MARYLAND STATE DEPARTMENT OF EDUCATION

PREPARING WORLD CLASS STUDENTS

2016-2017 Priority School Plan

Eutaw-Marshburn 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 2016-2017school year.

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

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

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

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Maryland Turnaround Principles Model (DRAFT)

School Name: Eutaw Mashburn **School Number: 011** **Phone#: (410) 396-0779** **Email Address:**	**LEA Point of Contact (POC)** **Name & Position:** **Laurie-Lynn Sutton** **Director of School Turnaround and Transformation** **Phone#: (443) 838-6941** **Email Address: lsutton03@bcps.k12.md.us**
Principal: Tiffany Cole **Phone #:** (410) 396-0779 **Email Address:** tcole01@bcps.k12.md.us	**Area Instructional Director: Sonya Goodwyn** **Phone #:** (443) 794-5942 **Email Address:** SRGoodwyn@bcps.k12.md.us
Grade levels enrolled (SY16-17): Pre-K - 5	**Number of Students Enrolled (SY16-17):** 342
Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment • **Literacy instructional coaching** • **Literacy interventions/coaching and training** • **Mental health** • **Social and emotional**	**Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017** • **Fundations Double Dose** • **Leveled Literacy Intervention** • **Literacy Lab** • **Leveled Libraries** • **Scholastic Leveled Bookroom** • **Restorative Practices** • **Guided Reading Coaching**

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Funding Summary (Amount of funds to support implementation of intervention strategies in 2016-2017)

❑ **Title I, Part A (from Priority School reservation, up to 20%)**
❑ **1003(a) School Improvement Funds**

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2016-2017 Priority School Intervention Plan

The LEA and each of its Priority Schools will use the Maryland Turnaround Principles Model components to develop a one-year intervention plan based on the prioritized needs identified in the school's comprehensive needs assessment. The evidenced based strategies in the plan must specifically address the prioritized needs of the school to improve student achievement. The Priority School Plan is due to MSDE on <u>June 1, 2016.</u>

Name of Priority School:		LEA: Baltimore City Public Schools	
Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
Components of Maryland's Turnaround Principles Model			

COMPONENT 1: STRONG LEADERSHIP

The LEA and School must:

❑ 1a. Review the performance of the current principal and track record to ensure strong and effective leadership in the Priority School.	**Prioritized Strategies** • **Strategy 1-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**	July 2016-July 2016	Sonya Goodwyn, ILED Laurie Lynn Sutton, Director Office of Transformati on and

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:			LEA: Baltimore City Public Schools	
Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**		**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	<mark>• **Strategy 4-Instructional support and teacher leadership development provided by the Breakthrough Center**</mark> • **Strategy 5-Retention Stipend for Principal and Assistant Principals** City Schools is working to ensure effectiveness across the organization so that every student experiences excellent teaching and learning — in every classroom, in every school. To do this, we are building systems to strengthen, support and measure effectiveness among teachers, school leaders and schools. For school leaders, we are utilizing the new evaluation system for the 2015–16 school year to strengthen and support effectiveness. It includes measures both of student academic growth and of school leaders' professional practice that, when taken together, provide a comprehensive overall assessment. The evaluation is aligned closely with the *Educational Leadership Policy Standards* adopted by the National Policy Board for Educational Administration and the district's professional development offerings, so that it serves as both			Turnaround

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Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	an affirmation of effective leadership and an opportunity to inform ways to improve practice. The new evaluation will demonstrate that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort, the Instructional Leader Executive Director has evaluated the principal using the following indicators: 1. Facilitates the development of a school vision. 2. Aligns all aspects of a school culture to student and adult learning. 3. Monitors the alignment of curriculum, instruction, and assessment. 4. Improves instructional practices through the purposeful observation and evaluation of teachers. 5. Ensures the regular integration of appropriate assessment into daily classroom instruction. 6. Use multiple sources of data to improve classroom instruction. 7. Provides staff with focused, sustained, research-based professional development. 8. Engages community stakeholders in a shared responsibility for student and school success. 9. Promotes increased student attendance. 10. Provides a safe, orderly school environment.		

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Name of Priority School:		**LEA: Baltimore City Public Schools**	
Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	11. Secures services from appropriate divisions and offices that effectively support the educational program and non-instructional services in the building. 12. Ensures compliance with laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System with a special focus on the Special Education Implementation Plan. 13. Handles level I grievance actions effectively and appropriately. 14. Maintains appropriate standards of professionalism, including completing and submitting all requests for information in a timely manner.		
❑ 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	**Prioritized Strategies** • **Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership** • **Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts** • **Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan**	Ongoing	Tiffany Cole, principal Sonya Goodwyn, ILED

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		LEA: Baltimore City Public Schools	
Name of Priority School:			
Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	The Community Learning Network members in conjunction with the Educational Specialist from the Office of School Transformation and Turnaround are equipped to provide support to the principal in the operation and implementation of the planned instructional program. The CLN/OTT will assist in conducting informal observations of instruction, providing coaching and professional development to teachers in the areas of literacy, math and inclusive practices, and in establishing routines and processes that support the further development of a school climate that is conducive for quality teaching and learning to take place. School leadership will be given the autonomy to develop the school budget. Eutaw Mashburn's schedule will reflect additional collaborative planning time. The school schedule will reflect opportunities for academic enrichment through an after school program. School leadership will be given the opportunity to interview and hire highly qualified staff. Human Capital will provide opportunities for principals to interview highly qualified staff during voluntary transfer fairs beginning in the spring of each school year. School leadership will be given the opportunity to select and purchase research based academic intervention		

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

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

The LEA and School must:

❑ 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	**Prioritized Strategies** • **Strategy 1-Use of the Baltimore City Schools observation platform and Evaluation System** • **Strategy 2-Partnership with Human Capital for strategic recruitment** • **Strategy 3- Use of learning walk protocol to observe and improve instructional practice.** Staff will be evaluated through the established evaluation process as defined in the negotiated agreement using the City Schools Performance Based Evaluation System (PBES). The following steps in the PBES Teacher Evaluation Protocol will be implemented: ❑ Staff Review of Evaluation Process ❑ Individual Development Plan/Initial ❑ Conference ❑ Formal Observation #1 ❑ Mid-Year Evaluation Conference	July 2016-June 2017	Tiffany Cole, principal

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Name of Priority School:		**LEA: Baltimore City Public Schools**	
Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	❑ Formal Observation #2 ❑ Final Evaluation Conference Walkthroughs and informal observations will be conducted throughout the school year by the school instructional leadership team to determine teacher effectiveness and next steps in the action planning process.		
❑ 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	**Prioritized Strategies** • **Strategy 1-Provide opportunities for job-embedded PD during collaborative planning meetings, summer sessions and afterschool PD sessions** • **Strategy 3- Professional development and coaching from vendors aligned to interventions being implemented (i.e. Scholastic, Do the Math, Leveled Libraries, Fundations)** • **Strategy 3- Use of learning walk protocol to observe and improve instructional practice.** • **Strategy 4- Partner with the MSDE Breakthrough Center to improve teacher knowledge and practices in English/Language Arts instruction** • **Strategy 5 – Partner with Literacy Lab to provide**	July 2016 – June 2017	Instructional Leadership Team MSDE Breakthrough Center Mentor Teacher

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Name of Priority School:		LEA: Baltimore City Public Schools	
Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	individualized intervention to identified students Partner with the Maryland State Department of Education Breakthrough Center to provide job-embedded professional development through monthly collaborative planning cycles (1-3 days per month) to improve teacher knowledge of the English Language Arts Common Core State Standards as well as effective instructional strategies as well as to build the capacity of the school leadership team to sustain these efforts. The school will hire an Instructional Support Teacher to provide instructional support to novice and veteran teachers. The school will provide mentoring support for teachers with less than 4 years' experience. School will provide Professional Development to instructional staff members in areas identified by the Instructional Leadership Team members. This professional development will occur during collaborative planning meetings and after school. Teachers will be asked to participate in summer and job-embedded professional development to support implementation of the Common Core standards, instructional models, and related materials.		Scholastic Consultant Heinemann Consultant Wilson Consultant

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Name of Priority School:		**LEA: Baltimore City Public Schools**	
Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	The school will provide staff with professional development from a national Scholastic consultant to support the implementation of small group guided reading instruction. The school will provide teachers access to small group leveled text with the addition of a Scholastic leveled library. The school will hire Heinemann Consultant to support the implementation of Leveled Literacy Intervention. The school will hire Wilson Consultant to support the implementation of Fundations instruction (1st instruction and Double Dose) The school will provide teachers with Fundations Intervention materials for the implementation of Double Dose (k-3) and Just Words (4-5). The school will partner with Literacy Lab. The Literacy Lab embeds rigorously-trained, full-time early literacy tutors in elementary schools serving high-need populations. Each partner school receives 2 full-time tutors, who each serve a caseload of about 18 children from grades K-3. Children on caseload receive 20 minutes of daily 1:1 intervention and are progress monitored weekly. The intervention is practice-based and designed to support students building mastery in skills that have already been taught in class. Tutors are		

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Name of Priority School:		LEA: Baltimore City Public Schools		
Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**		**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	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.			
COMPONENT 3: PROVIDING ADDITONAL TIME FOR INSTRUCTION The LEA and School must:				
❑ 3a. Provide additional time for student learning and collaboration targeting students demonstrating the greatest needs and/or students at risk of being identified for Tier 3 intervention.	**Prioritized Strategies** • **Strategy 1- Provide after school programming through the 21st Century Grant** • **Strategy 2-Use of interventions for Tier 2/3 students within the scheduled content blocks and during pullout.** • **Strategy 3: Utilization of Literacy Lab tutors** After school programming will be available for all students. Staffing for afterschool program is managed through the 21st Century Grant and includes many teachers plus a lead, a coordinator, mentors, and outside contractors. Students are also provided snack and dinner. Staffing is fluid and is based		July 2016-June 2017	

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Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	on participation. Teachers will be asked to return three days prior to start of the school year early to participate in summer and job-embedded professional development. Teachers will participate in monthly professional development opportunities during collaborative planning and after school hour. Teachers will receive a stipend to attend.		
COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM			
The LEA and School must:			
❑ 4a. Strengthen the school's instructional program based on student needs and ensure that the instructional program is evidenced-based, rigorous, and aligned with State academic content standards (include Universal Design for Learning strategies and Multi-Tiered System of Support).	**Prioritized Strategies** • **Strategy 1-Intervention and enrichment through use of Fundations Double Dose, Leveled Literacy Intervention and Do the Math** • **Strategy 2- Embedded PD and coaching** • **Strategy 3- Secure additional technology (i.e. laptop cart) to support the instructional programs and the implementation of interventions.** • **Strategy 4- Purchase leveled libraries with coaching to enhance the reading program** • **Strategy 5-Partner with Literacy Lab to provide**	July 2016-July 2017	Tiffany Cole, Principal Staff Sonya Goodwyn, ILED Laurie – Lynn Sutton, Director,

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Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	individualized intervention • **Strategy 6- Support from the Strategic Team within the Office of Turnaround and Transformation** The school will opt into Common Core curriculum and instructional supports in all core content areas for SY 16-17. The school will use City Schools Literacy Modules as their core instruction. Fundations will be implemented with fidelity in accordance with City School's curriculum during the Word Study portion of the Literacy Block. In addition, Fundations Double Dose will be the word study intervention for identified students. The schools will provide daily guided reading to students in all classes during the small group portion of the literacy block. All students will have an opportunity to receive intervention and enrichment through the use of Fundations Double Dose, Leveled Literacy Intervention, and Do the Math designed within the content block. The school will purchase additional Fundations materials for classrooms to implement Fundations Double Dose Intervention.		Transformation and Turnaround

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	LEA: Baltimore City Public Schools		
Name of Priority School:			
Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	The school will increase the use of technology by purchasing mobile laptop carts, desktop computers, wireless printers and hand held remotes. Laptop carts, response systems and an i-pad cart will be available to teachers to support a rigorous and engaging curriculum as well as to prepare students for web-based assessments. English language arts classrooms will have leveled classroom libraries with high-interest text for students' independent reading and for supplemental text/extensions to the curriculum. The school will purchase reading, listening, and writing centers for students The literacy coach will provide job-embedded professional development related to the identified instructional priority area of improving literacy instruction in reading classes. Whole group, small group, and individual professional development will be provided by City Schools' Network, and school leadership staff focused on the following: • Building knowledge through content-rich nonfiction • Reading, writing, and speaking grounded in evidence		

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Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	from text, both literary and informational • Regular practice with complex text and its academic language An Instructional Support Teacher will be maintained to provide support through mentoring, coaching, modeling lessons, observing instruction and facilitating professional development. The school will hire Art with a Heart to provide all students additional art instruction. Research has shown that arts integration throughout the school improves culture and climate.		

COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION

The LEA and School must:

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Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
☐ 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>** • **Strategy 1- Use of interim assessments such as Amplify and i-Ready to tier students for intervention** • **Strategy 2- Professional development for teachers on the analysis of student assessment data and the creation of formative assessments** • **Strategy 3- Support from the Strategic Team within the Office of Turnaround and Transformation** The following assessments will used and analyzed to inform instruction: Literacy Diagnostics will be given three times per year using Amplify (K-2) and the iReady assessment (3-5). (BOY, MOY and EOY). Mathematics Diagnostics will be given three times per year using the iReady assessment (BOY, MOY and EOY). The teachers will be provided with professional development and ongoing support around analysis of systemic benchmark assessments and the creation and analysis of formative assessments. This job embedded professional learning and	Ongoing	Instructional Leadership Team Principal ILED OTT Team

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Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	support will be led by school administration and the Instructional Support Teacher. Professional Development will occur during content collaborative planning time and will be offered afterschool and through district PD offerings. Eutaw Mashburn will hold data meetings with the Instructional Leadership Team (ILT) to discuss available quantitative data on a bi-monthly basis. LEA will ensure that data will be provided to the Principal through the instructional leadership team inquiry tool. The ILT and the Transformation and Turnaround office will collaborate in data analysis and additional PD will be provided as needed.		
☐ 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data to ensure a differentiated system of support for all students.	**Prioritized Strategies** • **Strategy 1- Weekly collaborative planning in content areas** • **Strategy 2- Support from the Strategic Team within the Office of Turnaround and Transformation** Teachers will be provided with weekly collaborative planning opportunities in content areas. Eutaw Mashburn will work in collaboration with Community	Ongoing	Instructional Leadership Team CLN OTT

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Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**		**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	Learning Networks to support an effective Instructional Leadership Team that will convene twice per month to review progress, reflect and adjust practice on the use of data to inform instruction using the Data Driven Instructional Team. Community Learning Network and Transformation and Turnaround office will provide professional development, support and guidance to the Instructional Support teacher who in turn will support all content teachers to meet the needs of individual students. Strategies for differentiation of instruction will be shared regularly through the collaborative planning sessions.			

COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS

The LEA and School must:

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Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies		Timeline for Implementation	Name/Position of Responsible Person(s)
☐ 6a. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement such as: students' social and emotional, and health needs. Identify evidence-based practices as a part of the Multi-Tiered System of Support.	**Prioritized Strategies** • **Strategy 1- Implementation of Restorative Practices, inclusive of additional staff professional development** • **Strategy 2- Implementation of PBIS** • **Strategy 3- Contract a vendor (Continuous Growth) to provide a school based mentor to support student growth and development** • **Strategy 4: Community Resource Coordinator to support leadership with addressing student social/emotional, attendance, health and academic issues** The school will fully implement PBIS which will include a monthly calendar of PBIS events, student recognition events, as well as a clear plan for student incentives. The Dean of Students reinstitution on PBIS will provide additional support for culture and climate thereby furthering the decrease in suspensions. This staff member is a viable member of the Student Support Team and Instructional Leadership Team. The Dean of Students (formally trained in PBIS and			Instructional Leadership Team PBIS Committee Restorative Practices YALA Restorative

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Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	Restorative Practices) will coordinate and lead monthly grade level team meetings. School Leadership will provide professional development and ongoing support to all teachers regarding Tier 1 and Tier II interventions for students. A Student Support Team (SST) will focus on early identification of students that have at-risk factors, such as truancy and misconduct, and putting support programs in place the early in the school year will assist in promoting an improved climate. The school will employ integrated school based mentor from an outside contractor to support student growth and development. The Administration/Instructional Leadership team will work with the CLN to identify structures and processes for effective student service teams. This Tier II Intervention Model will be designed to address student social/emotional, attendance, health, and academic issues; identify interventions to address the students need, and resources for students, parents, and school staff.		Practices

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Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	The school will utilize North Bay to provide targeted focus on student attitudes and interactions. North Bay will provide a retreat location with relevant curriculum to improve school climate and culture. It is a year-round property, available for any and all groups who share the values of reaching out to every student. Students are challenged to realize that their attitudes and actions have a lasting impact on their future, the environment and the people around them. Approved MSDE curriculum and the outdoors are used as an integrating context. A Community Resource Coordinator through YALA will be maintained to support school leadership with addressing student social/emotional, attendance, health, and academic issues; identify interventions to address the students need, and resources for students, parents, and school staff. Plan includes using priority funds to provide training to staff on Restorative Practices (Intro to Restorative Practice and Circles) to help support the climate and culture of the building. The school will work with Continuous Growth for mentoring services and to support alternatives to suspension.		

COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND

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

COMMUNTIY ENGAGEMENT

The LEA and School must:

❑ 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the implementation of the intervention strategies to support student learning	**Prioritized Strategies** • **Strategy 1: Parent-Teacher Collaboration –Virtual Engagement by Living Tree providing a customized academic social networking platform that builds trust and relationships between staff, parents, students and extended community support. Platform will support two-way communication and volunteer management.** • **Strategy 2: National Network of Partnership Schools through Johns Hopkins University providing schools with training, coaching and support to help increase knowledge and develop skills to increase effective partnerships and programming to support parent involvement in student academic success.** • **Strategy 3: Interactive Home and Community Learning Kits from Lake Shore and Scholastic to support learning at home in the areas of literacy,**	Ongoing	Principal

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Name of Priority School:		LEA: Baltimore City Public Schools	
Maryland Turnaround Principles Model	**LEA/School Design for Implementation of the Evidenced Based Intervention Strategies**	**Timeline for Implementation**	**Name/Position of Responsible Person(s)**
	math and science • **Strategy 4- Partnership with YALA to support community engagement** Eutaw Mashburn will continue to utilize multiple streams of communications models, which include, Global Connects, letters, school website updates, and community based advertisement at surrounding business and churches. School Leadership will identify current community partners (Brown Memorial,) and begin to establish additional partners that support the vision for the school. The community resource coordinator through YALA will support the parent engagement and development strategy.		
❑ 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)	Eutaw Marshburn will use the Scholastic Family Engagement in order to build a yearlong plan to increase parent engagement. School teams, community resource coordinator and family representatives will attend and work with the SFC in order to develop workshops and programs to support student social, emotional, and health needs.	SY1617	Principal

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Annual Goals /Milestone Goals and Targeted Outcomes

2016-2017 Annual Goal and Milestone Goals for Reading and Math
Provide the Annual 2016-2017 Goals for Reading/Language Arts and Math on State assessments for "all students" group and for each subgroup.
At least 20% of all students in grades 3-5 will meet or exceed expectations on the English Language Arts/Literacy PARCC

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assessment.

At least 20% of all students in grades 3-5 will meet or exceed expectations on the Mathematics PARCC assessment.

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

All students who perform below grade level in reading Grades k-5 will increase proficiency by at least a year and a half growth as measured by the EOY Amplify assessment for k-2 and by EOY iReady assessment for 3-5.

All students who perform on or above grade level in Grades k-5 will increase proficiency by at least a one year growth as measured by the EOY Amplify assessment for k-2 and by EOY iReady assessment for 3-5.

All students who perform below grade level in mathematics Grades 3-5 will increase proficiency by at least a year and a half growth as measured by the   EOY iReady assessment for 3-5.

All students who perform on or above grade level in mathematics Grades 3-5 will increase proficiency by at least a year growth as measured by the EOY iReady assessment for 3-5.

40% of all 1st and 2nd grade students score on or above proficiency on the mathematics unit assessments,

2016-2017 Target Outcomes for Strategies in the Intervention Plan		
Evidenced Based Strategy	**Interim Target Outcomes** Provide Interim Outcome for Each Strategy in the Intervention Plan	**Annual Target Outcomes** Provide Annual Outcomes for Each Strategy in the Intervention Plan
1. **Literacy Intervention**	By January 2017, 50% of students will meet their annual target growth goal in	By June 2017, 100% of students will meet their annual target growth goal in

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		ELA as evidenced by iReady data.	ELA as evidenced by iReady data.
2.	**Teacher Coaching**	By January 2017, 100 % of the teachers will be rated effective or highly effective in 5 of the 9 teach actions of the districts Instructional Framework.	By June 2017, 100 % of the teachers will be rated effective or highly effective in 8 of the 9 teach actions of the districts Instructional Framework.
3.	**Restorative Practices**	By January 2017, suspensions will decrease by 50% as compared to the same point in time from the 2016SY.	By June 2017, suspensions will decrease by 50% as compared to the same point in time from the 2016SY.

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

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2016-2017 Timeline for LEA Monitoring of Priority School

School: Eutaw-Marshburn EL   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** • The Principal and the Instructional Leadership Team will review data from SY15-16 • School staff will analyze the data to inform priorities in the School Performance Plan (SPP) • School leadership will share AMO targets and SPI with staff. • School leadership will share approved implementation and school performance plan with staff. • Central Support Team Members will review approved copies of the implementation plan. • During monthly *Priority* meetings, the approved implementation plan will be reviewed. • Consultant/Vendor Monitoring Checklists will be reviewed. • Final SY16 budget will be shared with school leadership for accuracy.
	Describe how progress will be assessed • A review of *evidence of successful implementation* of the Maryland Turnaround Principles Model requirements will be conducted during *Priority* Support Meetings. • Members of the Central Support Team will conduct school walks to assess implementation of planned activities. • Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed.

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	• Evidence that SY15-16 data, AMO targets and SPI has been shared with staff.
	• At least 15% of the grant funds will be expended by the first quarter.
	Provide the Quarterly Report submission date and who will Submit to MSDE • Submission by November 11, 2016 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
Quarter 2 **(SY 2016-2017, Nov.-Jan.)**	**Describe the LEA/school monitoring and oversight** • The Principal and Instructional Leadership Team will review Beginning of Year (BOY) assessment data. • Beginning of Year (BOY) assessment data will be shared with staff to plan for instruction, student intervention and professional development if necessary and set student goals for the year. • During monthly *Priority* meetings, the approved implementation plan will be reviewed. • The Instructional Leader Executive Director will monitor school performance plan goals in relation to grant outcomes. • Consultant/Vendor Monitoring Checklists will be reviewed. • Monthly FY17 budget status reports will be shared with school leadership for accuracy and next steps.
	Describe how progress will be assessed • A review of *evidence of successful implementation* of Maryland Turnaround Principles Model requirements will be conducted during *Priority* Support Meetings. • Members of the Central Support Team will conduct school walks to assess implementation of planned activities. • Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets. • At least 40% of the grant funds will be expended by the second quarter.
	Provide the Quarterly Report submission date and who will Submit to MSDE • Submission by January 27, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
Quarter 3	**Describe the LEA/school monitoring and oversight**

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(SY 2016-2017, Feb.-April)	• The Principal and Instructional Leadership Team will review Middle of Year (MOY) assessment data. • Middle of Year (MOY) assessment data will be shared with staff to plan for instruction, student intervention and professional development if necessary. • During monthly *Priority* meetings, the approved implementation plan will be reviewed. • The Instructional Leader Executive Director will monitor school performance plan goals in relation to grant outcomes. • Consultant/Vendor Monitoring Checklists will be reviewed. • Monthly FY17 budget status reports will be shared with school leadership for accuracy and next steps.
	Describe how progress will be assessed • A review of *evidence of successful implementation* of Maryland Turnaround Principles Model requirements will be conducted during *Priority* Support Meetings. • Members of the Central Support Team will conduct school walks to assess implementation of planned activities. • Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets. • At least 65% of the grant funds will be expended by the third quarter.
	Provide the Quarterly Report submission date and who will Submit to MSDE • Submission by April 7, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
Quarter 4 **(SY 2016-2017, April- July)**	**Describe the LEA/school monitoring and oversight** • The Principal and Instructional Leadership Team will review End of Year (EOY) assessment data. • End of Year (EOY) assessment data will be shared with staff to plan for instruction, student intervention and professional development if necessary. • During monthly *Priority* meetings, the approved implementation plan will be reviewed. • Consultant/Vendor Monitoring Checklists will be reviewed. • The Instructional Leader Executive Director will monitor school performance plan goals in relation

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	to grant outcomes.
	• Monthly FY17 budget status reports will be shared with business school leadership for accuracy and next steps.
	Describe how progress will be assessed
	• A review of *evidence of successful implementation* of Maryland Turnaround Principles Model requirements will be conducted during *Priority* Support Meetings.
	• Members of the Central Support Team will conduct school walks to assess implementation of planned activities.
	• Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets.
	• At least 65% of the grant funds will be expended by the third quarter.
	Provide the Quarterly Report submission date and who will Submit to MSDE
	• Submission by June 23, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.

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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:** Wilson Reading**/** lwernikof@gmail.com/ http://www.wilsonlanguage.com/programs/wilson-reading-system

2. **Lead Consultant's /Contractor's Name(s) / Address / Phone / E-mail / Website:** Linda Wernikoff/(631) 988-6484/lwenikof@gmail.com / http://www.wilsonlanguage.com/programs/wilson-reading-system

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): $2500 (daily)**

6. **Describe the specific evidenced-based services that will be included in the contract (include the following):**

   a) **Number of professional development hours per day and per week committed to the school:**
   b) **Number of planning hours committed to the school:**
   c) **Proposed start/end dates:**
   d) **Type of professional development to be delivered (training sessions, classroom coaching, online sessions, job embedded, etc.:**
   e) **Type of support the consultant will provide to the school to monitor implementation of professional development:**
   f) **Type of support to the school to evaluate the success of the professional development:**
   g) **Monitoring tool and/or evaluation rubric:**

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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.

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1. **Consultant /Contractor Company Name / Address / Phone / E-mail / Website:**
   University of Maryland, 620 West Lexington Street, Baltimore, MD 21201, 410-706-7171

2. **Lead Consultant's /Contractor's Name(s) / Address / Phone / E-mail / Website:**
   Juliet Dickerson, 620 West Lexington Street, Baltimore, MD 21201, 410-706-7171

3. **Has the consultant/contractor been contacted for their availability of services?**   ☒ **Yes**   _____ **No**

4. **Has the consultant/contractor tentatively agreed to provide the services to the school?**   ☒ **Yes**   _____ **No**

5. **What is the consultant's /contractor's fee?(Provide a summary breakdown):** _____

6. **Describe the specific evidenced-based services that will be included in the contract (include the following):**

   a. **Number of professional development hours per day and per week committed to the school:**
   b. **Number of planning hours committed to the school:**
   c. **Proposed start/end dates:**
   d. **Type of professional development to be delivered (training sessions, classroom coaching, online sessions, job embedded, etc.:**
   e. **Type of support the consultant will provide to the school to monitor implementation of professional development:**
   f. **Type of support to the school to evaluate the success of the professional development:**
   g. **Monitoring tool and/or evaluation rubric:**

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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.

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1.   **Consultant /Contractor Company Name / Address / Phone / E-mail / Website:**
Youth Ambassadors Leadership Academy (YALA) Bridget Alston Smith , 4017 Raleigh Road, Baltimore, MD 21207, 443-677-9511

2.   **Lead Consultant's /Contractor's Name(s) / Address / Phone / E-mail / Website:**   Bridget Alston Smith, 4017 Raleigh Road, Baltimore, MD 21207, 443-677-9511

3.   **Has the consultant/contractor been contacted for their availability of services?**   **Yes** _____ **No**

4.   **Has the consultant/contractor tentatively agreed to provide the services to the school?**   **Yes** _____ **No**

5.   **What is the consultant's /contractor's fee?(Provide a summary breakdown):** _____

6.   **Describe the specific evidenced-based services that will be included in the contract (include the following):**

    a.   **Number of professional development hours per day and per week committed to the school:**
    b.   **Number of planning hours committed to the school:**
    c.   **Proposed start/end dates:**
    d.   **Type of professional development to be delivered (training sessions, classroom coaching, online sessions, job embedded, etc.:**
    e.   **Type of support the consultant will provide to the school to monitor implementation of professional development:**
    f.   **Type of support to the school to evaluate the success of the professional development:**
    g.   **Monitoring tool and/or evaluation rubric:**

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

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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.

Consultant /Contractor Company Name / Address / Phone / E-mail / Website: Mary Kay Carlo/Scholastic/ MCarlo@Scholastic.com 410.271.1830

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1.   **Lead Consultant's /Contractor's Name(s) / Address / Phone / E-mail / Website:** Mary Kay Carlo/Scholastic/ MCarlo@Scholastic.com 410.271.1830

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2. **Has the consultant/contractor been contacted for their availability of services?**   Yes   **_____No**

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3. **Has the consultant/contractor tentatively agreed to provide the services to the school?**   Yes   **_____No**

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4. **What is the consultant's /contractor's fee?(Provide a summary breakdown):** _____

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5. **Describe the specific evidenced-based services that will be included in the contract (include the following):**

    a. **Number of professional development hours per day and per week committed to the school:**
    b. **Number of planning hours committed to the school:**
    c. **Proposed start/end dates:**
    d. **Type of professional development to be delivered (training sessions, classroom coaching, online sessions, job embedded, etc.:**
    e. **Type of support the consultant will provide to the school to monitor implementation of professional development:**
    f. **Type of support to the school to evaluate the success of the professional development:**
    g. **Monitoring tool and/or evaluation rubric:**

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

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

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

Summary of Services			
Activity Dates	**Service(s)**	**Expected Outcome/Data**	**Outcome Met/Not Met**

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

Briefly explain reasons for Overall Evaluation:

Consultant/Contractor Monitoring performed by (print and sign):
Name Printed: _____**Signature:** _____**Date:** _____
Position_____   **LEA**_____
This is just a holding place for language for the Additional conditions for the NOGA

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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.
2. LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators (*not sure about this*).
3. LEA will monitor and evaluate the actions a school has taken, to recruit, select and provide oversight to external providers to ensure their quality.
4. LEA will report to the SEA the school-level data required in a timely manner.
5. LEA will demonstrate its strong commitment and capacity to implement fully and effectively the intervention strategies in its Priority Schools by scheduling LEA Central Support Team meetings (monthly) and Turnaround Executive Support Team meetings (three times a year) with the Maryland State Department of Education's Title I Office to include the MSDE Breakthrough Center.

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