



2016-2017 Priority School Plan

Booker T. Washington Middle School for the Arts

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: Booker T. Washington Middle School for the Arts School Number: 130</p> <p>Phone#: (410)396-7734 Email Address: jnblackmon-stewart@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: Jessica Blackmon-Stewart</p> <p>Phone #: (410) 396-7734 Email Address: jnblackmon-stewart@bcps.k12.md.us</p>	<p>Area Instructional Director: Brian Eyer</p> <p>Phone #: (410) 624-2000 Email Address: BEyer@bcps.k12.md.us</p>
<p>Grade levels enrolled (SY16-17): 6-8</p>	<p>Number of Students Enrolled (SY16-17): 300</p>
<p>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</p> <ul style="list-style-type: none"> • Reading Achievement-students will improve reading proficiency by 1 year plus from BOY to EOY • Math Achievement- students will improve reading proficiency by 1 year plus from BOY to EOY • Attendance improvement to 91.3% • Climate/Culture Improvement to a restorative setting 	<p>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</p> <ul style="list-style-type: none"> • Read 180 intervention program for all students daily • Do the Math Now Intervention for all students at least 3 times per week • BELL extended day program which a focus on Common Core ELA and Math • Restorative Practice daily • PBIS program • Mentoring • Peer Mediation • Home Visits (attendance, behavior & academics)

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<p style="text-align: center;">Funding Summary (Amount of funds to support implementation of intervention strategies in 2016-2017)</p> <ul style="list-style-type: none"><input type="checkbox"/> Title I, Part A (from Priority School reservation, up to 20%)<input type="checkbox"/> 1003(a) School Improvement Funds	

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: Booker T. Washington Middle School for the Arts			
LEA: Baltimore City Public Schools			
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation August 2016- June 2017	Name/Position of Responsible Person(s) Jessica Blackmon-Stewart
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 	August 2016- June 2017	Principal ILED ILT

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	<p style="text-align: center;">ongoing development efforts</p> <ul style="list-style-type: none"> • 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 <p>The principal was replaced in SY 15-16 and will continue for SY 16-17. There is an effective use of the teacher evaluation tool to grow, develop and replace teachers based on their abilities. The 5 year strategic plan for Booker T Washington MS is to become an arts magnet middle school approved by</p>	<p>August 2016- June 2017</p>	<p>Jessica Blackmon- Stewart</p>

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		August 2016- June 2017	Jessica Blackmon- Stewart
	<p>BCPSS district</p> <p>BTW has created a distributive leadership model to better serve the needs of students, teachers and families. Learning Walks and formal observation show improved teacher proficiency related to the instructional framework. BTW started Restorative Practice program at school to create a positive school environment</p> <p>Some current needs include additional training and development with Restorative Practices program; continue to develop leadership capacity through the Baltimore Principal Leadership Consultancy, New Leaders and a Ph.D. program.</p>		

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		August 2016- June 2017	Jessica Blackmon- Stewart
	<p>Mission: To become the premier middle school for the arts in Baltimore City.</p> <p>Vision: To engage students in authentic arts experiences and rigorous academics in a restorative setting.</p> <p>Core Beliefs: Every child can learn at a high level if the school has adequate skills and resources to meet the needs of the each student academically, socially, emotionally and physically.</p> <p>The staff created the mission and vision of the school together at the April 2016 staff meeting based on approval of the strategic plan.</p> <p>Success at this school means increased achievement</p>		

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	<p>on the math and reading iReady assessment from BOY to EOY during SY 15-16: SPP goals met and the implementation of the Restorative Practices with the use of community building circles and circles to resolve conflict. Attendance is still an area of growth as attendance did not improve in SY 15-16.</p> <p>Attendance goals will be met by revising the plan, having the attendance team meet weekly, incorporating home visits with Concentric and staying true incentive opportunities weekly and monthly.</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-Weekly job embedded professional development is offered with a focus on academics and climate/culture. SY 16-17 CPL will focus on 	August 2016- June 2017	Principal ILED ILT

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	<p style="text-align: center;">meeting the needs of diverse learners (differentiation) and continue training on classroom management and Restorative Practices</p> <ul style="list-style-type: none"> • 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 <p>BTW scheduling includes 60 minute periods daily of ELA, math, science, social studies, art and Read 180 For SY 15-16, 1 content teacher for each subject at every grade level (math, ELA, science & social studies), 1 grade level lead at each grade level, 4 arts teachers, 5 special educators, .5 guidance counselor,</p>	<p>August 2016- June 2017</p>	<p>Jessica Blackmon-Stewart</p>

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	<p>1.0 P.E teacher and 1 principal.</p> <p>BTW uses BCPSS approved curriculum materials directly aligned to MCCRS (Agile Mind for math, LDC for ELA, scope & sequence for science and social studies, national standards for the arts). The school also employs the full school model of the Read 180 intervention daily for 60 minutes. For SY 16-17 the school will move to project based learning experiences for science and social studies with American Reading Company curricula aligned to MCCRS.</p> <p>Student academic needs are determined by performance on the iReady math and reading assessment which is measured at BOY/MOY/EOY.</p>		

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	<p>Contemporary services, substance abuse counseling and mentoring programs offer additional social and emotional supports. The school provide food, clothing, school supplies and parent support programs to support basic needs.</p> <p>The majority of the staff are early career teachers, SY15-16 CPL focused on the gradual release of responsibility model which directly mirrored the needs of teachers based on the district’s teaching framework, all staff need more development on accessing student needs and Tier 1, 2 & 3 interventions for academics and behavior</p> <p>Teachers are learning the LDC and Agile Mind, more development is needed for both with planning and</p>		

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	<p>coaching, there is a need for project based learning and this will be the model for SY 16-17 for science and social studies, all students are in need of math and reading intervention, Read 180 and Do the Math Now will be used schoolwide.</p> <p>Students showed growth on the iReady reading and math diagnostic assessment from BOY to EOY at an average of .75 years, which is appropriate growth from September to March.</p> <p>All learned have access to daily math and reading intervention, an opportunity to be deeply immersed in arts which is the school's mission and content is taught for all subjects daily. For SY 16-17 the science and social studies will be taught on a semester</p>		

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	<p>schedule to allow for more time in each content area to deepen skills/ concepts.</p> <p>Teachers serve as members of the Instructional Leadership Team at every content/grade level, early career teachers participate in New Teacher Institute and are assigned a mentor, job embedded professional development is held weekly with a focus on instruction and tier 1, 2 & 3 supports for academics and behavior.</p> <p>Use of Outlook calendar to schedule all meetings, hold/post deadlines, create week at a glance calendars and long range calendars that are shared with admin team for collaboration.</p>		

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	BTW uses iReady which measures reading and math performance/growth. For climate, restorative practices and PBIS are measured through expert evaluations completed by district personnel to monitor climate/culture, survey of staff, students and parents are provide qualitative information.		
<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 Staff quality is reviewed through effective use of the	August 2016- June 2017	Principal ILED Lead Teacher ILT

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	<p>district’s teacher/staff evaluation system completed by the principal. Staff strengths include growing proficiency with the gradual release of responsibility model while needs include the additional development with tier 1, 2 & 3 intervention for behavior and academic, coaching on curricula (LDC, Agile Mind, ARC science & social studies project kits), differentiation by ability CPL, classroom management, PBIS and Restorative Practices</p> <p>Staff are recruited through district hiring fairs, staff referrals and Baltimore City Teaching Residency (BCTR).</p> <p>The evaluation system was taught at the September staff meeting to all, all BTU staff members had an</p>		

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	<p>Individualized Development Plan (IDP) Conference with the principal and goals were set, all teacher had at least formal observations completed by a qualified observer tightly aligned to the instructional framework, midyear conference require review of lesson plan binder, student learning objective progress, informal & formal observations and progress with IDP, Performance Improvement Plans (PIP) were assigned for struggling teachers, end of the year evaluation conferences will be held based on the final calculations from the district.</p>		
<input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	<ul style="list-style-type: none"> • Strategy 1-Ongoing teacher coaching through Lead Teacher, Educational Associates and vetted consultants • Strategy 2- Ongoing professional development through Lead Teacher, Educational Associates and 	August 2016- June 2017	Principal ILED Lead Teacher ILT

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	<p style="text-align: center;">vetted consultants</p> <ul style="list-style-type: none"> • Strategy 3- Daily academic intervention block for Read 180 and Do the Math Now intervention embedded in the math block • Strategy 4- BELL extended day program offered to all students; struggling students were targeted to participate because the program offers ELA and math support with a Common Core curriculum <p>The 2015-16 job-embedded professional development plan was based on cycles for three areas: planning and delivery of high quality lessons through the Gradual Release of Responsibility</p>		

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	<p>Model, Student Supports, and Data Driven instruction. The strength of the plan was that the categories were comprehensive but flexible enough to address all student and teacher needs. One significant need was more time for professional development, in the form of longer or more frequent sessions to allow teachers more application and reflection time.</p> <p>The professional development plan for SY1617 is on Differentiation Cycles of Professional Learning. The plan incorporates the DDI cycles with data analysis sessions throughout the year. Differentiation will focus on small and whole group differentiation, use of data to ensure students are making progress.</p>		

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	<p>The focus was determined through analysis of teacher and student data. Teacher data included formal and informal observations as well as teacher feedback.</p> <p>The professional development/ cycles of professional learning include mentoring, modeling, coaching, and demonstration activities to support implementation of effective teaching and learning. Core ILT members will be involved with support for each of these activities.</p> <p>Principal and administrative team will plan with the MSDE Breakthrough Center over Summer 16' to align school needs and resources.</p> <p>The structure of the professional development</p>		

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	<p>sessions include built in work time so that teachers were applying new learning by design. Teachers also complete action plans throughout the year and are responsible for implementation, which would be the topic of reflection at later PD sessions in the cycle. Teachers work together in teams to increase accountability.</p> <p>Job embedded coaching for Agile Mind will support teachers through modeling, co-teaching, and by providing immediate feedback. Agile Mind Advisor Services support teachers in successful enactment of their program and are designed and customized to meet their immediate needs. Advisors will conduct pre-session analyses of school data and collaborate with school staff to customize advisor sessions to meet each teachers need. After each session, Advisors provide to or school leaders a written summary of session activities and outcomes, and recommended next steps to strengthen the</p>		

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	implementation. The plan to develop the quality of all staff in the delivery of tier 1-3 intervention will take place during job embedded PD which is held weekly. These practices will be observed by a qualified observer. Social studies and science teachers will take over Read 180/Systems 44 (Tier 2 & 3 interventions) daily to improve the quality of instructional delivery; these teachers will only be teaching this on a semester basis to allow for mastery. All teachers will be trained on differentiation as a part of our SY 16-17 CPL to improve the quality of instruction for all students.		
<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	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1- Increased seat time for some important foundational classes beyond the district's recommendation 	August 2016- June 2017	Principal ILED ILT

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for Tier 3 intervention.	<ul style="list-style-type: none"> • Strategy 2- Co-Teaching PD sessions as part of the UDL • Strategy 3-Use of interventions for Tier III students <p>Currently Booker T. Washington has implemented the Read 180 reading intervention program. Strengths: all core academic subject teachers have received three days of all day training and implement the program on a daily basis. Additionally the schedule allows for 60 minutes of Read 180 instruction each day. The BELL and OrchKids program operates outside of school hours and serves approximately 40 students, providing daily academic instruction in ELA and Math as well as enrichment. Needs: restructuring the schedule to shift to core Read 180 teachers, which will allow teachers</p>		

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	<p>additional opportunity to become expert Read 180 teachers. Currently the after school programs serves a spectrum of our students, but does some of more struggling students do not participate.</p> <p>Students are identified for using iReady Reading and Math assessments as well as intervention program screening tools from the Read 180 and Do the Math Now! Programs.</p> <p>The Read 180 intervention is built into the schedule so that it occurs outside the English block which allows students to have daily intervention instruction. Math intervention is built into the math block.</p> <p>Instruction is monitored through formal and informal</p>		

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	<p>observations, learning walks, and data analysis.</p> <p>Success measures focus on student growth, particularly the iReady diagnostic assessment. Additionally formative assessments are a key part of the differentiation cycles of professional learning.</p> <p>The school uses Read 180 for the reading intervention and is preparing to start Do the Math Now! For math intervention. Both are research based.</p> <p>SY 16-17 will have longer instructional periods at 75 minutes to allow for more in-depth learning experiences. Science and social studies will be project based with American Reading Company</p>		

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	curriculum materials, math will have to follow the full instructional model to include DTMN/DTM intervention and the ELA block will include 100 Book Challenge to build stamina.		
<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	<u>Prioritized Strategies</u> <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-Lead Teacher to support the fidelity of 	August 2016- June 2017	Principal ILED ILT

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Support).	<p style="text-align: center;">implementation of the interventions</p> <ul style="list-style-type: none"> • Strategy 4- Embedded PD and coaching • Strategy 5-Develop and employ a summer institute for staff with focus on a rigorous, differentiated delivery of instruction <p>Currently the school allots 60 minutes for core academic subject areas, arts, and reading intervention. Strengths include offering students one hour of daily arts instruction based on student interest and talent. With more than 90% of our students reading one or more years below grade level (and 84% reading 2 or more years below) another strength is a schoolwide Read 180 intervention. Needs specifically for Read 180 as well as other courses are greater access to technology, particularly in the form</p>		

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	<p>of additional working laptops. Other needs include additional materials to supplement core content to make content more accessible to students and courses more engaging for students.</p> <p>Grade level leads observe teachers and provide feedback weekly. Early career teachers (most teachers) also work with a mentor who conducts formal observations and provides feedback through the Six Steps of Effective Feedback. Teachers in need of additional support submit lesson plans to a mentor on a weekly basis. All teachers also participate in cycles of professional learning through weekly professional development. Observations are conducted based to provide feedback on</p>		

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	<p>implementation based on these cycles.</p> <p>The instructional program for core academic subjects is based on district requirements (modules for English, Agile Mind for Math, and scope and sequence for science and social studies.) Arts instruction is immersive and focuses on creating authentic art experiences for students.</p> <p>Weekly Collaborative Planning is structured through PLC's, where teachers work in Grade Level Teams to plan and analyze data. The school has identified a need to allow additional opportunities for content teams to work together more frequently through the PLC model.</p>		

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	<p>Because more than 90% of students are in need of reading intervention (and 97% in math), interventions are schoolwide. For the 2016-17 the school will add a math intervention (Do the Math Now!) These interventions are designed to address individual current levels of performance and skill gaps. The Differentiation Cycles of Professional Learning will focus on meeting the needs of all students including gifted students and students working on or above grade level.</p> <p>With the professional development focus on differentiation, teachers will have professional development on personalizing learning for students. Teachers will focus on structures to support</p>		

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	differentiating for individuals, small, and whole groups of students. BTW mathematics teachers will receive on-going coaching from the Agile Mind consultant in order to strengthen the delivery of content while building staff capacity.	August 2016- June 2017	Jessica Blackmon- Stewart
<u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u>			
The LEA and School must:			

Maryland Turnaround Principles Model (DRAFT)

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		August 2016- June 2017	Jessica Blackmon-Stewart
<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- Corrective action plans are created as a part of the DDI cycle for math and reading iReady assessments and are used for student groupings and will be used for differentiation of ability with product, process and content in all content area • Strategy 4- DDI is/will be used with Read 180 and Do the Math Now assessments; they determine student groups and the rigor of the work/resources used during intervention <p>Currently the school uses iReady diagnostic data on a</p>	August 2016- June 2017	Principal ILED Lead Teacher ILT

Maryland Turnaround Principles Model (DRAFT)

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		August 2016- June 2017	Jessica Blackmon- Stewart
	<p>schoolwide level. With the addition of iReady to the district, there are no benchmark assessments for Math and English, and other courses lack common district assessments. Teachers therefore use formative assessment, but teams rely most of iReady diagnostic data. Strengths are the consistent use of the assessment the Read 180 program which allows all teachers to address the needs of students. Needs include opportunities for teacher to meet in content teams to design and analyze content assessments.</p> <p>Teacher teams analyze iReady data in collaborative planning. The school also looks at climate data including suspensions and attendance data. In the 2016-17 school year teachers will concentrate on</p>		

Maryland Turnaround Principles Model (DRAFT)

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	<p>formative assessment data as part of the DDI cycle.</p> <p>Academic data is presented to teacher teams in Collaborative Planning. Academic and climate data are also presented in staff meetings roughly quarterly through analysis of the ILT tool.</p> <p>All teachers have access to iReady and Read 180 diagnostic data. All staff are provided with the ILT tool during staff meetings.</p> <p>Teacher teams used the DDI cycle. The protocol is part of Collaborative Planning. Data is monitored through collaborative planning and in ILT meetings.</p> <p>Data is used to group students which is done in part during collaborative planning as part of a data</p>		

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	<p>analysis corrective instruction plan. Diagnostic data indicated that more than 90% of students are one or more years below grade level in reading and math, so the school implemented schoolwide interventions. In SY1617 the professional development focus is on differentiation, so data will heavily inform this cycle.</p> <p>Walkthroughs are used to monitor implementation from cycles of professional learning.</p> <p>The Cycles of Professional Learning for SY1516 focused on the Gradual Release of Responsibility Model, which included a focus on guided practice and group students strategically based on data.</p> <p>Teachers also had PD on Data Driven Instruction which provided time for teachers to analyze data and</p>		

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	<p>create implementation plans to address specific skills for particular groups of students based on the analysis. In 2016-17 the PD focus on differentiation will be based heavily on analysis of data, specifically using data for grouping and monitoring to ensure students are making progress.</p> <p>Suspension and attendance data informs instruction because if a student is not a school, they he/she cannot learn. Students have a re-entry conference after returning from suspension and are provided with work before they leave. Students are invited to coach class when they return from suspension to close the learning loss. Attendance data shows which students need more support. Phone calls and home visits are</p>		

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		August 2016- June 2017	Jessica Blackmon-Stewart
	conducted for students who have missed more than 3 days. Social work and support services are provided when the attendance issue determined. Students are allowed to make up work and offered coach class.		
<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- Schedule that allows for collaborative planning time by grade/content • Strategy 2-Lead teacher and EA’s will also work with teams of teachers after school to create opportunities for students that will prepare students for post-secondary success • Strategy 3-Partnership with the community learning network and Office of Turnaround and Transformation <p>Currently teachers analyze data in grade level teams</p>	August 2016- June 2017	Principal ILED Lead Teacher ILT

Maryland Turnaround Principles Model (DRAFT)

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	<p>during collaborative planning. Data analysis is based on iReady and Read 180 diagnostic data. Teachers create student groups based on data and identify instructional supports based on identified student needs. The ILT team also meets to analyze the same data. Strengths: structure for analysis, diagnostic data that can monitor student growth; Needs: additional analysis of formative assessment.</p> <p>Core ILT members (administrative team) meet weekly. The full ILT includes the Core ILT and teachers and staff. The full ILT meets monthly after school.</p> <p>Collaborative Planning is weekly; teachers meet in Grade or Content Level Teams. Collaborate planning</p>		

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		August 2016- June 2017	Jessica Blackmon-Stewart
	is led by a member of the Core ILT, primarily the Lead Teacher.		
<u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u>			
The LEA and School must:			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement such as: students’ social and emotional, and health needs. Identify evidence-based practices as a part of the Multi-Tiered System of Support.	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1- Employ Restorative Practices at the next level to included job embedded coaching from the vendor • 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-Partner with Concentric for home visits, 	August 2016- June 2017	Principal ILED EA for Climate ILT

Maryland Turnaround Principles Model (DRAFT)

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		August 2016- June 2017	Jessica Blackmon- Stewart
	<p style="text-align: center;">re-engagement, and character education</p> <p style="text-align: center;">Strategy 5-Effective Use of the Student Support Team</p> <p>Our school is a Restorative Practice school focused on teaching students and staff to prevent conflict and resolve conflicts using circles and trust to strengthen relationships. We are a full-fledged PBIS school focused on increasing attendance, reducing high level offenses, and increasing student engagement. We host block meetings bi-weekly and monthly to address concerns and focus on solutions.</p> <p>We are developing our capacity to strengthen teacher-student relationships with advisory block and intervention periods. Furthermore, we are working to</p>		

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	<p>improve attendance and find creative ways to engage students daily and target chronically absent or tardy students in collaboration with our attendance team.</p> <p>The Core ILT will plan for the center during Summer 16 to align needs and resources</p> <p>The 12-month Educational Associate (see staff section for positives covered under continuing grant) chairs the student support team (SST). The SST Chair will train all staff members about the process in August 2016 and in September. Students who were retained in the 2015-2016 school year and/or struggled with attendance will be priority in the process. Students will be identified early and SST Chair will meet with teachers to set up transition</p>		

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	<p>plans. Furthermore, staff will receive a copy of SST process and use the process to refer students not making progress. Documentation will be maintained on Infinite Campus (new SMS version) and in student SST folders. SST Chair will update files as review meetings take place throughout the year. Teachers and parents will receive copies of the SST plans.</p> <p>In the 2015-2016 school year we also began a program called Mind-Up which provides all students with 15 lessons that help students control behaviors. In the 2016-2017 school year, we will continue to provide this program to incoming 6th graders.</p> <p>We will continue to work with Contemporary services program, provided free of charge through</p>		

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		August 2016- June 2017	Jessica Blackmon- Stewart
	<p>our Promise Heights partnership, for students who need additional supports. We have partnered up with Butterfly Sisters, a program for at-risk female students, who will serve students struggling with peer to peer interactions, socio-emotional, etc.</p> <p>We will continue our partnerships with Dating Matters and the program focuses on healthy teen relationships. Dating Matters will service all students and parents in a year-long program. Students will receive training on noticing signs of violence and how to prevent it. We also will implement our peer mediation program called Knights of Peace composed of 15 students from different grade-levels. The Educational Associate and Community School</p>		

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		August 2016- June 2017	Jessica Blackmon- Stewart
	<p>Coordinator will serve as staff advisors and trainers. The Knights of Peace program will help resolve conflicts in our Thurgood Marshall Peer Court room.</p> <p>Our staff is trained in Restorative Practices (Introduction and Restorative Circles) and PBIS. Staff will understand antecedents, functions of behaviors, etc. Staff will also receive training from Climate team on TCI model and from the SST team. Staff members in our emotional disability group (PRIDE) will receive an additional training in crisis prevention intervention (CPI).</p> <p>We have two forms of referrals. Our classroom managed behaviors that are Level 1 and 2 in the Code of Conduct will be reported on Minor Incident</p>		

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	<p>Referral (MIRs). Office managed behaviors, which are Level 3, and 4 offenses will be documented on office referral form.</p> <p>Our plan will be shared with staff in August PD. In the plan, each grade-level will have a character coach (three temporary staff from Baltimore Brothers funded by the grant) who serves as first level of support for teachers. These coaches have been trained on Restorative Practice. Each grade-level will have an administrator or designee who will serve as the culture and climate personnel in addressing behaviors in this grade-level. All grade-level administrators/designee report to the principal and share daily and weekly reports about culture and climate issues. The school will use PBIS to reduce behavioral issues and follow Code of Conduct when</p>		

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		August 2016- June 2017	Jessica Blackmon- Stewart
	<p>appropriate.</p> <p>Our school classrooms, hallways, library, restrooms, cafeteria, offices, and main office have PBIS posters listing the expected behaviors.</p> <p>We use walkthroughs from internal leadership team, network teams, and other visits to drive data and share feedback with teachers. Plans are modified and created to address trends. All leadership teams perform informal observations weekly and submit to principal and teacher.</p> <p>Students serve on our PBIS team and help plan events, share ideas, and make suggestions. Knights of Peace will lay the foundation for a School</p>		

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	<p>Government Association and teach students the importance of civics and sharing their voice. Students also share thoughts and reflections in block meetings by grade-levels.</p> <p>We would also like to continue our whole staff development in Restorative Practices by completing training in Restorative Justice and Family Power. This will be supported by support from IIRP in the form of 20 days of job-embedded coaching.</p> <p>Finally, we will add a character education programs (also aligned with improving attendance); we plan on working with Concentric to provide character education programs for our boys and to utilize Concentric’s support of home visits to get students back to school. Girls will also be provided a character</p>		

Maryland Turnaround Principles Model (DRAFT)

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	education program. The SST is lead by Mr. Pena, an Educational Associate that focuses on climate & culture. For each meeting the student, parent, teacher, guidance counselor and an administrator is present. The SST meets bi-weekly. Mind Up has been taught to all 7 th and 8 th grade students. Incoming 6 th graders still need to be trained and will be in quarter 1 of SY 16-17. All staff have been trained in this intervention.		
<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	<u>Prioritized Strategies</u>	August 2016- June 2017	Principal

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

March 29, 2016

Maryland Turnaround Principles Model (DRAFT)

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		August 2016- June 2017	Jessica Blackmon-Stewart
meaningfully engaged in the implementation of the intervention strategies to support student learning	<ul style="list-style-type: none"> • Strategy 1-Embed parent outreach programs that address mental health psychoeducational programming, workforce development, financial literacy, parenting programs, college and career nights • Strategy 2- Integrate community partnerships • Strategy 3- Continue partnership with the Family League as a Community School • Strategy 4- Create a Title I Parent Involvement Plan with the PTO/SFC targeted at how families can help us meet our SPP goals through volunteerism, family nights, data conferencing, etc. • Strategy 5-Partner and plan with the Priority Schools family community engagement (FCE) support to identify effective engagement strategies 		ILED ILT

Maryland Turnaround Principles Model (DRAFT)

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		August 2016- June 2017	Jessica Blackmon- Stewart
	<p>We are Community School, part of the Family League under the Promise Heights program.</p> <p>Strengths: active lists of partners and donors who've completed renovation projects at the school, stock the PBIS school store, fund programs and field trips, volunteer time at the food pantry and participate in schoolwide events.</p> <p>Needs: increase parent participation for schoolwide events (family night, student data conferences, etc.), PTO/SFC</p> <p>Offers a wide variety of ways for parents to engage at the school. At Back to School Night, parents received</p>		

Maryland Turnaround Principles Model (DRAFT)

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		August 2016- June 2017	Jessica Blackmon- Stewart
	<p>a parent passport to highlight major school events throughout the school year. Parents are encouraged to attend school events via notification of the weekly newsletter, social media (twitter, Facebook, etc.), school’s website, Global Connect and school’s website. Parents are informed activities for family support to include the bi-weekly food pantry, uniform drive, tax preparation help, G.E.D classes, job announcements, BMore Healthy parenting assistance, Dating Matters healthy relationship workshops, expungement of criminal records, etc. We are a proud Title I school and the parent engagement plan is a component of our schoolwide plan.</p> <p>This is no current survey data. The most current data</p>		

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		August 2016- June 2017	Jessica Blackmon- Stewart
	<p>is from SY 14-15 and there was not a sufficient survey sample to record findings. School Family Council and Parent Teacher Organization, the committees meet monthly</p> <p>The guidance plan encompasses Radiance to prepare students for college and career, an anti-bullying campaign, small group conflict resolution/social skills interventions, support for struggling students and students returning from suspension, high school choice programs/field trips/presentations and mentoring. SY 16-17 a character education program will be introduced along with additional mentoring and supports through outside partners.</p> <ul style="list-style-type: none"> • List of family and community education 		

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	<p>programs that are used.</p> <ul style="list-style-type: none"> ○ Dating Matters ○ BMore for Healthy Babies ○ Great Baltimore Health Initiative ○ Parent University through Promise Heights <ul style="list-style-type: none"> ● List of out outreach programs for struggling students that are used. <ul style="list-style-type: none"> ○ Brothers in Action Male Mentoring ○ BELL extended day program (academics & enrichment) 		

Maryland Turnaround Principles Model (DRAFT)

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	<ul style="list-style-type: none"> ○ Black Butterflies Female Mentoring (expanding for SY 16-17) ○ Home visits for attendance, behavior and academic as part of Concentric (SY 16-17) ○ Harbel Substance Abuse Counseling ○ Spotlight on Schools DJS program ○ Promise Height for a litany of resources <p>Parents are surveyed at the BOY to determine when their available, what their needs are and how they would like to be involved in their child’s education. Parents are notified well in advance and via multiple</p>	August 2016- June 2017	Jessica Blackmon- Stewart

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	<p>methods of all schoolwide events. Parents are also educated on curricula during Back to School Night and subsequent parent conferences throughout the school year to help parents understand what their child is learning and how they can help.</p> <p>Parent conferences are scheduled when progress reports are issued (3 times per year). At BOY, parents share with teachers how they'd like to be contacted (via email, phone, text, home visit, etc.). Grade level leads, teachers and principal also share their contact information. 2 way communication between home and school, allows for parent conferences to be held as needed throughout the school year.</p> <p>Some community partnerships were existing prior to</p>		

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	<p>this school year and have been revitalized through the work of the Community Schools Coordinator and leadership team. Some resources are offered to the school based on existing relationships and/or perceived need. Some partnerships are sought out by the Community Schools Coordinator based on the school’s needs. The donations, volunteer time and service program/projects are aligned to the SPP and Turnaround Principles.</p> <p>The school will partner with Concentric to support attendance through home visits and provision of mentoring and character education within the school.</p>		
<input type="checkbox"/> 7b. Partner with parents and parent	<u>Prioritized Strategies</u>	August 2016-	Principal

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<p>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>	<ul style="list-style-type: none"> • Strategy 1- Meaningful relationships with over 70 community partners • Strategy 2- Continue to strengthen existing partnerships as a Community School through the Promise Heights organization, expand based on school needs • Strategy 3-Identify and implement outreach programs for struggling students <p>The school has solid relationships with about 25 parent and community organizations to meet the school's needs. We have identified the type of partnership we have with each to better aligned supports. For example, some offer donations of</p>	<p>June 2017</p>	<p>ILED ILT</p>

Maryland Turnaround Principles Model (DRAFT)

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	<p>supplies, fund field trips/programs for students and/or parents. While others offer donations of their physical space, volunteer time to service projects or allow access to a service related to their business. The SFC/PTO help inform school decisions, volunteer in the foodbank, attend field trips or help out at schoolwide family nights.</p> <p>The principal, Community School Coordinator or school contact have regular communication with our major partners in the form of in person meetings, emails, phone calls and text messages. The PTO/SFC meet monthly inform the school’s leadership of any concerns or ideas they may have.</p> <p>We are a part of the community and are a Community</p>		

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	<p>School through the Promise Height organization because we are federally designated as a Promise Neighborhood. Most of our students live in the 3 housing projects that surround the school so we advertise schoolwide events and resources available at the school by posting flyers in the those rental offices. We maintain solid relationships with our local politicians, community organizers and pastor which allows us to share and distribute information/resources to the community as a whole.</p> <p>We offer the Contemporary Services program through Promise Heights as a means to enhance the socio-emotional development of our scholars. Dating Matter and BMore for Healthy Babies supports</p>		

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	<p>understanding of healthy dating relationships and reproductive health. Peer Mediation is a new program and 16 students will be trained in May 2016 through a grant identified by Promise Heights.</p> <p>Students who were struggling with peer skills/conflict resolutions were identified for Outward Bound. Brothers in Action, Black Butterflies and Girls Scouts are employed to support self-esteem and offer mentorship. Students will participate in a summer program offered by the local church for academic, social and emotional enrichment.</p> <p>Dating Matters helps students understand how to communicate in a healthy way when dealing with the opposite sex. Girl Scouts teaches girls how to</p>		

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	<p>communicate effectively and represent yourself in a positive way. The ED Reed Lords Foundation focuses on character development, scholarship and fitness. The New Fit kids program teaches students how to lead on and off the field, offering healthy afterschool activities throughout the school year and celebrations of student success.</p> <p>There is a newly renovated Parent Resource Center. The center features a bulletin board that details job opportunities, community activities, resources for parent and families, etc. The room is also used for parent celebrations and information sessions.</p> <p>Community resources are identified based on alignment to school performance goals and interest of</p>		

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	the partners. The resources are integrated strategically by conferencing with the partner to understand what they'd like offer the school and how the school can support the partner in return.		

Annual Goals /Milestone Goals and Targeted Outcomes

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

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.

All students will grow .75 in reading and math proficiency as measured by iReady from BOY to EOY.

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 will grow .25 in reading and math proficiency as measured by iReady at each testing interval.

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. Read 180 reading intervention (daily)	.25 reading proficiency growth measured by iReady at each testing interval	.75 reading proficiency growth measured by iReady from BOY to EOY
2. Do the Math Now! Math intervention (2-3 times per week)	.25 math proficiency growth measured by iReady at each testing interval	.75 math proficiency growth measured by iReady from BOY to EOY
3. Attendance Plan Implementation with SST (student/family conferencing, parent phone calls, home visits, truancy court, targeting ARCA students, provide home supports, creating individual plans, awarding improved/perfect attendance, etc.)	Maintaining an average monthly attendance rate greater than 91.3% to plan for month when attendance falters (i.e.: winter months, June, etc.)	91.3% attendance rate for SY 16-17, the district requirement for middle school

Maryland Turnaround Principles Model (DRAFT)

The Central Support Team and the Turnaround Executive Support Team will monitor at least quarterly the milestone goals and targeted outcomes for each of the strategies in the Priority School intervention plan. The LEA will submit a Quarterly Report to MSDE on the data on the milestone goals for reading and math and target outcomes.

Maryland Turnaround Principles Model (DRAFT)

2016-2017 Timeline for LEA Monitoring of Priority School

School: Booker T. Washington Middle School for the Arts

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 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: _____

Summary of Services

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)

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

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

Briefly explain reasons for Overall Evaluation:

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

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

Position _____ **LEA** _____

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

Additional Conditions for NOGA

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

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.