efforts gathered from learning walks/informal observations, student work and assessments.		

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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)**
	<mark>Using interconnected data cycles during ILT/collaborative/grade level planning, faculty and PD meetings to inform improvement of standards alignment and professional practices.</mark>		
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- Additional staff training around data driven instruction** The following assessments will used and analyzed to inform instruction: Literacy Diagnostics will be given three times per year using the iReady assessment (BOY, MOY and EOY).	SY1617	Instructional Leadership Team Educational Associate Lead Teacher

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	LDC Writing Assessments will be given at the end of each module. Post Agile Mind Topic Assessments will be given. Mathematics Diagnostics will be given three times per year using the iReady assessment (BOY, MOY and EOY). The teachers will be provided with professional development and ongoing support around analysis of systemic benchmark assessments and the creation and analysis of formative assessments. This job embedded professional learning and support will be led by school administration and the Literacy and Mathematic Educational Associates and the Lead Teacher. Professional Development will occur during content collaborative planning time and will be offered afterschool and through district PD offerings. Baltimore IT Academy will hold data meetings with the Instructional Leadership Team (ILT) to discuss available quantitative data. LEA will ensure that data will be provided to the Principal through the instructional leadership team inquiry tool. Data is presented to staff through faculty meetings, bulletins and collaborative planning meetings. Our data cycles need to be improved and monitored and additional staff training around DDIT is necessary. Our data informs the focus of intervention schedules, content and planning and targeted intervention strategies. Walkthroughs		

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

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	are performed by the ILT and feedback data is shared to provide additional supports to individual teachers. ==BIT ILT members will attend District DDIT training and provide training to staff during collaborative planning sessions and/or scheduled staff professional development.==		
☐ 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- Consistent collaborative planning time for content and grade level teachers** • **Strategy 2-Lead teacher and Math EA to work with teams of teachers after school to create opportunities for students that will prepare students to be college and career ready** • **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**	ongoing	Instructional Leadership Team Community Learning Network

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	Teachers will be provided with weekly collaborative planning opportunities in content areas. Baltimore IT Academy Leadership will work in collaboration with Community Learning Networks to support an effective Instructional Leadership Team that will convene weekly to review progress, reflect and adjust practice on the use of data to inform instruction using the Data Driven Instructional Team (DDIT) model. Community Learning Network will provide professional development, support and guidance to the Educational Associate and Lead Teacher who in turn will support all content teachers to meet the needs of individual students. Strategies for differentiation of instruction will be shared regularly through the collaborative planning sessions.		
COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS The LEA and School must:			

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☐ 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>** • **Strategy 1- Partnership with Hope Health Systems who will host groups around grief, anger management, peer-pressure, etc. to support students.** • **Strategy 2- Partner with Continuous Growth to provide mentoring guidance and support for more students including Tier 1** • **Strategy 3- Partner with MSDE Breakthrough Center for supports with climate** • **Strategy 4-Restorative Practices refresher training** Strengths • Staff Training around building Quality Connected Relationships • Implores Restorative Practice techniques	SY1617	MSDE Breakthrough Center Student Support Team

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	• PBIS School • Adjusted the schedule to meet the needs of students • Raised expectations of teachers and students We will be working with Lynn Mueller from MSDE around supports for organizing a high function SST team that is able to support students from the onset of the new school year. SST will meet as a team once a month and we will have a section of our guidance counselor's office that will hold all SST documents. We will train the new guidance counselor so that she may serve as the co-chair of the SST team along with the lead teacher. We will be working with Hope Health Systems who will host groups around grief, anger management, peer-pressure, etc. to support students. We will also increase the number of our Behavior Interventionists from Continuous Growth to 3 who will serve as grade level Student Support Workers. They will be trained in Restorative Practice and consistently work with grade level teams to track students behavioral progress using our behavior tracking system. We will utilize a token economy accounted		

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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)**
	for through our CAASS system and the ONE CARD. We will have a PBIS Bookstore where students will be able to purchase incentive items and school supplies with points. Our class dojo system or an equivalent will be used to track points in individual classes and the behavior tracking system based on the Code of Conduct, will help to account for withdrawals. Students will have a related Clean Slate Credit Program to have an opportunity to earn back withdrawn points. We will also serve as the summer training site for Conscience Discipline training through the FBA/BIP team. Teachers can for participation. Baltimore IT Academy has a preventive discipline code that emphasizes four principles: 1. Be Safe 2. Be Respectful 3. Be Responsible 4. Be Ready to Learn All discipline rules and policies are communicated through the Student/Parent and Staff Handbook and are aligned with the districts Code of Conduct. Expectations are clearly posted in the hallways with signage. New signage will be created.		

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Maryland Turnaround Principles Model (DRAFT)

		LEA: Baltimore City Public Schools	
Name of Priority School:			
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 school will be using rap circles to provide student voice during class according to a schedule that the teachers will agree upon. The use of the circle up time will allow students to address issues as a class before small matters become an issue and to help build camaraderie between classmates. BIT will also be partnering with Outward Bound to build teamwork amongst classmates. Walkthroughs for climate and culture will focus on T7-T9 using the SER tool and feedback cycle to be conducted within 24 hours of the walkthrough. An SGA has been established comprised of rising 8th graders which include a president, 1st and 2nd vice president, secretary, treasurer, pictorian, and historian. A student suggestion board has been created and monthly meetings are scheduled with the Principal and Student Council. Class officers will be selected for the 7th grade during the upcoming year.		
COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNTIY ENGAGEMENT			
The LEA and School must:			

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	LEA: Baltimore City Public Schools
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	**Prioritized Strategies** • **Strategy 1- Development of a parent involvement plan with strategies to aggressively recruit and engage parents in the school.** • **Strategy 2- Integrate community partnerships** • **Strategy 3- Continue with the Family League partnership as a Community School** • **Strategy 4-Partnership with MSDE Breakthrough Center for parent engagement strategies** • **Strategy 5-Partner and plan with the Priority Schools family community engagement (FCE) support to identify effective engagement strategies** The Family and Community Engagement Specialist will continue to support the school with establishing an effective School Family Council (SFC). The SFC will be used as a vehicle to improve the frequency and quality of home-school communications through a member an organized parent group. The SFC will meet on a monthly basis. The SFC in collaboration with the Family League will develop a parent	SY1617	Family and Community Engagement Specialist

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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)**
	involvement plan with strategies to aggressively recruit and engage parents in the school. The SFC will work to develop relationships with the community to get more parents involved with the school and their student's education. Orientation will be held for incoming sixth graders and new students in August of each year prior to school starting. Baltimore IT Academy will continue to utilize multiple streams of communications models, which include, Parent link messages and surveys, letters, school website updates, and posters. Students and parents are invited to discuss student progress at individually scheduled meetings and through the SST process and Community Conferencing.		
❑ 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	**Prioritized Strategies** • **Strategy 1- Retain and seek community partners** • **Strategy 2-Comuunity School Coordinators role in the daily operation and coordination of partnership involvement with our student**	SY1617	Family and Community Engagement Specialist

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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)**
need	• **Strategy 3-Outreach programs for struggling students** • **Strategy 4-Partnership with MSDE Breakthrough Center for student support** Strengths: Community-oriented services and supports for students and families. The school had a part time mental health counselor to provide individual, group, and family counseling. The school also had a part time social worker and 2 part- time school psychologists to provide support to student s receiving special education services. The school also employs site based mentors and MBK to support students in the classroom. School Family Council holds monthly meetings with families and stakeholders including students, parents and partners. An Organized Parent Group was also formed. The purpose of this parent group to provide a hub for information sharing,		

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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)**
	communication and cooperation between school and the parents. Required additional social-emotional supports for students are needed to improve school culture and climate as well as student achievement. School Leadership will continue to identify current community partners and begin to establish additional partners that support the vision for the school. A more effective and consistent Student Support Team (SST) will be established to promote early identification of students that have at-risk factors, such as truancy and misconduct, and putting support programs in place the early in the school year will assist in promoting an improved climate. (Turnaround Principle #6) The school will hold STEM and STEAM fairs for families to keep them informed of what the students are learning and experiencing in the classroom. School Leadership will continue to develop plans with current and new community partners (Towson University, Johns Hopkins University, School of Engineering, Coppin University, Morgan University, Y of Central Maryland, Naval Academy, and Army Research Lab) and continue to establish		

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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)**
	additional partners that support the vision for the school. Parent workshops through the Y in conjunction with the Jacaronda Group. A Parent Hub is available for parents to use the internet, fax, and copy in a newly created Community Schools Office. In collaboration with the Y of Central Maryland and our Community Schools Director, we have developed partnerships with The Church of the Apostles in the City. This partnership has yielded opportunities to feed families during the holidays and continued collaboration and support of school functions to increase parental participation. We are also collaborating with direct service providers throughout the city to provide wrap around support to families in need. We work with the Maryland Food Bank to operate a food pantry that serves the school families and surrounding community.		

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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 15% of all students in grades 6-8 will meet or exceed expectations (Level 4/Level 5) on the English Language Arts/Literacy PARCC assessment. At least 15% of all students in 6-8 will meet or exceed expectations (Level 4/Level 5) 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. All students who perform below grade level in reading Grades 6-8 will increase proficiency by at least a year and a half growth as measured by the EOY iReady assessment. All students who perform on or above grade level in Grades 6-8 will increase proficiency by at least a one year growth as measured by the EOY iReady assessment.

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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. Intervention Block in Daily Schedule	A .75 grade level growth/increase in ELA and Mathematics as measured by the EOY i-Ready assessment.	A 1.5 grade level growth/increase in ELA and Mathematics as measured by the EOY i-Ready assessment.
2. Implementation of Read 180 for ELA	A .75 grade level growth/increase in ELA and Mathematics as measured by the EOY i-Ready assessment.	A 1.5 grade level growth/increase in ELA as measured by the EOY i-Ready assessment.
3. Implementation of Do the Math for Mathematics	A .75 grade level growth/increase in ELA and Mathematics as measured by the EOY i-Ready assessment.	A 1.5 grade level growth/increase in Mathematics as measured by the EOY i-Ready assessment.

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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: <u>Baltimore IT Academy #378</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.

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Quarter 1
(SY 2016-2017, Aug.-Nov-)

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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.

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	• 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**

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(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

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	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:**

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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):**

   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

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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?** 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.

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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.

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