



2016-2017 Priority School Plan

Frederick Douglass High School #450

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

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<p>School Name: Frederick Douglass High School School Number:450</p> <p>Phone#: Email Address:</p>	<p>LEA Point of Contact (POC) Name & Position: Laurie-Lynn Sutton Director of School Turnaround and Transformation</p> <p>Phone#: (443) 838-6941 Email Address: lsutton03@bcps.k12.md.us</p>
<p>Principal: Kelvin Bridgers</p> <p>Phone #: 410-396-7811 Email Address:KBridgers@BCPS.K12.MD.US</p>	<p>Area Instructional Director: (ILED) Jacque Hayden Phone #: Email Address: jyhayden@bcps.k12.md.us</p>
<p>Grade levels enrolled (SY16-17): 9-12</p>	<p>Number of Students Enrolled (SY16-17): 969</p>
<p>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</p> <ul style="list-style-type: none"> • Increase Graduation Rate (Currently 52%) • Increase attendance rate • Increase reading performance scores • Increase math performance and scores • Increase Teacher proficiency • Increase the number of students attending college • Engage students in 21st Century Learning (field experiences, job shadow, real world exposure etc.) 	<p>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</p> <ul style="list-style-type: none"> • Extended Learning • Writing Across Curriculum • Read 180 • Agile Minds • SAT Blitz • H.S.A. Blitz • Weekly job embedded PD • Summer PD

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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 June 1, 2016.

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

COMPONENT 1: STRONG LEADERSHIP

The LEA and School must:

<input type="checkbox"/> 1a. Review the performance of the current principal and track record to ensure strong and effective leadership in the Priority School.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership • Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts • Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying 	ongoing	Principal Assistant Principals
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	<p style="text-align: center;">strategies to ensure effective implementation of the Priority Plan</p> <ul style="list-style-type: none"> • Strategy 4 – Collaboration with the MSDE Breakthrough Center to coach aspiring leaders in the school • Strategy 5 – Retention Stipends for Principal and Assistant Principal <p>Principal Bridgers will be entering his second consecutive year as Principal at Frederick Douglass High School. . There are four Assistant Principals and each are responsible for an academic content area and cohort of students. Currently, we have one mentor teacher and one Lead Teacher that are working with teachers with one to three years of teaching experience. Our climate and culture data has improved and we have decreased the number of “no shows” from over 100 to fewer than ten students. We have developed a Professional Learning Community in which teacher support comes from number of mechanisms: Lead Teacher, Mentor Teacher, Administration, Content Leaders and peer teachers.</p>		

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	<p><u>Vision</u> Frederick Douglass High School will graduate globally competent students, prepared to compete in the 21st Century.</p> <p><u>Mission</u> By blending the rich traditions of the past with the academic forces of innovation and leadership, Frederick Douglass High School will provide positive, rigorous, and engaging programs for all students, with appropriate interventions for a diversified population that will empower learners to become innovative leaders in the 21st Century global community.</p> <p><u>Our Beliefs</u> Every student can learn and every student must be prepared to compete in 21st Century higher education and the global workforce.</p> <p>We believe that educators must assume an attitude of accountability for the learning progress of students. The assessment of that learning progress is equal in importance to the act of teaching. The goals and progress of each student matter. Therefore, the instructional process of the school including the use of materials, equipment, time, space and instructional methods must be based on an individualized assessment of each student.</p>		

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	<p>We believe that teacher, administration and support personnel have a responsibility to plan and use techniques, which motivate students. Accordingly, it is the right of every student to be involved in a carefully planned set of learning activities each day in every class. Effective Classroom management is a prerequisite to effective instruction.</p> <p>We believe that a positive adult-student relationship can be an important factor in effective instruction. Teachers, administration and support personnel are responsible for planning, initiating, and maintaining this relationship. Furthermore, learning always includes the development of feelings in the learner toward that which is learned; teachers have the responsibility to plan and do as much as possible to develop positive attitudes in students toward the educational process and the content under study.</p> <p>Finally, we believe that each teacher, administrator and staff member should keep abreast of psychological principles underlying a child’s learning and development, new educational theories, discoveries in his/her particular field, and innovative techniques in classroom management.</p>		

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	<p>ONE TEAM, ONE SCHOOL, ONE VISION, ONE DOUGLASS: RELENTLESS</p> <p>Relentless is going to be an abiding word throughout the course of this school year. Through collaboration across departments and divisions, our school community will focus on unity of purpose and vision.</p> <p>In order to achieve our goals and meet academic targets, there will be a need for unifying performance and efforts, interdepartmentally.</p> <p>A variety of practices are in place for strategic school planning. Various initiatives are implemented by teams. Examples of these include administrator team, instructional leadership team, attendance team, guidance and counseling team, student support team, and content teams. Additionally, the school performance plan and school improvement grant narrative, along with real-time data, drive the priority areas for each team. Artifacts include: SANE documents from meetings of each of the aforementioned teams; Student work samples, CFIP documents, and student data.</p> <p>Success is measured by:</p> <ul style="list-style-type: none"> • Increase in student performance as evidence by student 		

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	<p>data (class, school, district and state).</p> <ul style="list-style-type: none"> • Increase in student attendance • Classrooms with evidence student intellectual engagement (routine writing, process writing, peer to peer interaction and higher level Bloom Taxonomy) <p>As part of leadership development, the principal will work with the MSDE Breakthrough Center to identify aspiring leaders in the school who will be recommended to participate. We've identified two Instructional Leaders to participate in the Aspiring Leaders Program through the MSDE Breakthrough Center. Those teachers have already attended an initial Professional Development meeting and will be working with the two Assistant Principals (Ms. Edler and Mr. Cash) whom are both graduates of the Aspiring Leaders Program on building leadership capacity at Frederick Douglass High School.</p>		
<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the 	ongoing	Instructional Leadership Team

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	<p style="text-align: center;">fundamentals of Leadership for the ILT</p> <ul style="list-style-type: none"> • Strategy 2-Use of an instructional coaching model to support the ILT with the instructional feedback cycles to teachers • Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan <p>Our Instructional Leadership Team focuses on strategies to increase student achievement and increase teacher effectiveness. This is an agenda item at all administrator meetings. School leaders also attend instructional PD sessions, complete informal learning walks, and formal evaluations. School leaders provide support and model expectations through constant messaging of the schools mission and vision direct classroom supports through modeling co-panning, co-teaching, and effective feedback conversations. Student discipline and relationship building is a high priority and</p>		

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	<p>effective strategies are practiced by school leaders.</p> <p>We meet weekly to discuss a variety of facets of data : ILT, Collaborative Planning, Admin Meetings, Special Education Meetings</p> <p>We employ a co-teaching model for push in to ensure that our students with special need have two teachers to modify instruction accordingly. Each Special Educator will share common planning with teachers of the same content that they co-teach with. Students also have an opportunity to stay afterschool to receive additional support during extended learning.</p> <p>We offer effective professional development weekly and perform weekly informal observation with feedback conferences. Additionally, we offer anonymous feedback from PD to ensure that we are providing quality PD sessions and if needed, we differentiate our strategies.</p> <p>We practice distributive leadership beginning from the top down. Our principal delegates accordingly based on a variety of factors such as areas of expertise, grade level, and content areas.</p>		

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	We meet administratively to determine what adjustments, if any, need to be made to teachers, wrap-around staff, or auxiliary staff to ensure we are maximizing our time and efforts. We prioritize based on what's best for student safety and achievement.		
<u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1 – Implementation of weekly informal walkthroughs by ILT • Strategy 2 - Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts • Strategy 3 – Employ a Lead Teacher to support the instructional leadership team with advancing their goals related to improving student achievement 	ongoing	Principal Assistant Principals

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	<ul style="list-style-type: none"> • Strategy 4 – Collaboration with School Transformation and Turnaround Team to create and implement action plans aligned to the developmental needs of the staff <p>Currently, we have a 91 % retention rate of teaching staff at Frederick Douglass High school. Our staff is stabilizing, thus giving us the necessary leverage to make the critical academic gains.</p> <p>A team of administrators and content leaders implement a hiring process that includes interviews, evidence of effectiveness, and demonstration lessons if applicable. Staff will be evaluated through the established evaluation process as defined in the negotiated agreement using the City Schools Teacher Evaluation System.</p> <p>The following steps in the Teacher Evaluation Protocol will be implemented:</p> <ul style="list-style-type: none"> • Staff Review of Evaluation Process • Individual Development Plan/Initial Conference • Formal Observation #1 		

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	<ul style="list-style-type: none"> • Mid-Year Evaluation Conference • Formal Observation #2 • Final Evaluation Conference <p>Weekly walkthroughs and informal observations will be conducted throughout the school year to monitor teacher effectiveness. Each informal observation concludes with written feedback, a conference and a follow up with each teacher.</p> <p>Monthly learning walks and action planning meetings also occur in collaboration with the education specialists from School Transformation and Turnaround as well as the CLN.</p>		
<input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Implementation of weekly job-embedded professional development • Strategy 2 - Use of an instructional coaching model to support the ILT with the instructional feedback cycles to teachers • Strategy 3 – Employ a Lead Teacher to support the 	SY1617	School Leadership Team

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	<p style="text-align: center;">instructional leadership team with advancing their goals related to improving student achievement</p> <ul style="list-style-type: none"> • Strategy 4 – Contract with academic intervention vendors to provide professional development and coaching support to select teachers • Strategy 5 – Provide extended learning opportunities for teachers through summer and afterschool PD <p>In addition to our PD plan listed below, we have employed our Professional Learning Community. This has been highly beneficial in that, teachers get to informally observe their peers and provide direct feedback to one another. Our schedule will be modified to allow for more content areas to meet together collaboratively throughout the week so they have a common planning period daily.</p> <p>Teachers are provided with PD reflective of content, process, and context. The Cycle of Professional Learning allows teachers to learn new strategies and concepts, practice</p>		

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	<p>implementation, participate in learning walks centered on implementation, reflect on personal practice, and evaluate effectiveness.</p> <p>Teachers participate in professional development weekly, and the school has a shared expectation that strategies and concepts learned in PD are implemented consistently during instruction.</p> <p>School leadership team (administrators, support teachers, and FDHS staff) monitor and observe teacher effectiveness of PD strategies in classroom instruction and planning. Learning walks include teachers, and consist of teacher feedback to peers and colleagues. Teachers are trained in the implementation of the Instructional Framework. Informal and formal feedback is centered on implementation of the Instructional Framework and teachers are able to participate in PD focused on specific “look-fors” from the Instructional Framework.</p> <p>Teachers are surveyed at beginning of the year. School leaders are able to develop PD for teachers based on the feedback from the survey tool. Teachers also participated in the Maryland Tell Survey that gauges staff about the quality of professional learning activities and the alignment to the</p>		

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	<p>Maryland Professional Development Standards.</p> <p>Our professional development model includes mentoring, modeling, coaching, and demonstration activities to support implementation of effective teaching and learning. Teachers participate in professional development weekly, and the school has a shared expectation that strategies and concepts learned in PD are implemented consistently during instruction.</p> <p>School leadership team (administrators, support teachers, and FDHS staff) monitor and observe teacher effectiveness of PD strategies in classroom instruction and planning. Learning walks include teachers, and consist of teacher feedback to peers and colleagues.</p> <p>Job embedded coaching for Agile Mind will support teachers through modeling, co-teaching, and by providing immediate feedback. Agile Mind Advisor Services support teachers in successful enactment of their program and are designed and customized to meet their immediate needs. Advisors will conduct pre-session analyses of school data and collaborate with school staff to customize advisor sessions to meet each teachers need. After each session, Advisors provide to or school leaders a written summary of session activities and outcomes, and recommended next steps to strengthen the</p>		

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	<p>implementation</p> <p>The school will also continue to receive PD and coaching support around the READ180 intervention. The Lead Teacher will be key in ensuring that the coaching and feedback are comprehensive for teachers.</p>		
<u>COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 3a. Provide additional time for student learning and collaboration targeting students demonstrating the greatest needs and/or students at risk of being identified for Tier 3 intervention.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Implementation of reading interventions (Read 180 and System 44) and math interventions (Intensified Algebra) to support identified students • Strategy 2 – Instructional coaching supports from Agile Minds to support math instructors • Strategy 3 – Employ a Lead Teacher to support the implementation of academic interventions • Strategy 4 – Provide extended learning opportunities for students after school and during 	ongoing	Instructional Leadership Team

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	<p style="text-align: center;">the summer</p> <ul style="list-style-type: none"> • Strategy 5 – Provide extended learning opportunities for teachers through summer and afterschool PD <p>We have a comprehensive extended learning program that includes: academic support, credit recovery, and credit acceleration. We need funds to continue offering these programs. We plan to continue these programs into the summer months for a year-round, comprehensive learning model. Data points include: iReady, Read 180, district assessments, report cards, PARCC, HSA</p> <p>The time for the school day was modified this year to allow for the regular day to end earlier. This allowed us to offer students to recover more than one credit in the after-school program. Additionally, we offered credit recovery courses on Saturday’s as well.</p> <p>An administrator oversees the after-school program and debriefs with the principal and administrative team to discuss</p>		

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	<p>program effectiveness, modifications, and adjustments needed to maximize the efficiency of the program. Student academic performance. Teacher data including formal and informal data.</p> <p>FDHS will continue to use READ180 and Intensified Algebra as the primary Tier II/III intervention. System 44 will be purchased to provide additional intervention to students that are far below grade level in reading.</p>		
<u>COMPONENT 4: STRENGTHENING THE SCHOOL’S INSTRUCTIONAL PROGRAM</u>			
The LEA and School must:			
<input type="checkbox"/> 4a. Strengthen the school’s instructional program based on student needs and ensure that the instructional program is evidenced-based, rigorous, and aligned with State academic content standards (include Universal Design for Learning strategies and Multi-Tiered System of Support).	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 - Use of an instructional coaching model to support the ILT with the instructional feedback cycles to teachers • Strategy 2 – Employ a Lead Teacher to support the instructional leadership team with advancing their goals related to improving student achievement • Strategy 3 – Collaboration with School Transformation and Turnaround Team to support the school's instructional action plan with standards 	ongoing	School Leadership Team

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	<p style="text-align: center;">aligned instruction that incorporates UDL and MTSS</p> <ul style="list-style-type: none"> • Strategy 4 - Contract with academic intervention vendors (Agile Minds, Read 180, and System 44) to provide professional development and coaching support to select teachers <p>Teachers are provided with PD reflective of content, process, and context. The Cycle of Professional Learning allows teachers to learn new strategies and concepts, practice implementation, participate in learning walks centered on implementation, reflect on personal practice, and evaluate effectiveness.</p> <p>Teachers participate in professional development weekly, and the school has a shared expectation that strategies and concepts learned in PD are implemented consistently during instruction.</p> <p>School leadership team (administrators, support teachers, and FDHS staff) monitor and observe teacher effectiveness of PD strategies in classroom instruction and planning. Learning</p>		

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	<p>walks include teachers, and consist of teacher feedback to peers and colleagues. Teachers are trained in the implementation of the Instructional Framework. Informal and formal feedback is centered on implementation of the Instructional Framework and teachers are able to participate in PD focused on specific “look-fors” from the Instructional Framework.</p> <p>Teachers are surveyed at beginning of the year. School leaders are able to develop PD for teachers based on the feedback from the survey tool. Teachers also participated in the Maryland Tell Survey that gauges staff about the quality of professional learning activities and the alignment to the Maryland Professional Development Standards.</p> <p>Teachers participate in professional development weekly, and the school has a shared expectation that strategies and concepts learned in PD are implemented consistently during instruction. We utilize the CFIP model to disaggregate data from individual students to entire classes which are then aligned next to district and state progressions. This creates effective dialogue to allow us to determine best practices and realign instruction accordingly to enhance student growth.</p> <p>Our Professional Learning Community has been highly</p>		

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	<p>beneficial in that, teachers get to informally observe their peers and provide direct feedback to one another. Each visit is streamlined with a focus point so teachers can identify certain areas of the Instructional Framework to improve upon in their teaching practice. Our schedule will be modified to allow for more content areas to meet together collaboratively throughout the week so they have a common planning period daily. School leadership team (administrators, support teachers, and FDHS staff) monitor and observe teacher effectiveness of PD strategies in classroom instruction and planning. Learning walks include teachers, and consist of teacher feedback to peers and colleagues.</p> <p>We offer a freshman summer bridge program which is not simply an orientation. This is a complete, 6-week program in which students are assessed on their progress, and they engage in curriculum that can earn them early credits.</p> <p>We provide beginning of the year iReady assessment to gauge where students are based on their summer reading and math levels. This helps us identify early, students most in need of intervention and support so strategies can be put in place to support them in making satisfactory progress. Additionally, these data points help us identify our gifted students which we</p>		

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	<p>can, then, schedule into Honors and/or AP classes.</p> <p>The instructional framework our teachers utilize is centered on knowing your students, and providing unique lessons that are diverse and rigorous for all students.</p> <p>FDHS will continue to offer both job embedded professional development as well as afterschool professional development whereas teachers will receive a stipend to participate.</p>		
<u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-Coaching from the Instructional Leader Executive Director and Community Learning Network focused on the use of student data • Strategy 2-Use of the CFIP process to triangulate data and identify next steps for teachers and leaders 	ongoing	Instructional Leadership Team

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	<ul style="list-style-type: none"> • Strategy 3- Collaborating with the Office of Transformation and Turnaround to reflect on student data and identify strategies to differentiate • Strategy 4 – Implementation of specific academic intervention programs for identified students <p>The instructional framework our teachers utilize is centered on knowing your students, and providing unique lessons that are diverse and rigorous for all students.</p> <p>The data we assess include: summative, formative, formal, informal, class by class, district, state-wide, attendance, suspensions, referrals. This is an ongoing daily process. We meet for PD every Thursday, however, we do not sit on stale data, once live feedback is presented, and we disseminate it accordingly.</p> <p>Our lead teachers and staff developers work along with administration to ensure the facilitation of data in a timely and effective manner. Our professional development room offers current, poster-size data from all content areas and multiple points, starting with content standards.</p>		

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	<p>Our data cycle is 10-day as per our CFIP model, which is the protocol we employ. We utilize this model as a source of real-time data for student performance. It also is a tool to adjust instructional practices as needed. Weekly meetings and SANE yielded from those meetings.</p> <p>Per Step 5 of the CFIP, all teachers complete a reflection and adjustment of practices based on what was gleaned from the data. In step 6, they reflect upon what changes were made, how effective they were, and what needs to be done differently going forward.</p> <p>We develop our PD topics based on teacher and student need. This is gleaned from the data, direct feedback and/or surveys.</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 – Create a schedule that provides teachers and ILT members with weekly collaborative planning • Strategy 2 - Use of the CFIP process to triangulate data and identify next steps for teachers and leaders 	SY1617	Instructional Leadership Team

Maryland Turnaround Principles Model (DRAFT)

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	<ul style="list-style-type: none"> • Strategy 3 – Employ a Lead Teacher to support a differentiated system of support for students. • Strategy 4 – Provide extended learning opportunities for teachers through summer and afterschool PD <p>Collaborative Teams meet weekly (every Thursday). In each meeting teachers use the CFIP protocol in which they review student work, student performance data and reflect on instructional practices. We break down student performance as it relates to individual student. Class cohort, district wide and state wide in an effort to identify best practices and areas of support. We could use additional funds to stipend teachers to work and meet collaboratively outside of the school day to plan.</p> <p>The ILT meets weekly. The members include: Teachers (content and program leads), Administration, Lead Teacher, Mentor Teacher and the Master Scheduler. Collaborative Planning is weekly (Thursdays) the Lead Teacher and Content Leaders, lead the Collaborative Planning meeting</p>		

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Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Frederick Douglass High School		LEA: Baltimore City Public Schools	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
<u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u>			
The LEA and School must:			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement such as: students’ social and emotional, and health needs. Identify evidence-based practices as a part of the Multi-Tiered System of Support.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-Collaboration with the BCPS Office of School Supports to identify areas of improvement with school safety, attendance, discipline, and student health needs • Strategy 2 – Use of the Student Support Team process to remove barriers for students and identify areas for improvement and training for adults • Strategy 3 –Use of Restorative Practices <p>School safety and security are taken very seriously. We have 2 school police officers that support the school daily and 7 hall monitors, who serve as leaders and mentors in maintaining the climate of our school, mentors to students, and advocates for</p>	ongoing	Principal

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	<p>academic excellence and attendance. Additionally, we have safety measures such as metal detectors, bag searches, and a visitor sign-in process.</p> <p>We have a health suite which is staffed daily during school hours. Students are able to receive basic care for minor health issues and support/resources from the professional staff in our health suite. We have a comprehensive attendance improvement plan that includes data tracking, home visits, attendance monitoring, attendance letters, leadership meetings, student support team meetings, and a school-wide merit system to support attendance and positive behaviors.</p> <p>Students and families and primarily supported through outreach efforts by the Office of Student Services. Initiatives include, but are not limited to, creating service learning opportunities, provide academic and career advisement, facilitate field experiences, manage community outreach projects, create student leadership opportunities, and mentor students.</p> <p>All referrals to SST are electronic. Each administrator, counselor, Social Worker and School Psychologist are on every behavior referral email. Each teacher has a behavior</p>		

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	<p>management plan and consequence ladder in his/her classroom. Once each of the classroom level consequences have been administered, teachers write an office referral or an SST Referral.</p> <p>School leadership team (administrators, support teachers, and FDHS staff) observe teacher effectiveness and strategies in classroom instruction and planning. Learning walks include teachers, and consist of teacher feedback to peers and colleagues. Teachers are trained in the implementation of the Instructional Framework. Informal and formal feedback is centered on implementation of the Instructional Framework and teachers are able to participate in PD focused on specific “look-fors” from the Instructional Framework.</p> <p>Students are a part of our Family School Council. The student government also meets with the principal once a month.</p> <p>We are planning on implementing the full Restorative Practice program (two year change model). This will include training the entire faculty and staff on Introduction to Restorative Practices this summer. And receiving ongoing training and consultation from IIRP.</p>		

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<p><u>COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u></p> <p>The LEA and School must:</p>			
<input type="checkbox"/> 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the implementation of the intervention strategies to support student learning	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-Collaboration with the BCPS Office of Family and Community Engagement to identify high yield strategies for family and community involvement as well as identify areas of improvement • Strategy 2 – Encourage the participation of all parents in the School Family Council and subcommittees <p>The School Family Council meets once a month. Student achievement and attendance data is shared at each meeting. Additionally, each teacher in the building gives each student an updated grade report every three weeks. We also publish a weekly newsletter that is available online for our parents and community members. In our weekly newsletter, we publish</p>	ongoing	Principal

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	<p>upcoming events and dates of teacher distributed grade sheets, parent conferences, report card distribution and progress report distribution. We've hosted three family engagement events this year and are planning a Math and Literacy Night for parents on May 26th. We need resources to develop an adult GED program and a job resource center for our students and parents.</p> <p>Parents are engaged in the education of students through a variety of ways. The two primary methods are by frequently communicating with parents regarding child's academic progress. This is done school-wide as well as individually by teachers, cohort leaders, and support personnel throughout the building. Parents and community members are invited to come to outreach events on a bi-monthly basis. We are assisted in planning and facilitating these events by our community partners. In FY17, the School Family Council will continue. Members of the School Family Council will participate in the budgeting process and manage outreach activities.</p> <p>By large, our parent surveys states that our parents would like an adult GED program and a job resources center. Those are both programs that we would like to develop. We need additional resources to develop these programs.</p>		

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	<p>Baltimore Urban Debate League- This community partnership will assist our students in developing their speaking, writing and debating skills, preparing them to be effective communicators, critical thinkers and open minded.</p> <p>Chess Club – Research has shown that chess enhances scholastic abilities including test scores. Chess is an "exercise for the mind" and a fun way to practice concentration, patience, logic, and mental calculations.</p> <p>Baltimore Algebra Project- (Three days per weeks) The BAP will provide tutoring service for Douglass students in Math and Math related subject areas afterschool three days per week.</p> <p>Future Business Leaders of America- FBLA will introduce students to the world of business, entrepreneurship, and networking. It also allows students an opportunity to: Learn about real-world issues, concerns, and needs, identify strengths with community needs and develops leadership skills.</p> <p>Innovative STEM Solutions (iSTEMS): When students understand how STEM is relevant to their lives and future careers, they will get excited. Invoking excitement is what our</p>		

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	<p>Engineering Technology program will do on a regular basis. The students will get a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. We will provide tools that will empower the students and transform their workspace into a collaboration space where STEM content will come to life.</p> <p>APEX and Plato : Apex and Plato both have a digital curriculum and provides an active learner experience that engages all students in rigorous coursework to prepare them for careers and college readiness. The standards-based digital curriculum is widely used for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. This program is used as a reengagement tool for our overage and under credit students.</p> <p>Additional programs include:</p> <ul style="list-style-type: none"> • Baltimore Urban League • Baltimore Algebra Project • Contemporary Services <p>The school has mechanisms in place to communicate with families regarding their students’ academic performance. Methods of communication include automated phone</p>		

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	<p>messaging, newsletters, flyers. The School Family Council committee plan activities with staff for students and their families. School leaders engage community partners in the school community and solicit feedback from families and partners through surveys, meeting evaluation forms, discussions and Family School Council meetings. Climate survey results indicate increased staff, student, and parent satisfaction each school year.</p> <p>The school leadership analyzes student achievement data and climate data to make staffing and programmatic decisions. Decisions are based on the school’s needs and goals</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><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-Collaboration with the BCPS Office of Family and Community Engagement and Office of School Supports to identify strategies for engaging stakeholders with enhancing the school environment to meet the students' social, emotional, 	ongoing	SY1617

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	<p style="text-align: center;">and health needs</p> <ul style="list-style-type: none"> • Strategy 2 - Engage members of the school leadership team and SFC to lead the outreach efforts to increase collaboration with external organizations who can support students development <p>Parents are engaged in the education of students through a variety of ways. The two primary methods are by frequently communicating with parents regarding child’s academic progress. This is done school-wide as well as individually by teachers, cohort leaders, and support personnel throughout the building. Parents and community members are invited to come to outreach events on a bi-monthly basis. We are assisted in planning and facilitating these events by our community partners. In FY17, the School Family Council will continue. Members of the School Family Council will participate in the budgeting process and manage outreach activities.</p> <p>The School Family Council meets once a month. Student</p>		

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	<p>achievement and attendance data is shared at each meeting. Additionally, each teacher in the building gives each student an updated grade report every three weeks. We also publish a weekly newsletter that is available online for our parents and community members. In our weekly newsletter, we publish upcoming events and dates of teacher distributed grade sheets, parent conferences, report card distribution and progress report distribution.</p> <p>The School Family Council meets once a month. Student achievement and attendance data is shared at each meeting. Additionally, each teacher in the building gives each student an updated grade report every three weeks. We also publish a weekly newsletter that is available online for our parents and community members. In our weekly newsletter, we publish upcoming events and dates of teacher distributed grade sheets, parent conferences, report card distribution and progress report distribution.</p> <p>Students and families and primarily supported through outreach efforts by the Office of Student Services. Initiatives include, but are not limited to, creating service learning opportunities, provide academic and career advisement,</p>		

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	<p>facilitate field experiences, manage community outreach projects, create student leadership opportunities, and mentor students.</p> <p>Outreach programs include:</p> <ul style="list-style-type: none"> • Baltimore Urban League • Upward Bound • Contemporary Services <p>The school leadership analyzes student achievement data and climate data to make staffing and programmatic decisions. Decisions are based on the school’s needs and goals</p>		

Annual Goals /Milestone Goals and Targeted Outcomes

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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 English II students will meet or exceed expectations on the English Language Arts/Literacy PARCC assessment.

At least 20% of all Algebra I students will meet or exceed expectations on the Mathematics PARCC assessment

At least 15% of all students with disabilities enrolled in English II will meet or exceed expectations on the English Language Arts/Literacy PARCC assessment.

At least 15% of all students with disabilities enrolled in Algebra I will meet or exceed expectations on the Mathematics PARCC assessment.

All 9th grade students that perform below grade level in reading will increase proficiency by at least one grade level lexile as measured by Read 180 and iReady (Multiple Measures).

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.

Increase student performance on quarterly assessments, LDC Modules and iReady (BOY, MOY and EOY) by at least 1.0 grade level by the conclusion of the academic year and 0.5 grade level by MOY.

All 9th grade students that perform below grade level in reading will increase proficiency by at least one grade level lexile as measured by Read 180 and iReady (Multiple Measures) and 0.5 grade lexile level by MOY as measured by Read 180 and iReady.

All 9th grade student enrolled in Algebra I that perform below grade level in Math with increase proficiency by at least 05. Of a grade band by MOY as measured by iReady and Agile Minds Assessments.

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All 9th grade student enrolled in Algebra I that perform below grade level in Math with increase proficiency by at least 1.0 of a grade band by EOY as measured by iReady and Agile Minds Assessments.

All students with disabilities enrolled in Algebra I will demonstrate increase in proficiency by at least 0.95 grade band by EOY as measured by iReady and Agile Minds Assessments.

All students with disabilities enrolled in Algebra I will demonstrate increase in proficiency by at least 0.457 grade band by MOY as measured by iReady and Agile Minds Assessments.

2016-2017 Target Outcomes for Strategies in the Intervention Plan

Evidenced Based Strategy	Interim Target Outcomes	Annual Target Outcomes
1. Extended Learning Opportunities for Literacy and Math	Increase in student performance on quarterly assessments, LDC Modules and iReady (BOY, MOY and EOY) At least .5 grade level increase by MOY	Increase in student performance on quarterly assessments, LDC Modules and iReady (BOY, MOY and EOY) At least 1.0 grade level increase by conclusion EOY
2. Writing across Grade Across Curriculum (Routine and Process)	Increase in students' writing stamina , fluency and quality (as measured by LDC)	Increase in students' writing stamina , fluency and quality (as measured by LDC)

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<p>3. Sustained discussion of subject matter content</p>	<p>Improvement in LDC, Increase student intellectual engagement and increase of peer to peer interaction(as measured by elements of the Instructional Framework T4, T5 and T6</p>	<p>Improvement in LDC, Increase student intellectual engagement and increase of peer to peer interaction (as measured by elements of the Instructional T4, T5 and T6 Framework)</p>
-----------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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: Frederick Douglass High 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.

<p>Quarter 1 (SY 2016-2017, Aug.-Nov-)</p>	<p>Describe the LEA/school monitoring and oversight</p> <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.
	<p>Describe how progress will be assessed</p> <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.

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	<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>

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<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

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	<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:

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

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

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

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

Summary of Services

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

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

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