



2016-2017 Priority School Plan

Brehms Lane Elementary School

Baltimore City Public Schools

2016-2017

Maryland Turnaround Principles Model (DRAFT)

New Priority Schools for 2016-2017

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

Support for Priority Schools

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

Maryland State Department of Education (MSDE) Breakthrough Center

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

Maryland State Department of Education Oversight

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

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

March 29, 2016

Maryland Turnaround Principles Model (DRAFT)

<p>School Name: Brehms Lane Elementary School—Conversion Charter School School Number: 231</p> <p>Phone#: 410-396-9150</p> <p>Email Address: wmckenna@afyabaltimore.org</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>Operator: Afya Baltimore, Inc. Will McKenna, Executive Director</p> <p>Phone #: 410-736-8980 Email Address: wmckenna@afyabaltimore.org</p>	<p>Area Instructional Director: (ILED) Lindsay Vollentine</p> <p>Email Address: ldvollentine@bcps.k12.md.us</p>
<p>Grade levels enrolled (SY16-17): Pre-K through 5</p>	<p>Number of Students Enrolled (SY16-17): Projected 585 K-5; 63 pre-k</p>
<p>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</p> <p>There are three areas that we will concentrate on:</p> <ul style="list-style-type: none"> • Small group interventions in reading and mathematics both during and after school. • School climate and culture • Family participation in the daily life of the school in supportive, positive ways to support connectedness, increased attendance, and involvement in leadership decisions at the school level and on the governing 	<p>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</p> <ul style="list-style-type: none"> • Brehms Lane currently runs an after school program with oversight by Afya Baltimore, Inc. and with funding through a 21st Century grant. We'll double the enrollment in this program to 150 students and continue to follow the afterschool model touted by the Family League, which includes time for academic intervention, arts and fitness enrichment, and supper. Enrollment in in this program will focus on Tier II and III students. • During the school day, we'll feature small group

Maryland Turnaround Principles Model (DRAFT)

<p>board.</p>	<p>intervention in both mathematics and literacy, using Scholastic leveled libraries during guided reading work and Do the Math. We'll also engage with the Literacy Lab to provide intensive interventions for 36 students on a 1:1 basis 20 minutes daily. The intervention is practice-based and designed to support students building mastery in skills that have already been taught in class. Tutors are supported by an Internal Coach (a school staff member who receives training and support from The Literacy Lab) and a Master Coach (Literacy Lab staff member) to ensure fidelity of implementation and drive student achievement. The Literacy Lab's work benefits from an extensive evidence base, including a randomized control trial conducted by the University of Chicago. More information can be found on the organization's website.</p> <ul style="list-style-type: none">• We plan a comprehensive approach to climate and culture, using Ramapo for Children. This program features staff training, teambuilding, and coaching and closely aligns with the vision of our charter.• We plan to re-engage parents in the life of the school in positive ways. This work will be coordinated by a parent liaison and will include opportunities for parents to participate in monthly events celebrating students, and organize in meaningful ways at the school-level and with the governing board to make decisions about the school's present and future. Right now there is no formal organized parent group. Part of the work here will also be to work closely with families to increase attendance. Last year's attendance rate was 91.1
---------------	--

Maryland Turnaround Principles Model (DRAFT)

	<p>percent. Over 28 percent of students were chronically absent. Through a concentrated and comprehensive attendance monitoring and improvement plan, the liaison will contact parents daily, incentivize attendance daily and monthly, assist families with attendance challenges, and create an engaging, inviting school that inspires students to attend. The foundation of this work is relationship-building. This summer, staff will also meet with each family to talk about hopes and dreams and be aware, from the outset, about attendance barriers. The family liaison will coordinate this work.</p>
<p>Funding Summary (Amount of funds to support implementation of intervention strategies in 2016-2017)</p> <ul style="list-style-type: none"><input type="checkbox"/> Title I, Part A (from Priority School reservation, up to 20%)<input type="checkbox"/> 1003(a) School Improvement Funds	

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: Brehms Lane Elementary 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/charter operator and track record to ensure strong and effective leadership in the Priority School.	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership • Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts • Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan 	August 2016- June 2017	Principal Operator ILT

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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)
	<ul style="list-style-type: none"> • Strategy 4-Retention Stipends for Principal and Assistant Principal <p>Brehms Lane Elementary School (BLES) is converting to a charter school, operated by Afya Baltimore, Inc. (ABI) July 1, 2016. Brehms Lane is currently a struggling school in every way. Data from the 2015 PARCC shows this—hence the Priority status. Twenty-six of 307 students met the standard in reading; 35 of 307 met the standard in mathematics. With respect to the MSA, the school’s performance dropped from 75 percent proficient in mathematics in 2011 to 61 percent in 2013 and from 66 percent proficient in reading in 2011 to 62 percent in 2013. Students in the primary grades are struggling in both reading and mathematics as well. Just 13 percent of first graders and 19.4 percent of second graders are on or above grade level in reading on the TRC, given at the middle of this year. Sixty-six percent of kindergartners were at or above grade level in reading on the same mid-year assessment. Finally, on the school’s School Effectiveness Review, completed in the fall of 2014, BLES rated Developing in 8 out</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>of the 12 domains and key actions.</p> <p>The school has also struggled on key climate indicators. There is currently no organized parent group. Teacher retention has been an on-going concern. This year the 24 percent of the teaching staff will not return. The school’s attendance rate in 2013 was 92 percent. Last year it was 91.05 percent. The chronic absenteeism rate rose from 16.2 percent in 2012 to 22.3 percent in 2013. In 2014 it was 28.2. Suspensions rose from 44 in 2012 to 113 in 2013. As of May 12th of this year there were 110 suspensions. The school system uses a School Connectedness Index to measure the extent to which students and staff feel they belong at the school, that parents feel welcome, that staff and parents work closely to meet students’ needs, and that the administration is responsive to parent and staff concerns. The school’s score was a 68 in 2013.</p> <p>Despite the struggles, the school does have strengths. There is a core of strong teachers and school leaders that has been at the school for a number of years and remains passionate and committed about the future. Parents and staff alike have been supportive of the charter conversion and actively participate in</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>the advocacy and planning work. ABI does plan dramatic changes to the program but it will build from these two areas of strength.</p> <p>ABI was born out of the need to implement improved school programming in areas of high need in Baltimore City. When starting our schools, we look for places around the city that need better opportunities for students to learn, grow, have fun, be safe and interact with peers in positive ways.</p> <p>The ABI organization is responsible for overseeing and managing the finances and facilities of our schools, while supporting the school leaders and teachers as they provide the children who attend APCS and TPCS a healthy, balanced education. We recruit, hire, train and evaluate the highest quality school principals and leadership, and we maintain that the charters for our schools through BCPSS remain in good standing. ABI does these things with integrity, responsibility and transparency.</p> <p>The word <i>Afya</i> is Swahili for health, and health is at the heart of what we do at ABI and in our schools. We focus on the health of our students in the following three categories across</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: Brehms Lane Elementary 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>all of our schools: academic/intellectual health, physical/nutritional health, and social/emotional health. We believe that students need regular opportunities to think critically, be physically active, and interact constructively with peers to create and learn habits of mind and body that lead to their living healthy, balanced lives.</p> <p>By making the healthy, balanced lifestyle a core part of our mission, we recognize and celebrate the connection between being fit and healthy and being smart with a love of learning. It is our goal to prepare our students for the middle or high school of their choice with these things in mind. We've done this work for eight years at Afya PCS and Tunbridge PCS. Brehms Lane Elementary School will join us in this mission, add unique contributions to the vision, and be a valuable partner in our quest to provide better school options for the students and families of Baltimore City.</p> <p>We are modeling the work that we plan at Brehms Lane after the work we currently do at our two other schools, Afya Public Charter School (APCS) and Tunbridge Public Charter School (TPCS), with especially close coordination with TPCS, as it is</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>also an elementary school; APCS is a middle school. Our schools, then, are the artifacts that best represent the vision of the work that we plan at Brehms Lane and the beliefs in action. Tunbridge is a high-performing and well-functioning elementary school that excels in the areas we're focusing on in this grant: school culture and climate and elementary mathematics and reading interventions for struggling students. Afya PCS, located in Belair-Edison, near Brehms Lane, has outstanding school culture and climate and about half of its incoming sixth graders come from Brhems Lane, so we're looking to build strong relationships between Brehms Lane and Afya to ultimately dramatically improve both schools and the community. Afya PCS also has key things in place in terms of culture and climate and engagement that we'd like to model at Brehms Lane.</p> <p>Brehms Lane did work with ABI to secure a 21st Century Learning grant a year ago. Because of this the school has run successful afterschool and summer programming in partnership with ABI. The school community has been supportive of the charter conversion, participating in planning meetings and advocacy. This work has created a sense of urgency and optimism and therefore can be counted as</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: Brehms Lane Elementary 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>successes.</p> <p>Going forward at Brehms Lane, we expect dramatic change that will allow students and families to fully participate in the life of the school. Creating a safer, calmer school will allow more students to fully participate and thrive. Teachers, fully trained and unified behind a coherent program, will bring stability to the school and thus to students. Enriching the program will give students more opportunities. Providing access to mental health and family support services will help students to better cope with problems and manage behaviors so they can more fully access instruction on a daily basis. Effectively engaging and welcoming families into the school community will build a stronger sense of community, of connectedness overall. Finally, through effective management of the facility, we can create a place that does a better job of meeting the standard for supporting quality</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- Comprehensive planning to transition the school to charter • Strategy 2- Model for scheduling will be based on the schedule we use at Tunbridge Public Charter School—where our mission drives the schedule, 	August 2016- June 2017	Principal Operator ILT

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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 style="text-align: center;">allowing students ample time for academics, social/emotional growth</p> <ul style="list-style-type: none"> • Strategy 3- Budgets align with our mission and our spending priorities, which are set by the board <p>Right now the operator, ABI, and its Executive Director, are engaged in comprehensive planning to transition the school to charter. This work includes engagement with families, recruitment of staff, planning with current staff, and development of the schedule, budgeting, and facility preparations. We have a transition team in place that is guiding the work, under the direction of the ED and with the oversight of the governing board. We've been planning for this work for 18 months, so we don't have immediate needs. This priority grant adds a dimension to the work that will allow us to further focus on areas of need.</p> <p>ABI has done a deep understanding of the school's instructional environment. The ED has worked closely with the principal and the school staff over the past year to assess student progress. The ED has also worked with the school's</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>ILED in this regard. There is little doubt that the school is struggling. Various indicators of this have been noted above. The ED has also worked closely with the transition team, which includes staff from the school and external educators, to assess overall strengths in personnel, scheduling, and in the effectiveness of programming.</p> <p>The current schedule doesn't do this effectively. The new schedule, for next year, will. Our model for scheduling will be based on the schedule we use at Tunbridge Public Charter School—where our mission drives the schedule, allowing students ample time for academics, social/emotional growth (through morning meeting time, family-style lunches where teachers eat with the students, and lots of enrichment opportunities related to fitness and the arts. Teachers have planning periods each day to allow for collaboration and focused conversations on student performance and progress. Additionally, during the literacy block, we have time available for flexible groupings, so students can re-group across grade levels, according to level, for appropriate small-group instruction in guided reading and word study.</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>Both Afya PCS and Tunbridge PCS received Highly Effective ratings in Domain 4.3 9 (job-embedded professional development for teachers) of their respective School Effectiveness Reviews associated with charter renewal. Our work at Brehms Lane will model practices at these two schools. For this coming school year we've outlined a number of ambitious goals, including dramatic improvement in reading and mathematics instruction, and transformational change in school culture and climate. To reach our goals we've created a comprehensive professional development plan that includes using a blend of external consultants and teacher-leaders within our organization to engage teachers in Brehms Lane in the work of making the school better. Brehms Lane staff will coordinate and implement this work, under the direction of the principal. ABI staff will ensure that necessary resources are in place and that teacher-learning is embedded in the classroom and that goals are met.</p> <p>ABI also does purposeful work in engaging its school leaders in professional training. This includes connecting them with other leaders around the city for professional learning and providing access to professional development learning at</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: Brehms Lane Elementary 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>conferences.</p> <p>The school schedule is the number one tool we employ to manage time. We create schedules, as mentioned above, that align with our mission and allow time for us to educate the whole child. Additional strategies we use to manage time are: creating literacy block schedules, which are posted in the classroom, to keep classes focused on what's most important; organizing the school so structures are in place for teachers to meet, which helps with time management; writing emails to teachers each day, at the end of the day, to reflect on things that have happened and set the coming agenda, thus keeping the forward momentum of the school progressing and saving time; and providing guidance, support, and visioning from the operator. This work, in the areas of communications, facilities, and finance, frees up school-based staff to better manage time to focus on students and families.</p> <p>Our organization has been recognized by the school system, through the renewal process, as having effective and efficient resource management practices. Annually, each of our school-based communities creates a budget, which is then approved</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>and overseen by the board and managed by the executive director, and our respective principals. The budgets align with our mission and our spending priorities, which are set by the board. Monthly spending reports are created by our accountant and review at the school level and by the board to ensure efficiency and responsible spending. Board level review of spending happens quarterly. We are required to do annual audits, which are reported to the school system.</p> <p>ABI has measured effectiveness of programming in a number of ways in its schools, including participation in the school system's charter renewal process, which includes a rigorous site review. Both times ABI schools have gone through renewal with the school system its schools have earned the maximum contract renewal. This spring, for the first time, ABI has engaged with an external evaluator to review and assess all aspects of our programming in all of our schools. This work will take place over the next year and will include a formal annual report. The evaluator's name is Lisa Weiner, the Founder and Principal Researcher of illuminatED LLC.</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: Brehms Lane Elementary 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)
<u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Created a partnership with local teacher recruiting groups to connect with networks of experienced teachers interested in transferring to Brehms Lane • Strategy 2-Focused on the following three things: teachers' ability to move students forward academically; teachers' ability to engage with students in meaningful, productive, and positive ways; and teachers' ability to engage and work with their peers in a positive way <p>As we transition from traditional to charter school, there will be quite a bit of staff turnover. Some of this is no surprise, as there has been turnover annually due to the school's struggles. ABI also anticipates changes with the leadership of the school. Remaining at the school is a core of teachers that is supportive of the conversion to charter and eager to make the dramatic changes that are necessary to improve the school.</p>	August 2016- June 2017	Principal Operator ILT

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>ABI has acted aggressively to pursue new staff. We have created a partnership with local teacher recruiting groups to connect with networks of experienced teachers interested in transferring to Brehms Lane. We'll also recruit a couple of new teachers from this groups to solidify the partnership. ABI formed a transition team about three months ago to lead the conversion work. The executive director recruited emerging school leaders from around the city to participate in this planning work. It's likely that these folks will transition in to formal leadership positions in the coming weeks. As of this date, even as we've worked through the transition and actively changed the approach to programming, we are fully hired for next school year.</p> <p>Over the coming months, prior to the start of school, we'll be focusing on three things at Brehms Lane: Guided reading within the literacy block, mathematics interventions, and school culture and climate. Our approach to evaluation will be guided by the district's system, but we'll have clear expectations for our staff that sync directly to the work we're trying to accomplish. We're especially focused on the following three things: teachers' ability to move students forward academically; teachers' ability to engage with students</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>in meaningful, productive, and positive ways; and teachers' ability to engage and work with their peers in a positive way. In each of these three areas we're clearly articulating our goals and expectations to staff. We'll provide quality professional development to support this work. Through the evaluation system, we'll set goals, monitor progress, provide feedback, and hold staff accountable. Generally, we're looking for steady, incremental improvement from our staff. We'll use the evaluation tool to track the progress of this work.</p>		
<p><input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.</p>	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Engage with a consultant to help us fully plan and implement a schoolwide approach to culture and climate. • Strategy 2- Engage with consultants from Scholastic Inc. to provide training and coaching. • Strategy 3- Pairing of teachers at Brehms Lane with colleagues at Tunbridge PCS to create professional learning teams <p>Over the past year, through observations and conversations,</p>	<p>August 2016- June 2017</p>	<p>Principal Operator ILT</p>

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>ABI assessed that Brehms Lane's approach to professional training lacked focus and coherency. With respect to instruction, the school focused some on non-fiction writing, some on guided reading, and some on mathematics. This work was often disrupted by testing schedules, including standardized and districtwide assessments, that took up large chunks of time and led to implementation that was choppy and disjointed. With respect to culture and climate, little was implemented consistently and the school mixed parts of things like PBIS, Paths to Pax, and even Restorative Practices together without much specificity or continuity. The positive here is that the school was working to address the obvious problem it faced with climate and culture and the serious social/emotional needs of students. The district itself very often supported this work with additional resources. The great need, however, is a unifying vision and then consistent training and leadership.</p> <p>Our professional development plan has three areas of focus. First, we plan to engage with a consultant to help us fully plan and implement a schoolwide approach to culture and climate. By working with the consultant, we'll conduct teambuilding</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>with staff, create a vision for the work, operationalize this vision through specific planning, and provide weekly coaching that is classroom-based. Instructionally, our highest priority is literacy, specifically creating the conditions in the classroom that allow for guided reading interventions to take place on a daily basis. We will engage with consultants from Scholastic Inc. to provide training and coaching. We're also hiring new staff that has experience and expertise in this area. In terms of mathematics, we'll again want to focus our training on creating the necessary conditions in the classroom to feature small group instruction, where we'll focus on computational and fluency skills. We'll also engage in training necessary to support Do the Math.</p> <p style="background-color: yellow;">To build school-based capacity of academic leaders and teachers we will do a number of things. First, during the summer, ABI staff will meet with the school's academic leaders, along with the administrators, to plan for all aspects of the professional development program. The academic leaders participating in this training will then, during the school year, take the lead from ABI leadership to oversee and organize and support the professional development that takes place at the</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: Brehms Lane Elementary 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 during the year.</p> <p>To build teacher capacity, we'll organize the work of our summer institute around teacher voice and the importance of teacher feedback and participation in all aspects of planning. Additionally, throughout next school year, as we evaluate our staff and their work, we'll seek out our most ambitious and talented teachers, whom we will then tap to lead professional development at the school next summer, for both new and returning staff.</p> <p>We've been determining and narrowing the focus for the better part of 18 months, as we've proceeded through the charter conversion process. There has been a whole series of data we've used. About half of incoming students to Afya PCS come from Brehms. In our reading and math assessments given in the beginning of the year, only about 10 percent of these students were on grade level in reading and math. Analysis of MSA data and, more recently, PARCC data, provided further evidence that large numbers of students were far below grade level, as did reading and math assessments in the primary grades. In terms of climate and culture, we</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>thoroughly assessed climate data provided by the district, including surveys of teachers, students, and parents, and reviewed suspension and attendance data. All indications from this data pointed to the need for a more consistent and coherent approach to climate and student and family engagement.</p> <p>With respect to the culture and climate work we are pursuing with a consultant, the training includes modeling and coaching, which will occur on a weekly basis throughout the school year. For the guided reading work, using leveled libraries, we'll contract with a consultant from Scholastic to provide training and modeling during the summer time. We'll also be pairing teachers at Brehms Lane with colleagues at Tunbridge PCS to create professional learning teams. The teams will collaborate with planning, observe one another teach, and provide feedback to one another on progress and improvement areas.</p> <p>To ensure all teachers are engaged in high quality professional development, we first make sure that our professional development plan is aligned to the needs of the school, per the</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>discussion above. We then actively recruit teachers to participate in the small group planning of the work and encourage teachers themselves to take on leadership roles during implementation. Doing these two things sets the tone for the work. Our school leaders meet with each teacher to create individual development plans, per our evaluation protocols. These plans are closely monitored for progress and success.</p> <p>Within this framework, teachers access the work at different levels. We'll act quickly to support all teachers, providing opportunities for growth and risk-taking for our many teachers; accessing support systems, including additional training, mentoring, and monitoring, for those who are struggling. In either case, we're open to using the MSDE Breakthrough Center Support as needed or suggested.</p>		
<u>COMPONENT 3: PROVIDING ADDITONAL TIME FOR INSTRUCTION</u>			

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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 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- Afterschool program, with funding from a 21st Century grant. • Strategy 2- Changing the schedule to "build in" consistent, daily intervention time is our highest priority • Strategy 3-Consistent implementation of mathematics and reading interventions <p>One thing the school did this year to provide time for additional student learning was run an afterschool program, with funding from a 21st Century grant. This program, which was available for 75 students from September through March, provided additional small-group instructional time in reading and mathematics every day, in addition to enrichment activities. During the day, the school started to organize around guided reading implementation in some classrooms. With support from the ILED, this work started to begin mid-year. The work, for a variety of reasons, was not sustained,</p>	August 2016- June 2017	Principal Operator ILT

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>however.</p> <p>The school is currently using a variety of data sources to identify Tier 2 and Tier 3 students, including iReady and Amplify and school-districted provided quarterly assessments in mathematics. The emotional needs of students are assessed through observations by teachers and staff, discussion with families, and formal assessments from the student support team. We also see data related to social/emotional wellness in suspension and attendance data, which is tracked through the district's student management system.</p> <p>Brehms Lane's current schedule currently does not support the additional time needed for instruction. The school's strategy to support additional learning for students in need has been to use the four support teachers to provide pull-out, small group work. These four teachers include one teacher who is officially a Lead and three others who act in a similar role, meeting with teachers to plan and then doing small-group instruction on a three days per week with selected groups of students. This strategy hasn't worked effectively for two reasons. First, the climate of the building—which includes repeated disruptions</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>in classrooms and high teacher absenteeism—has required these lead teachers to address student behavior too often and either substitute or provide additional support for substitutes in classrooms. Second, the testing schedule, both for state tests and district quarterly assessments, has required these support teachers to alter their intervention schedules too often to provide consistent instruction. Next year, changing the schedule to "build in" consistent, daily intervention time is our highest priority. Some of this work is structural, specific to the schedule itself. The other, more important work, is changing the school's climate for the better so all staff can focus on instruction more and changing job descriptions so support people have clearly defined roles and classroom based responsibilities that are, for lack of a better word, sacred. To help us with our thinking and planning for this work, we consulting two people, one is a literacy specialist at a school that effectively implements an intervention block. ABI will contract out with this person. The other is a highly successful principal of a former Priority School, Marc Martin, who has agreed to collaborate with us around things like scheduling and teacher planning.</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: Brehms Lane Elementary 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>At the school currently effective instruction is monitored through weekly meetings at the grade level, through bi-weekly leadership meetings, which include representatives from each grade level, the support teachers, and the school administrators. Data from formal assessments are used to drive conversations around instruction. The administrative team also meets bi-weekly to plan and monitor instructional effectiveness. Administrators also use the district's evaluation tool to both assess teacher effectiveness and help teachers goal-set for progress.</p> <p>As with much that is currently happening at the school, there is a stated structure to the work in the place. What is lacking is a consistent implementation of the work and consistent follow up to make sure instructional progress is happening. This spring effectiveness in this area has been further hindered by the testing schedule and by the principal's long-term leave, which began at the end of April and is expected to continue through the end of the school year.</p> <p>In conversations with staff and through data analysis, ABI has concluded that Brehms Lane is really struggling right now in</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>all areas—and especially instructionally. Some teachers are implementing guided reading consistently but not all. There has been a slight improvement on iReady—a small percentage of students are moving from more than two years below to a year below.</p> <p>In our other ABI schools, we'll be looking for measurable progress in all aspects of our programming, with a special focus on math and reading interventions. To begin with, we'll be focused on meeting training and implementation goals. Thereafter, we'll be focused on student outcomes and responding to student data through effective, focused instruction.</p> <p>The school has tried to implement a number of intervention programs, including guided reading using Scholastic leveled libraries and Do the Math. As mentioned in other areas, consistent implementation has been the number one problem hindering successful implementation.</p>		
<u>COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM</u>			
The LEA and School must:			

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: Brehms Lane Elementary 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)
<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-Our coaching plan, for next school year, begins this summer and will focus on three areas: culture and climate (discussed elsewhere in this plan), literacy (specifically guided reading), and mathematics interventions • Strategy 2- Re-design positions so they are exclusively classroom based and exclusively focused on small group instruction • Strategy 3- Set an intervention time, for both reading and mathematics, that happens every day consistently across each grade, at the same time <p>The school's strengths center on the structures that are in place. The school does provide planning time for teachers. The leadership team is meeting regularly. The curriculum is in place. The school uses the school system's mathematics program, with the corresponding quarterly assessments to check for understanding and progress. The school also uses the school system's literacy curriculum, which emphasizes guided</p>	August 2016- June 2017	Principal Operator ILT

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>reading. And, finally, the school has good curriculum for writing, using the <i>A Guide to Nonfiction Writing</i> program.</p> <p>So, then, there is strength in the curricular foundation of the school. The great need is in the visioning—what specifically will the school focus on, what will the training be—and then the consistent implementation of the instructional program. The school is in dire need of clear and specific leadership, stability, and organization—in all aspects of the program but certainly instructionally. The operator has begun to provide these things during the planning year. They will be in place post-July 1st.</p> <p>The coaching plan currently in place has been referenced above: the four support/lead teachers in place at the school are scheduled to work with struggling students and additionally coach and mentor teachers. The consistency of implementation of this work has impeded progress.</p> <p>Our coaching plan, for next school year, begins this summer and will focus on three areas: culture and climate (discussed elsewhere in this plan), literacy (specifically guided reading), and mathematics interventions. We will engage with</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: Brehms Lane Elementary 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>consultants to coach teachers in both instructional practice and classroom management. We'll partner Brehms Lane teachers with Tunbridge teachers so they can collaborate and share practice together. ABI will also provide additional coaching resources through its executive director and Academic Director.</p> <p>As referred to elsewhere in the plan, the school adheres to the curriculum prescribed by City Schools. ABI will not make dramatic changes to the curriculum. In fact Tunbridge implements much of the same curriculum. Tunbridge does create units of study that are genre based, but it also uses the school system's literacy curriculum. There are some difference in word study, as Tunbridge uses Word Our Way. Both Tunbridge and Brehms Lane are heavily influenced by the Engage NY mathematics curriculum. ABI's assessment of Brehms Lane's instructional program is that curriculum hasn't been the challenge, implementation has. Therefore, generally speaking, ABI will keep the curriculum that's in place and focus on leadership development, teacher recruitment and training, and consistency of implementation.</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>According to staff, there has been no consistent implementation of PLCs this year. As part of the charter conversion process, we did create a Core Planning Workgroup, which met bi-weekly for four months. This group, which included current teachers and school leaders from Brehms Lane, ABI staff, and ABI governing board members, discussed various issues related to the conversion, identified areas of need, studied the principles of successful charter conversion schools, and planned for professional development. This group, which included 12 staff members, met until March, when a smaller team of five began meeting for more intensive planning. This learning community has been reading and discussing literature about school reform and make specific decisions about the next steps for the school.</p> <p>There are many layers to this question and our approach. First, generally speaking, the school is overwhelmed by students not making progress. Based on the data, 80 to 90 percent of the students at Brehms Lane are not making sufficient progress. We therefore need to take comprehensive and assertive measures to improve our program generally. We need stronger and more organized leadership. We need to recruit more</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>experienced teachers committed to turning the school around. We need a comprehensive approach to teacher training. We need a schoolwide approach to climate and culture that is truly effective. We need a comprehensive approach to mental health services. A lot of needs here, to be sure. As we establish significant footholds in each of these areas, and we are readying to do just this, we'll be better able to provide interventions for students who need it most. One thing we're going to do right away is shift staffing so that we move from 4 support/lead teachers to one. Our belief was that these teachers weren't able to focus on the real work of student interventions. We're going to re-design these positions so they are exclusively classroom based and exclusively focused on small group instruction. Another thing we'll do, modeling after work we do at Tunbridge, is set an intervention time, for both reading and mathematics, that happens every day. We'll do it consistently across each grade, at the same time. Committing to this will provide consistency of implementation. These two strategies, combined with teacher training and stronger instructional leadership will make a big difference right away. To this work, we'll also double the size of our after school</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>program, increasing the number of students—from 75 to 150—who can access additional intervention time by our best teachers.</p> <p>In our charter we did focus on enrichment for talented students. One option for us to engage with a group called Talent Program Systems, developed by the former head of gifted and talented for the state of Maryland. Given the current state of the school, and the enormous investment needed to bring stability to the school, quality leadership, and consistency of instruction, we do not anticipate this work happening in our first year.</p> <p>We commit to personalized learning in our schools in a number of ways. First, especially during guided reading and vocabulary study groupings, we've consistently moved students across the grades, or even to other grades, to get with students at similar reading levels. We also make a concerted effort to give kids choice in enrichment activities. We offer clubs to students at different times in the year. We also, at different points in the year, allow kids to choose which resource class—art, music, dance, PE, etc.--they would like to</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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)
	participate in. These are small things in some ways, but they do encourage and promote a more personalized education.		
<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	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1- Restore the practice of data driven instruction and will incorporate protocols for looking at and talking about student work and progress into meeting structures • Strategy 2- The principal and the instructional leaders will sync right in to weekly and quarterly meetings with teams of teachers to ask key questions about student progress and plan for improvement • Strategy 3- Weekly walks to check our progress on the work during this first part of the year and to gather important information 	August 2016- June 2017	Principal Operator ILT

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>The school currently has good access to data. From the school system, the school system gets data from the iReady and Amplify assessments, the quarterly benchmarks in mathematics, and the early childhood assessments. The district's student tracking system also provides good information about attendance, including chronic absenteeism, and suspension data. The issue isn't really access to data; rather, the challenge for the school is how to organize and structure the school to effectively respond to the data.</p> <p>Data is currently presented to staff at weekly planning meetings and during monthly faculty meetings. The staff has good access to data, as it is presented regularly, in different settings.</p> <p>The school has tried to follow the district's Data Driven Instructional Team model in the recent past. This approach to the work included protocols for looking at data, including work samples, in an organized way during team meetings at the grade level and also at the leadership team level. The work has not continued into this year in a consistent way and staff has said there is no effective data cycle in progress at this</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>time.</p> <p>ABI will quickly restore the practice of data driven instruction and will incorporate protocols for looking at and talking about student work and progress into meeting structures. Our work has been influenced by the district's approach. We also have studied the Standards in Practice model and the protocols touted by the Annenberg Institute for School Reform. As we use the protocols, we're interested in a number of key questions, including: What are the trends in the data? How are particular sub-groups performing? Are there gaps in the learning? Are there positives? How can we change our practice based on what we've learned about student performance?</p> <p>Data driven instruction really needs to be led by the instructional leaders of the school. This is what we'll do at Brehms Lane. The principal and the instructional leaders will sync right in to weekly and quarterly meetings with teams of teachers to ask key questions about student progress and plan for improvement. The principal and school leaders will then follow up informally through classroom visits and formally</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>through observations. The principal, ultimately, has to drive this aspect of the work, making it a priority, scheduling the meetings and attending them, and working with the staff to make this aspect of the work the ethos of the school. Over time, this kind of work can become the work of teacher leaders. This is the ideal and a key way that a school can build leadership capacity. In the beginning of the turnaround, though, the principal must lead this work, must drive this agenda.</p> <p>In a well-organized school data drives all instructional decisions. At Tunbridge, for example, students are assessed for reading levels and then guided reading groups are formed. We take the same approach to word study: Students are assessed in language acquisition skills and then groupings are made. Once the groups are set the teaching can begin. Different groups can meet within the classroom, during independent reading time or word study time. We also move students from one classroom to another, to better match students to their appropriate learning level. We followed a similar approach to groupings of students for our summer programming, which included students from both Tunbridge</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: Brehms Lane Elementary 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>and Brehms Lane. Teachers and school leaders from both schools met to analyze data from Amplify. We then worked to create classes and guided reading and word study groups. During the summer literacy learning, targeted interventions were implemented for the students based on their level and their needs.</p> <p>This past year walkthroughs at Brehms Lane have not been effectively leveraged for change. There were two focus areas in this regard: one was related to guided reading and one was linked to culture and climate. The district did provide support in these areas, but at the school level the work, for a variety of reasons, many of the described above, could not be effectively and consistently implemented. This will change. Particularly in the first four-to-five months of school, we'll do regular learning walks that focus on our priorities: guided reading and math interventions and culture and climate. Our goal, at this point, is to have the first 45 days of our school year planned and organized. That's our work this summer. We'll do weekly walks to check our progress on the work during this first part of the year and to gather important information for the next</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>chunk of the school year.</p> <p>To date, during our planning for the charter conversion, which has taken place over the past 18 months, we've immersed ourselves in the data and then, through a series of conversations with staff and parents narrowed the focus of our work to our current priorities. From those priorities we've created our professional development plan—which will focus intensely on culture and climate and small-group interventions in reading and mathematics.</p>		
<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- ILT meets biweekly and includes the school's admin team, its four support/lead teachers, and grade level representatives • Strategy 2- Creation of learning communities focusing on various aspects of the program, including literacy and professional 	August 2016- June 2017	Principal Operator ILT

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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 style="text-align: center;">development</p> <p>The school currently dedicates time for planning. Throughout the year, teachers in each grade have had 90 minutes per week of planning time for collaborative work. As with other aspects of the work, however, the effective use of this time has been hindered by a number of factors, including staff attendance, the need for lead/support teachers to take on other responsibilities, including those linked to testing and to culture and climate, and a general commitment to consistent programmatic implementation.</p> <p>The ILT meets biweekly and includes the school's admin team, its four support/lead teachers, and grade level representatives. Going forward, we'll likely continue this approach to meeting and planning.</p> <p>Teachers currently meet for 90 minutes weekly. The</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>meetings are held by lead/support teachers. Next school year weekly planning meetings will be held. We're considering the structure and length of them now. It's likely that we'll also do more planning after school, through the creation of learning communities focusing on various aspects of the program, including literacy and professional development.</p>		
<p><u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u></p> <p>The LEA and School must:</p>			

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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)
<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- Comprehensive change to the approach the school takes to creating a safe learning environment that is challenging, engaging, and fun • Strategy 2- Engage with a consultant to provide training and coaching • Strategy 3- Completely revamp the school's approach to social/emotional programming <p>Brehms Lane is really struggling in this area.</p> <p>The strength comes from the adult's commitment to the work. There has been a strong commitment, from staff and school leaders, to support the children, to try and get them access to the services and resources that they and their families both need and deserve. The needs are great, however, and by any objective</p>	August 2016- June 2017	Principal Operator ILT

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>measure they are overwhelming the school community at this time. In all areas, the data is daunting. Attendance is low, about 90 percent. Chronic absentee is high—28 percent of students are chronically absent. The suspension rate has been and remains high—this data was referenced earlier. Climate reporting from staff, students, and teachers is pessimistic. The parent satisfaction rate is 66 percent. Sixty-three percent of teachers think the school is safe; only 37 percent of the students feel this way. Only 46.5 percent of staff would say they would stay at the school if given a choice.</p> <p>ABI schools excel in creating schools with outstanding school culture and climate. As mentioned above, both of our schools have been rated highly effective in this area by the district during the</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>renewal process.</p> <p>We are planning for a comprehensive change to the approach the school takes to creating a safe learning environment that is challenging, engaging, fun, and fundamentally changes student behavior for the better. To do this work we'll engage with a consultant to provide training and coaching. We'll also model practice at Brehms after the work that happens daily in our other schools. Finally, we'll make sure we'll have organized structures in place in the following areas:</p> <p>We'll have two social workers at the school, one of whom will run the SST, which will meet weekly and be truly active in assessment student needs. Currently the school has an SST more in theory than in practice.</p> <p>Socio-emotional programs—we're going to</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>completely revamp the school's approach to social/emotional programming. Our mission is focused on this very thing. We feature morning meeting each day, and the Paths to Pax program, which feature lessons on character and fun games to encourage good behavior. We plan to engage a local non-profit, The Whole Teacher, to promote wellness with our staff. As we say, at Afya health is what we do. Social-emotional programming will be foundational to our new Brehms Lane.</p> <p>Afya PCS has two staff members who are now certified in crisis prevention training. These staff members, one a school counselor, the other a social worker, will engage with Brehms Lane in this important area and help the school create a violence prevention program, which is not in place at this time.</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>Brehms Lane currently has a referral system for behaviors but it is inconsistently adhered to, according to staff. This is an area that needs improvement.</p> <p>It's hard to overstate the challenges the school is facing with behavior at this time, as the data indicates. The school is in need of a comprehensive change to its approach to management. Planning for this is in process.</p> <p>The expectations that are currently posted speak to the inconsistencies present in the school: There are many different expectations posted, some with PBIS themes, which the school implements to some degree, and some with various other approaches, including Paths to Pax. The result is a collection of mixed messages. Again, bringing continuity to this area of the work is a high priority. We are in planning now to</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>completely re-brand and re-design the school. This will include new signage that is unified and closely connected to the school's value system.</p> <p>This is an area of need. The ABI ED participated in some of the work done this year around culture and climate, via district support and inclusive of learning walks. These walks did not lead to productive changes and became less consistent as the year progressed. They've stopped now that the principal is on extended leave. Going forward, ABI will include climate walks as a core part of the approach to monitoring for progress and building pride in the school. From the walks we'll learn about what is working well and cull information, to be used in collaborative work that teachers participate in and lead, with the assistance of consultants and coaches</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>and staff from our other schools, to make action plans to improve the school quickly.</p> <p>In ABI schools student voice is an important part of the work. A lot of this work happens during morning meeting time, when students greet one another, voice their concerns, their hopes, and their dreams, and plan for the upcoming day. This community building time is essential to the school's foundation. At Brehms we'll do many things to promote student voice—but the work will start first during morning meeting time, when together we'll work to create a safer school that is friendlier and more hopeful. We'll encourage students to speak freely about their feelings. We'll empower them to make positive change during this first part of the school day.</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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)
<u>COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u>			
The LEA and School must:			
<input type="checkbox"/> 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the implementation of the intervention strategies to support student learning	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1- Reinvigorating parents and engaging them, in a positive way, in the life of the school • Strategy 2- Have a parent liaison, who can work closely to organize and energize parents so they can volunteer at the school and participate in the program daily • Strategy 3- Coordinate with our social 	August 2016- June 2017	Principal Operator ILT

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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 style="text-align: center;">workers to connect families to needed resources, including mental health services and assistance with conditions that lead to chronic absenteeism</p> <p>The school currently does some effective outreach with families, holding things like math or literacy nights and hosting celebrations for mom's and dad's around holidays. Over the past couple of years, there have been examples of successful events. One example of this was a back-to-school rally that was well attended. The school community was also very supportive of the charter conversion and has attended meetings and supported the process throughout. Over 130 parents and teachers signed a petition in support of the charter conversion.</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>The needs, as with everything else currently in place at Brehms Lane, are great. There is no organized parent group. There isn't a comprehensive approach to engage families. The needs are further evident in the answers to the following:</p> <p>There is not currently a parent-engagement plan that is being effectively implemented. The evidence, mentioned above, is not good. Only 65 percent of families are satisfied with the school. Only 56 percent of parents believe the school is effectively preparing students for college or a career. As there is not active parent group there are no active committees.</p> <p>The school had a part-time guidance counselor this year. This person did not effectively implement the school choice process. This responsibility fell to the assistant principal. There are some family and community educational programs and outreach</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>programs for struggling students that are currently in place. They include: a JHU mentoring program, mental health services provide by Hope Health and All Walks of Life, and mentoring for students from local community members. This work was largely organized by a social worker who has since left the school. They are being implemented at this point with some consistency.</p> <p>Planning of school-wide, grade, and classroom activities sometimes take into account the resources, needs, and availability of parents. This is an area of real inconsistency in the school, dependent on the quality, expertise and commitment of individual teachers. There is no consistent approach to this work throughout the school.</p> <p>In addition to mandated parent-teacher conferences, teachers do make themselves available, upon request</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>or often through their own outreach, for opportunities to discuss student progress. These happen regularly after school. This work was largely the responsibility of a social worker at the school, who left this past school year. In his absence the school has really struggled in this area.</p> <p>Across the board, then, the school is really struggling with the engagement of families. Among the many priorities that ABI has, therefore, is reinvigorating parents and engaging them, in a positive way, in the life of the school. We will model this work after the work we do at both Afya and Tunbridge, which have both been recognized as highly effective in this area by the school district through the charter renewal process. We hope to have a parent liaison, who can work closely to organize and energize parents so they can volunteer at the school and participate in the program daily in positive ways. We would also like</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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 person to coordinate with our social workers to connect families to needed resources, including mental health services and assistance with conditions that lead to chronic absenteeism.</p>		
<p><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>	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Hold monthly informational meetings for families related to the conversion and call 100 percent of families at Brehms Lane to “check in” with them about their readiness for the coming year, any questions they may have about our plans, and any needs they might have to be ready for the first day of the year. These calls will happen in late July and early August. • Strategy 2-Fully evaluate the school's need for partnerships and have begun outreach with a number of community groups, including 	<p>August 2016- June 2017</p>	<p>Principal Operator ILT</p>

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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 style="text-align: center;">groups that promote health and wellness, educational opportunities, fitness, and enrichment opportunities. Create multiple partnerships that both support the school's need and link to our mission academically, socially, and physically.</p> <p>In all of the areas there is need for dramatic improvement. There are some things in place now, most of which is inconsistently implemented. We have been holding monthly informational meetings for families related to the conversion and will continue to do so from now until school starts. We've also been mailing home monthly letters to families about the charter conversion and the coming changes. We're in the process of building a new website for the school, with will provide timely information in a visually pleasing way. We've also actively</p>		

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Brehms Lane Elementary 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>maintained the school's Facebook page, growing the number of followers slowly but steadily. All of these things have helped keep the community informed.</p> <p>We are currently fully evaluating the school's need for partnerships and have begun outreach with a number of community groups, including groups that promote health and wellness, educational opportunities, fitness, and enrichment opportunities.</p>		

Annual Goals /Milestone Goals and Targeted Outcomes

Maryland Turnaround Principles Model (DRAFT)

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

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

At least 20% of all students in grades 3-5 will meet or exceed expectations (Level 4/Level 5) on the English Language Arts/Literacy PARCC assessment.

At least 20% of all students in grade s 3-5 will meet or exceed expectations (Level 4/Level 5) on the mathematics PARCC assessment.

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

By June 2017, 100% of students will meet their annual grade level growth target in reading and mathematics as evidenced by iReady data. Leadership team will meet weekly to assess progress towards goals in real time and monthly to share and reflect on data with staff.

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. Double the size of the after school program from 75 to 150 students in grades 2-5 to provide additional interventions and	Fully enroll and fully staff the program with staff from Brehms Lane and meet attendance target of 94 percent daily attendance. Give benchmark assessments to	Maintain attendance goal of 94 percent daily attendance.

Maryland Turnaround Principles Model (DRAFT)

enrichment.	all students.	
2. Implement a comprehensive approach to small group interventions in reading and math using Scholastic Guided Reading and Do the Math	Train staff in interventions; create and implement a 45-day beginning of the year plan for intervention implementation; assess all students and group them according to level and need; fully implement the Literacy Lab program.	Full implementation of interventions and literacy lab; continue with teacher coaching
3. Employ a parent liaison to coordinate family engagement activities, promote parent involvement, and serve as a conduit between families and community organizations that can provide supports.	Select and hire person for this role. Create and/or continue use of communication platforms, including new website, Facebook, and monthly mailers home. Create comprehensive list of school needs, finalize community outreach plan, and begin implementation.	Increase student attendance to 94 percent and decrease the chronic absenteeism rate from 28 percent to 20 percent. The school will have created a formal organized parent group and will have representatives on the school's governing board. The school will have a comprehensive community outreach plan in place and will be a resource for parents on key issues like mental health services.

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: Brehms Lane Elementary School

LEA: Baltimore City Public Schools

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

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

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: _____

<u>Summary of Services</u>

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? YES NO
Quality?	YES	NO	Accurate?	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.