



2016-2017 Priority School Plan

Benjamin Franklin High School at Masonville Cove

Baltimore City Public Schools

2016-2017

Maryland Turnaround Principles Model (DRAFT)

New Priority Schools for 2016-2017

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

Support for Priority Schools

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

Maryland State Department of Education (MSDE) Breakthrough Center

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

Maryland State Department of Education Oversight

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

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

March 29, 2016

Maryland Turnaround Principles Model (DRAFT)

<p>School Name: Benjamin Franklin High School School Number: 239</p> <p>Phone#: 410-396-1373 Email Address: cbattaglia@bcps.k12.md.us</p>	<p>LEA Point of Contact (POC) Name & Position: Laurie-Lynn Sutton Director of School Turnaround and Transformation</p> <p>Phone#: (443) 838-6941 Email Address: lsutton03@bcps.k12.md.us</p>
<p>Principal: Chris Battaglia</p> <p>Phone #: 410-350-9250 (c) 410-396-1373 (s) Email Address: cbattaglia@bcps.k12.md.us</p>	<p>Area Instructional Director: Jacque Hayden</p> <p>Phone #: 410-336-8648 (c) Email Address: jyhayden@bcps.k12.md.us</p>
<p>Grade levels enrolled (SY16-17): 9-12</p>	<p>Number of Students Enrolled (SY16-17): Approximately 480</p>
<p>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</p> <ul style="list-style-type: none"> • Interventions for struggling students • Re-engagement strategies • Coaching for teachers to build capacity in content 	<p>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</p> <ul style="list-style-type: none"> • Staff to focus on re-engagement and CCR skills • Staff for remediation of students • Intervention program for reading • Coaching for teachers in Agile Mind intervention
<p style="text-align: center;">Funding Summary (Amount of funds to support implementation of intervention strategies in 2016-2017)</p> <p><input type="checkbox"/> Title I, Part A (from Priority School reservation, up to 20%)</p> <p><input type="checkbox"/> 1003(a) School Improvement Funds</p>	

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Maryland State Department of Education
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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: Benjamin Franklin High 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			
<u>COMPONENT 1: STRONG LEADERSHIP</u>			
The LEA and School must:			
<input type="checkbox"/> 1a. Review the performance of the current principal and track record to ensure strong and effective leadership in the Priority School.	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership • Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts • Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan 	August 2016- June 2017	

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	<ul style="list-style-type: none"> • Strategy 4 – Retention Stipends for Principal and Assistant Principal <p>Support to school leadership will be provided through both the community learning network (CLN) and transformation and turnaround (OTT). The CLN Instructional Leadership Executive Director (ILED) provides the direct support and supervision of the school principal. Regular learning walks will involve both the CLN and OTT and plans will be reviewed during the learning walk debrief. The Turnaround Specialist will also provide technical assistance in collaboration with the Office of Data, Monitoring, and Compliance (DMC).</p>		
<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership • Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts • Strategy 3-On-going support from the Office of 		

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	<p style="text-align: center;">Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan</p> <ul style="list-style-type: none"> • Strategy 4- Strategic use of supplemental staff <p>This past school year, we used an A-Day/B-Day schedule. Even though A and B Days alternate, we kept some classes as every day, thereby increasing those classes' seat times by 50% (English I and II, Algebra I, ESOL I and II and AP Classes). It also gave us the opportunity to schedule these classes at different times of day on A- and B-Days so that students don't always have these important classes first thing in the morning or right after lunch or during last period where they might have to regularly miss for sports participation.</p> <p>Alternating A- and B-Days also gave us the opportunity to mix up planning periods. On A-Days, departments will still have common planning periods, allowing teachers to meet to discuss vertical curriculum alignment, assessment data, or common-content teaching strategies. But B-Days will mix up the departmental planning periods, thereby giving teachers the opportunity to observe teachers in their same content teach or meet with some common grade-level teachers outside their</p>		

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	<p>content areas.</p> <p>This past year we had 18 special education co-taught classes, and again we are able to schedule 15 of these classes in such a way that general and special education teachers have common planning time.</p> <p>Each member of the ILT has been assigned a group of teachers for whom they will serve as informal observers and thought partners, guiding each teacher through four action research cycles throughout the year. This will be a time-intensive process that will require careful logistical planning. In order to help facilitate this process, we were able to schedule each ILT member with additional planning/support periods. Most importantly, however, each ILT mentor has the same planning period as each of their mentees on one day and time off to observe the mentees while they teach on the other day. This provides a natural way for mentors to perform observations and then debrief and co-plan all during the course of the normal school day without any coverage or meeting outside the school day (although that's certainly allowed and encouraged).</p>		

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 Division of Student, Family, and School Support
 Program Improvement and Family Support Branch

March 29, 2016

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	<p>Our students have many academic needs, but there are also pockets of strengths. In SY15-16, the i-Ready assessment showed that our students began the year at around the 4th grade level in both math and reading and by the end of the year with 92.2% of students at least 2 grade levels behind in math and 86.3% of students at least 2 grade levels behind in reading. But while a majority of our students are far behind academically, some of them are performing at a high level.</p> <p>The 2016-2017 school year will include a staffing model which allows for students and teachers to receive the supports necessary for academic success. The retention of the Reading Specialist and Math Interventionist will allow us to build a schedule that includes increased learning time in English 1, English 2, English 3 and English 4 (Including the New MSDE Transitions Course Requirement). We will infuse Achieve 3000 into our classes in order to provide intervention and remediation support for students. Collaborative Planning time will be a priority for both content and grade level teams in order to strengthen necessary skill sets in all subject areas. Algebra 1 will also have additional learning time as a result of this staffing model. Just as in English, teachers will receive</p>		

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March 29, 2016

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	<p>job embedded staff support in order to address instructional practice within the realities of each class. The MSDE Transitions Course Requirement will be added to senior course loads.</p> <p>The College and Career Readiness Coordinator and Learning to Work Coordinator will allow us to target supports for students as they transition into post-secondary options. This is crucial to increasing graduation rate because as students matriculate they need support in preparing for and accessing the next stages of their lives.</p>		
<u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1-Use of the Baltimore City Schools observation platform. • Strategy 2-Partnership with Human Capital for strategic recruitment 	August 2016- June 2017	

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	<p style="color: red;">We will continue to implement the observation and evaluation process currently being implemented. The following is a description of the process:</p> <p>We do our best to make the formal classroom observation process something that actively includes the participation of teachers, is as fair as possible, and leads to professional development. Every formal observation is attended by two administrators and is video recorded. The teacher then reviews the video and compares the lesson to the formal rubric while the administrators meet together to decide on their scoring. The lead admin then meets with the teacher and both of their input and evidence goes into the admin's final decision on the evaluation score. In this way, teachers have a chance to reflect on their lesson and provide their own observed evidence and the formal observation becomes a chance for personal professional growth. The two administrators meeting to discuss the lesson also helps remove the chance/appearance of bias and gives twice the opportunity for an admin to observe evidence of something through the lesson. Lastly, the administration team reviews a compilation of all of the formal observation data and shares that information with the ILT in order to inform future professional development for the staff.</p> <p>Our staff is far and away one of the strongest faculties in the</p>		

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	<p>district. They consistently demonstrate an exemplary ability to build relationships with students and fellow faculty. The school is one at which teachers want to come to teach and to stay; in the past 5 years, we've had only 2 teachers transfer to other schools and both were for reasons of location rather than work satisfaction.</p> <p>In the broadest sense, our recruitment strategy is to build a school where teachers feel valued and respected, give them the resources and support they need to succeed and turn them loose to do what they do best; when your school gains that kind of reputation, the school environment does its own recruitment. In a more specific sense, we search all of the usual places for new teachers: teachers seeking transfer, the transfer fair, programs like TFA and BCTR, local schools of education, etc. We rely a lot on word of mouth and our own faculty's web of connections around the city because our teachers are our best recruiters of other teachers.</p> <p>In reviewing formal observation, informal observation and Network walkthrough data, we have identified some areas of needed improvement. For example, our lowest-scoring formal observation</p>		
<input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by	<u>Prioritized Strategies</u>	August 2016-	

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<p>the teacher and student needs.</p>	<ul style="list-style-type: none"> Strategy 1-Ongoing teacher coaching through supplemental staff and vetted consultants Strategy 2- Ongoing professional development through supplemental staff and vetted consultants <p>The Instructional Leadership Team at Ben Franklin has been restructured to better engage teachers in a culture of student achievement. Through a peer coaching model, inclusive of action research cycles targeted to improve instructional practice, teachers will engage in reflective practice about their instruction and use the action research cycles to gain feedback and further develop their craft to promote high quality teaching and learning experiences for students. The action research cycles will consist of goal setting, action planning, inquiry visits, feedback, and reflection. Through each of the phases of the cycle, teachers will receive support from their assigned inquiry partner to shape, implement and refine their identified areas of growth. There will be 4 cycles for the year. Additional support and feedback will be provided by the Assistant Principals. This tiered system of support is designed to shore-up instruction and strength peer coaching through discussions, troubleshooting, learning best practices,</p>	<p>June 2017</p>	

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	<p>modeling, and building strategies for increasing student outcomes.</p> <p>Ben Franklin is also requesting support of teacher coaching specifically around the effective implementation of the mathematics and reading interventions; Achieve 3000, Agile Mind Intensified Algebra. By providing this on-going coaching we can ensure that students will be receiving rigorous instruction during the intervention periods.</p>		
<u>COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 3a. Provide additional time for student learning and collaboration targeting students demonstrating the greatest needs and/or students at risk of being identified for Tier 3 intervention.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- increasing the seat time for some important foundational classes beyond the district's recommendation • Strategy 2- Bayhawk Academic Center, an extended-day learning opportunity open to all students. • Strategy 3-Use of interventions for Tier III students 	August 2016- June 2017	

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	<p>Currently, our school provides additional time for students in two distinct ways: the first is through increasing the seat time for some important foundational classes beyond the district's recommendation and the second is through the Bayhawk Academic Center, an extended-day learning opportunity open to all students.</p> <p>English I and II, Algebra 1, ESOL I and II and all AP classes meet for 90 minutes per day, every day for the entire year, even though the district has recommended 90 minutes per day every other day for the entire year. This additional time has allowed our teachers and students to provide targeted remediation to all students without sacrificing instructional time that is more directly focused on the curriculum.</p> <p>The Bayhawk Academic Center is an after-school program that provides the opportunity for any participating student to get targeted remediation in their academic work in any subject area. Students may choose to attend on their own, or students may be recommended to attend by their teacher or advisor. Students receive support in areas of need from Benjamin Franklin High School teachers outside of the regular school</p>		

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	<p>hours.</p> <p>Students can be identified for needing additional support in a variety of ways. One important way is by teachers noticing students' lack of classroom success and by referring them to either the Bayhawk Academic Center or our SST. Students are also identified through class failures for remediation.</p> <p>We monitor the effectiveness of instruction in a variety of ways. One way is through informal observations by the Instructional Leadership Team. Each teacher is paired with an ILT member who targets an aspect of instruction for improvement. The teacher and ILT member then develop data-based goals and complete a cycle of reflection, changing instructional practices, informally observing classes, objectively measuring the outcome, and then reflecting again to begin a new cycle.</p> <p>The focus areas for these informal observations are often grounded in the data from school-wide learning walks and formal observations.</p>		

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<u>COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM</u>			
The LEA and School must:			
<input type="checkbox"/> 4a. Strengthen the school's instructional program based on student needs and ensure that the instructional program is evidenced-based, rigorous, and aligned with State academic content standards (include Universal Design for Learning strategies and Multi-Tiered System of Support).	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • 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 <p>Our Instructional Leadership Team works to provide individualized professional development opportunities to all teachers within a common school-wide framework. Each teacher has been paired with an ILT member and in turn, each ILT member has been paired with an administrator who act as Inquiry Partners (IPs), helping facilitate a data-driven cycle of observation, feedback and improvement that has been specifically tailored to each teacher's needs and interests. Each teacher participates in quarterly Action Research Cycles (ARCs) throughout the year, facilitated by their IP. Teachers work with IPs to assess an area of improvement in their class,</p>	August 2016- June 2017	

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	<p>gather baseline objective observations around that area, research and implement strategies for improvement, participate in informal observations/data collections and debriefs, and then work together to analyze the cycle so they can improve the following quarter.</p> <p>The ARCs are accomplished through having reduced teaching loads for the ILT members and an A/B schedule which allows for common planning time some days and observation time other days. The role of the ILT is to monitor the progress of the ARCs as a whole and to make adjustments to the school-wide framework as needed. This year, the ILT used walkthrough feedback along with formal evaluation data to set school-wide focus areas for some of the ARCs, including student-to-student interaction and improved questioning.</p> <p>The instructional programs we currently use besides ARCs include Agile Mind, district LDCs and we are going to begin incorporating Achieve 3000. We also have repeater sections for Algebra 1 and English I as intervention. Seniors who have not met HSA graduation requirements are enrolled in a Bridge course during the school day.</p>		

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	<p>We have doubled the seat time per year for English I and II, Algebra 1, ESOL I and II, and both AP courses (English Language and US Government). In addition to the increased instructional time in those subjects for all students, we provide intervention to students through the Bayhawk Academic Center, a school-wide after-school enrichment/remediation program staffed with teachers from all content areas that creates extended-learning opportunities for struggling students. We provide opportunities to gifted students through Honors courses in Geometry, Algebra II, English II, English III, Technology and two AP courses. We also provide APEX courses for students who need to make up select credits to meet graduation requirements as needed. Licenses are purchased on an as needed basis and are included in the schools budget. Lastly, we have linked students up with internship opportunities during the school day which allow students to get real-world work experience (and Work-Based Learning credit) and helps them transition into meaningful careers after graduation.</p> <p>Benjamin Franklin High School's instructional program is in the position of having both many strengths and a long way to</p>		

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	<p>go. Our school excels at meeting student needs both in and out of the classroom, but we are constantly looking for ways of expanding the rigor of what our students can accomplish.</p> <p>Our students have demonstrated academic achievement in both improvement and absolute terms. In terms of improvement, our school had the highest percentage of students in the district who improved 0.75 years' worth of growth on the Math i-Ready assessment from Window 1 to Window 3, and we had the 4th highest improvement rate on the Reading i-Ready assessment. Over the past few years, SAT scores have shown continuous improvement, with composite averages increasing 99 points from 2012 to 2015 (the district average only increased 39 points during this time).</p> <p>Our PARCC passing rates were low, but they were higher than many other schools in the district. In 2015, we were the only school in the city (including magnet schools) to have at least 5% of our students pass the Algebra PARCC exam in each of the following subcategories: White, African American, Hispanic, Special Education, FARMS. We also had the 6th-highest pass rate of any high school in the city, beating some</p>		

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	<p>magnet schools. On the English PARCC, we had the 4th-highest pass rate of any non-magnet high school in the city, one of only three non-magnet high schools to have multiple students score a "5" on the exam.</p> <p>The 2016-2017 staffing model allows for additional instructional time in all English classes as well as embedded PD/coaching. Achieve 3000 will be incorporated into the instructional program to provide targeted support for students in need of interventions. Graduation rate is most impacted by English courses because of the sequencing restrictions. Once a student fails English 1 or English 2 multiple times the climb toward graduation appears insurmountable which leads to drop outs. Therefore, with additional instructional time combined with a research-based reading intervention program we will better support our students on the front end thus reducing the number of English class repeaters. Students in Algebra 1 will receive additional instructional time in order to create a strong foundation on which to build on skill development. Agile Mind is the approved research-based curriculum that will be implemented in Algebra and Geometry classes. Key staff members who will play an integral part in the delivery of the</p>		

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	<p>English and math curriculum and provide teacher support are our Reading Specialist and Math Interventionist.</p> <p>We will be offering College Writing and SAT Prep courses as part of our college and career preparation. Our College and Career Readiness Coordinator will play a key role in this. We will also incorporate additional instructional time for our Advanced Placement classes and ESOL 1 and 2 classes.</p>		
<u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Use 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- The Learning to Work Coordinator also collects and analyzes data as it relates to service learning hours and academic eligibility for college 	August 2016- June 2017	

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	<p style="text-align: center;">and career readiness opportunities and career internships.</p> <p>Currently, the school is relying on data from a variety of sources. We routinely analyze report card data for trends in grades/pass rates based on subject, period, grade, and demographic data and compare that data to previous years. We use i-Ready data to track student progress on Math and Reading skills. Our Algebra I teachers work together to analyze student responses to sample PARCC problems to determine needed areas of re-teaching and review. When it comes to teacher data, we have looked at formal and informal observational data to determine instructional foci for the quarter. Additionally, our ILT has been doing cycles of informal observations where ILT mentors and teachers work together to find objective classroom data to examine, plan around, and examine again to look for improvement; this data could be anything from classroom tardies to exit ticket data to quality of questioning and wait time.</p> <p>Teachers have access to their own classroom data, of course,</p>		

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	<p>but they also have access to i-Ready performance data. This year we have made an effort to get teachers access to students' up-to-date grade data so that they can work with their advisory on improving grades. We have also made an effort to have teachers update all of their own students on their grades once per week so that students have the ability to intervene for themselves as soon as possible when their academic progress begins to falter.</p> <p>Our data cycle and protocol are monitored by our ILT, but it looks slightly different for each teacher as we have made efforts this year to individualize our professional development. Each teacher in the building is assigned to an ILT member (and in turn, each ILT member is assigned to an administrator) who acts as an Inquiry Partner (IP) through the Action Research Cycle (ARC) protocol. This cycle includes a goal-setting/benchmark meeting and observation, followed by a series of informal observations where data is gathered and debrief/planning meetings where data is analyzed. Teachers are each able to pick their own objective focus and goal for the ARC as long as it is based around measureable outcomes. Each teacher undergoes one ARC per quarter and school</p>		

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	<p>progress has been monitored at semi-weekly ILT meetings. As the year progressed, the ILT moved to provide more of a school-wide focus around the ARCs, with chosen quarterly foci being student-to-student interaction and high-quality questioning practices; this creation of quarterly school-wide foci was based on data we received during walkthroughs by administrators, the Network Team, and MSDE. Through ARCs, teachers have been able to work with a mentor teacher or administrator to design and monitor their own professional development based around data from their students and their classrooms.</p> <p>Teachers use data for their SLO goals. Teachers create data-driven goals for each student in their classes and then monitor the students' progress towards those goals using formative assessments throughout the year. Depending on the subject and the district guidelines, teachers may have different kinds of data that they collect, analyze and monitor. For example, English teachers use i-Ready scores for their SLO, Algebra I teachers use sample PARCC problems/assessments, Social Studies teachers use rigorous writing rubrics, and Technology, Art, and PE teachers use performative evaluations as their</p>		

Maryland Turnaround Principles Model (DRAFT)

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	<p>data.</p> <p>Each year, we use student data to make scheduling (i.e. student grouping) decisions. We use a combination of diagnostic assessments like i-Ready scores, classroom grades, formal testing like HSA, PSAT, and PARCC, student interest, and teacher observations and recommendations to determine which students will be in Honors or AP courses.</p> <p>The Algebra I teachers have been analyzing student work on practice PARCC problems to determine which skills need to be re-taught and to which students. The teachers work on creating parallel problems to give students additional practice, then setting up stations so that students can go to the station where they need targeted help and support.</p> <p>The 2016-2017 collaborative planning design, and ILT make up may be revamped in order to bring staff together in new ways to analyze data and make decisions on how to improve instruction and student outcomes. The data sources will most likely remain the same, but both content teams and grade level teams will be used to address student needs from different lenses. The Learning to Work Coordinator also collects and</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High 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)
	analyzes data as it relates to service learning hours and academic eligibility for college and career readiness opportunities and career internships.		
<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data to ensure a differentiated system of support for all students.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Adopted an A/B schedule, which has given us the opportunity for creative use of our collaborative planning time. • Strategy 2-Supplemental staff will also work with teams of teachers after school to create opportunities for students that will prepare students for post-secondary success • Strategy 3-Teachers have a planning period in common with their ILT mentor on one day to facilitate debrief meeting time and non-common planning time on the other day to facilitate classroom observational opportunities <p>This year we have adopted an A/B schedule, which has given</p>	Augusts 2016- June 2017	

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High 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)
	<p>us the opportunity for creative use of our collaborative planning time. Teachers share planning periods with different groups of teachers on A and B Days, allowing for varied uses for collaborative planning time. This has been very helpful when setting up informal observations and debriefs between teachers and ILT members (see 5a for description of ARC and the efforts of the ILT). We have arranged the schedule such that teachers have a planning period in common with their ILT mentor on one day to facilitate debrief meeting time and non-common planning time on the other day to facilitate classroom observational opportunities. Teachers meet with their ILT mentors for observation and debrief at least 5 times per quarter. Furthermore, departments all have common planning time on A Days so that when information needs to be shared or feedback gathered by department, it can be done at that time. When departments do choose to meet as departments, the meetings are run by the ILT (teacher) representatives from those departments; this includes agenda creation and meeting facilitation.</p> <p>In addition to the time spent on ARC, the Algebra I teachers meet weekly to co-plan, examine student work, analyze</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High 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)
	<p>assessment data, and support each other with content and planning ideas.</p> <p>The ILT is currently made up of the following members:</p> <p>Simon Birenbaum, Asst. Principal (co-chair)</p> <p>Juliet Neil, Ass. Principal (co-chair)</p> <p>Christopher Battaglia, Principal</p> <p>April Myrick, Asst. Principal</p> <p>Shannon Carroll, Special Education Dept. Head</p> <p>Christopher Wilson, English Teacher</p> <p>Lindsay Clifton, Math Interventionist</p> <p>Hannah Barnet, Math Teacher</p> <p>Albina Joy, Science Teacher</p> <p>Joseph Gover, ESOL Teacher</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High 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)
	<p>Andrew Pham, Social Studies Teacher</p> <p>Austin Wiese, Social Studies Teacher</p> <p>The ILT meets every other week on Mondays after school. This year, the work of the ILT has been focused around the administration, monitoring, and evaluation of Action Research Cycles, or ARCs. More info on ARC can be found in section 5a, but in general, our work has been around providing personalized and differentiated professional development support to each teacher grounded in data-driven best practices.</p> <p>We are planning to incorporate grade level team meetings into our 2016-2017 master schedule. The frequency of the meetings and make-up will be determined after the master schedule is created. Our plan is to use the A/B schedule to provide collaborative opportunities for staff to meet as content teams on one day and grade level teams on the other. We are also in the process of redefining our ILT so that we can narrow the focus on school-wide initiatives based on 2015-2016 data, but still include differentiated experiences for teachers functioning at various levels.</p>		

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: Benjamin Franklin High 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 College and Career Readiness Coordinator and Learning to Work Coordinator will also work with teams of teachers after school to create opportunities for students that will prepare students for post-secondary success. The College and Career Readiness team currently meets on a bi-weekly basis.		
<u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u>			
The LEA and School must:			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement such as: students' social and emotional, and health needs. Identify evidence-based practices as a part of the Multi-Tiered System of Support.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Onsite Mental Health Clinic provides social/emotional support for students and families • 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 <p>The school leverages partnerships to provide a safe and positive learning environment for our students. Our onsite</p>	August 2016- June 2017	

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High 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)
	<p>Mental Health Clinic provides social/emotional support for students and families. While all students may receive services from our mental health clinic, many of these students are elevated to a Tier 3 status which requires more intensive therapy and counseling. We also will be continuing our partnership with the Choice Program who employs AmeriCorp members to mentor our most challenged students both inside and outside of school. Students identified in what could be considered Tier 2 levels benefit from working with the Choice Program. These partnerships are explained in more detail in section 7. Tier 1 supports are provided through the behavior management plan created by the school and is heavily influenced by the Capturing Kids' Hearts model. All 2015-2016 staff have been trained in the CKH process.</p> <p>In the 2016-2017 school year we will partner with Continuous Growth to provide mentoring guidance and support for more students including Tier 1. This partnership will allow for mentoring opportunities to develop so that students can be identified as needing more support and thus receiving Tier 2 or 3 supports. We will also be working with MSDE Breakthrough Center for supports with climate. Over the past</p>		

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: Benjamin Franklin High 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)
	<p>five years we have had an excellent relationship with Ms. Lynne Muller and look forward to her continued feedback and support around such things as our current SST and Attendance team practices as well as other strategies that will help to build on the positive climate gains we have achieved to date.</p>		
<u>COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITIY ENGAGEMENT</u>			
The LEA and School must:			
<input type="checkbox"/> 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the implementation of the intervention strategies to support student learning	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-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- Learning to Work Coordinator and College Career Readiness Coordinator are vital to the planning and implementation of the events and 	August 2016- June 2017	

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High 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)
	<p>partnerships</p> <ul style="list-style-type: none"> • Strategy 4- Ben Franklin Center for Community Schools enables our Community Coordinator to actively recruit partnerships and manage the current partnerships <p>According to our 2015 Parent Survey results, the areas in which we are doing best are the areas related to parents' satisfaction with their children's experience in the school. The highest-rated responses include things like, "This school prepares students for college or to have a career," "I would recommend my child's school to other parents," and "The school has programs to support students' emotional and social needs." Where the survey indicates we are not doing as well is in our engagement with parents to make them partners in their students' education, with "When my child does something good at school, I am informed," "I have the opportunity to give input into the school's decisions," and "School staff work closely with parents to meet students' needs" all among the lowest-rated responses.</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High 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)
	<p>This is why our Title I Parent Involvement Plan includes summer bridge workshop for the parents/caregivers of our rising 9th graders. "Building Successful Relationships" will discuss effective ways to strengthen communication and build trusting relationships between parents and teachers. Critical information on understanding academic progress will also be discussed. Additionally, in an effort to support success in high school and promote college and career readiness, we will provide an evening of workshops for parents in spring 2016 and in the fall at the beginning of SY16-17. Two workshops will be provided; "Fueling Achievement: Encouraging Persistence & Motivation", and "Resilience: Real Tools for Real Success." Academically, in an effort to promote college readiness and provide additional knowledge regarding post-secondary education to parents, we will provide copies of ACT 2016-2017 Strategies, Practice, and Review to families with students preparing to take the test. And in order to support our growing population of immigrant families, we will be hosting a two-part seminar called Building Parent Capacity & School/Home Connections</p> <p>Services: The Immigrant Family Reunification Program</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High School		LEA: Baltimore City Public Schools	
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	<p>identifies students going through family reunification, and invites their parents to participate in parenting education classes that provide strategies for successful reunification and communication with their children. The program will also connect parents to school and community resources.</p> <p>Parents serve on a variety of committees, including the School-Family Council and Attendance Committee. Parents are also involved through the SST and IEP processes for qualifying students.</p> <p>We have 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, not to mention the programming we have through the Ben Franklin Family Center that addresses the needs of our students who are themselves parents. This programming includes student-parent attachment support, a dedicated social worker, job/workforce development, and perhaps most importantly, on-site child care while the students attend</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High 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)
	<p>school.</p> <p>The school uses a variety of outreach programs to support struggling students:</p> <ul style="list-style-type: none"> • Partnership with the CHOICE Program through UMBC which provides on-site mentoring support for students who struggle behaviorally and academically. The CHOICE Program also provides job-placement assistance and performs home visits. • Home visits from social workers and social work interns, along with attendance team members • The United Way Family Center provides early childhood education programming to the children (6 weeks through 47 months) of our students • Student Support Team • Face-to-face interventions by social work interns from the University of Maryland School of Social Work • Group, individual and family mental health interventions and trauma-informed crisis interventions by mental health team • Our Family Stability Program provides homeless 		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High School		LEA: Baltimore City Public Schools	
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	<p style="margin: 0;">prevention support</p> <ul style="list-style-type: none"> • We have a food pantry to provide groceries to families of our school as well as the surrounding feeder schools • Students with IEPs can access Bridges, a school-to-work employment program that places students into jobs and works with employers to understand these students' disabilities and more importantly, how they can still be valuable employees. • We work with DORS, which provides job training and employment assistance. • We host a Transition Fair where families can meet with representatives of transition and training programs for students with disabilities, register and plan to attend the program of their choice. • The school offers Learn to Work, which provides assistance with resume writing, job interview skills, job applications and maintaining employment • Internship programs provide job skills through job shadowing, guest speakers and on-the-job training. Our internships include both paid and unpaid opportunities 		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High 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)
	<p>Most of our Job Shadowing, Internships, Jobs and corporate field trips are free of charge with lunch provided. We transport the students ourselves on the Ben Shuttle.</p> <p>We work to keep parents updated of student progress in the following ways:</p> <ul style="list-style-type: none"> • Encouraging use of Parent Portal so that parents can stay updated on student grades at all times • Advisory program increases parent contact and serves and school-home intervention when students begin to slide academically • Parents are invited to positive events like quarterly awards banquets, NHS induction, FFA induction, etc. • Parents are invited to IEP and SST meetings and may participate by phone if schedule/transportation does not allow for in-person attendance • Parents of students who are struggling with attendance receive regular updates through letters, phone calls, and attendance team meeting invites. <p>In order to assess and integrate community partnerships, we</p>		

Maryland Turnaround Principles Model (DRAFT)

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	<p>have completed the following:</p> <ol style="list-style-type: none"> 1. Initially we looked to existing community resources such as churches, Habitat for Humanity, Moveable Feast and other programs that needed our assistance through volunteerism. Once we were able to meet their needs and develop relationships they were able to come to the school and meet some of our needs. 2. A great resource is BVU (Business Volunteers Unlimited) they match up companies wishing to volunteer with schools needing volunteers. 3. We began attending all of the community meetings and local business meetings; presented our plans for the school and asked if they would like to participate. 4. Getting involved in the community after school and on weekends was the best way to recruit community partners. <p>We have over 70 community partner organizations. Here are some examples of ways in which they partner with our school:</p> <ul style="list-style-type: none"> • The National Aquarium works with our science 		

Maryland Turnaround Principles Model (DRAFT)

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	<p>department to grow and maintain wetland grasses, harvest them and plant them in the Cove. They assist us with air quality and water quality monitoring which is a project they do but is also a key part of the environmental science curriculum. They also speak to classes about real world applications of classroom learning.</p> <ul style="list-style-type: none"> • The Fish and Wildlife Dept. volunteers at our Career/College/Apprenticeship Fair, speaks to classes and designated one of our courtyards a Wildlife refuge while working with students on its development. • The Baltimore Orchard project is creating an orchard and working with our students on care, harvest and preparation of the Mulberry, apple, pear and paw, paw fruit. • CSX has a mentoring program that works with our students like Big Brothers. They take the interns on college visits, take field trips to learn about different careers, provided shopping trips for prom suits including shirts, ties and shoes, attend the Career/College/Apprenticeship Fair, Ben Fest, assisted with 		

Maryland Turnaround Principles Model (DRAFT)

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	<p>funding of playground equipment for our student parent day care and more.</p> <ul style="list-style-type: none"> • PWC presents at our annual Financial Literacy Day, shared an app they developed with JA to explore careers, colleges, costs and more. They have interns who job shadow, attend the Career/College/apprenticeship Fair, Ben Fest, volunteer with students in multiple capacities from tutoring to tree plantings. Attend the SFC meetings and assisted in financing things like playground equipment for the child care center. • Junior Achievement provides multiple job shadowing experience, Leading Ladies conferences, summer programming and more for our students. They also have a workshop at the annual Financial Literacy Fair. <p>Our Learning to Work Coordinator and College Career Readiness Coordinator are vital to the planning and implementation of the events and partnerships described above. Additionally our partnership with the Ben Franklin Center for Community Schools enables our Community Coordinator to actively recruit partnerships and manage the</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High 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)
	current partnerships so that our students and families are directly impacted in the most positive ways.		
<input type="checkbox"/> 7b. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create school environments that meet students' social, emotional, and health needs)	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Meaningful relationships with over 70 community partners • Strategy 2-Learning to Work Coordinators role in the daily operation and coordination of partnership involvement with our student • Strategy 3-Outreach programs for struggling students <p>We have many strengths when it comes to bringing in community partnerships to support the needs of our students and our community. We have developed strong, meaningful relationships with over 70 community partners, including CSX, National Aquarium, Brooklyn Church of God, United Way, University of Maryland School of Social Work, United Workers, PricewaterhouseCoopers and many more.</p>	August 2016- June 2017	

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: Benjamin Franklin High 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)
	<p>Another strength is in getting our students out of the building and into partner organizations' spaces so that students can extend their learning outside of the classroom. For example, we have internships (paid and unpaid) at organizations like Harbor Hospital and CSX that can lead to post-graduation employment. We have students taking trips to Masonville Cove Environmental Center and the National Aquarium to work on field projects directly related to the CTE-Agriculture curriculum. And we have partners like United Workers, who help students advocate for environmental justice in their own communities.</p> <p>In addition to our SFC meetings, which are often well-attended by community partners, we do community canvassing, focus groups, hold various meetings inviting community members/staff and students while asking our partners to assist with sharing vital information with our "community" and we have community conversations.</p> <p>Our socio-emotional programs include weekly groups led by social work interns which range from topics such as "healthy relationships", "stress management" and "girl talk" to those</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High School		LEA: Baltimore City Public Schools	
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	<p>focusing on anger management. There are 5 graduate social work interns from the University of Maryland School of Social Work who provide mental health services under the supervision of and in conjunction with Heather Chapman, LCSW-C to students on a regular basis. Within this program, individual, family and group therapy is provided to students and their families. Crisis intervention, mediation and teacher consultation services are also provided as needed. The school social worker and the school psychologist also provide individual and group therapy as well as crisis intervention. The Unaccompanied Minors Project and the Newcomers Program provide mental health and case management support to the newcomer Latino population. Johns Hopkins Bayview is the school based mental health provider who provides mental health services to students who have medical assistance.</p> <p>Outreach programs for struggling students can be found in 7a, but we also have the Family Stability Program which helps prevent homelessness for our students' families as well as a food pantry that serves not only our school, but the local K-8 schools as well. The Unaccompanied Minors Project and the</p>		

Maryland Turnaround Principles Model (DRAFT)

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	<p>Newcomers Program reach out to immigrant students as well.</p> <p>The following organizations provide support for students by promoting healthy living and a healthy environment:</p> <ol style="list-style-type: none"> 1. National Aquarium 2. Masonville Cove Environmental Center/Living Classrooms 3. CCBC Horticulture Dept. 4. Maryland Port Authority Administration 5. Pathway Church of God 6. Schools own Food Pantry 7. Cylburn Arboretum 8. Ecologyx 9. Family Health Centers 10. Free Your voice 11. Fish Wildlife and Parks 12. Dr. Parker Experience 13. Filbert Street Garden 14. Great Kids Farm 15. Growing Good 16. Furbish 		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High 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)
	<p>17. Rotterdam sister city recycling program/partners and pen pals</p> <p>18. LOVE project</p> <p>19. Moveable Feast</p> <p>20. National Aquarium</p> <p>21. National Fishing in Schools</p> <p>22. Old Otterbein Church</p> <p>23. Outward Bound</p> <p>24. South River Federation</p> <p>25. United Healthcare</p> <p>26. US Coast Guard</p> <p>27. USDA</p> <p>28. UMES</p> <p>29. MANRRS</p> <p>30. United Workers</p> <p>31. VFW</p> <p>32. Young Audiences</p> <p>We also have the United Way Family Center, a description of which can be found in section 7a.</p> <p>In order to assess and integrate community partnerships, we</p>		

Maryland Turnaround Principles Model (DRAFT)

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	<p>have completed the following:</p> <ol style="list-style-type: none"> 1. Initially we looked to existing community resources such as churches, Habitat for Humanity, Moveable Feast and other programs that needed our assistance through volunteerism. Once we were able to meet their needs and develop relationships they were able to come to the school and meet some of our needs. 2. A great resource is BVU (Business Volunteers Unlimited) they match up companies wishing to volunteer with schools needing volunteers. 3. We began attending all of the community meetings and local business meetings; presented our plans for the school and asked if they would like to participate. 4. Getting involved in the community after school and on weekends was the best way to recruit community partners. <p>The Learning to Work Coordinator plays a vital role in the daily operation and coordination of partnership involvement with our students. We have been recognized as A Community School of Excellence National Award winner. We were one</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Benjamin Franklin High 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)
	of 5 schools in the United States to receive this award in the fall of 2015.		

Annual Goals /Milestone Goals and Targeted Outcomes

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

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)

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

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

2016-2017 Target Outcomes for Strategies in the Intervention Plan

Evidenced Based Strategy	Interim Target Outcomes	Annual Target Outcomes
	Provide Interim Outcome for Each Strategy in the Intervention Plan	Provide Annual Outcomes for Each Strategy in the Intervention Plan
1. Reading Intervention-Achieve 3000	50% of students will demonstrate one grade level of growth as evidenced by the iReady assessment.	70% of students will demonstrate one grade level of growth as evidenced by the iReady assessment.
2. Math/Reading Specialist	50% of students will demonstrate one grade level of growth as evidenced by the iReady assessment.	70% of students will demonstrate one grade level of growth as evidenced by the iReady assessment.
3. Learning to Work Coordinator	15% of the student body will participate in an internship, apprenticeship, career/college field trip, or job readiness training	25% of the student body will participate in an internship, apprenticeship, career/college field trip, or job readiness training

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 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)

2016-2017 Timeline for LEA Monitoring of Priority School

School: Benjamin Franklin High School at Masonville Cove

LEA: Baltimore City Public Schools

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

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

Maryland Turnaround Principles Model (DRAFT)

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

Maryland Turnaround Principles Model (DRAFT)

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

Maryland Turnaround Principles Model (DRAFT)

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

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

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

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

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)

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

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

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

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

<u>Summary of Services</u>

Maryland Turnaround Principles Model (DRAFT)

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

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

Briefly explain reasons for Overall Evaluation:

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

Name Printed: _____ **Signature:** _____ **Date:** _____

Position _____ **LEA** _____

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

Additional Conditions for NOGA

1. LEA will use its Title I 1003(a) school improvement funds to implement fully and effectively the evidenced-based intervention strategies for the Maryland Turnaround Principles model.

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)

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.