



2016-2017 Priority School Plan

Frederick Elementary

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 Elementary School</p> <p>School Number:260</p> <p>Phone#: 410-396-0830</p> <p>Email Address: ytdraper@bcps.k12.md.us</p>	<p>LEA Point of Contact (POC)</p> <p>Name & Position: Laurie-Lynn Sutton Director of School Turnaround and Transformation</p> <p>Phone#: (443) 838-6941</p> <p>Email Address: lsutton03@bcps.k12.md.us</p>
<p>Principal: Yozmin Draper</p> <p>Phone #:410-396-0830</p> <p>Email Address: ytdraper@bcps.k12.md.us</p>	<p>Area Instructional Director: (ILED) Sue Torr</p> <p>Phone #:</p> <p>Email Address:storr@bcps.k12.md.us</p>
<p>Grade levels enrolled (SY16-17): Pre-K - 5</p>	<p>Number of Students Enrolled (SY16-17): 186</p>
<p>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</p> <ul style="list-style-type: none"> • Increased professional development and coaching needed for Foundations (first and double dose) and Guided Reading. • Intensive intervention needed to address foundational skills and increased professional development for teachers on using iReady data (scale scores, growth targets, profile reports) to inform instructional decisions and increased professional development in Literacy content standards and planning using district curriculum and teacher developed lessons. • 2016-2017 iReady BOY Math Grade 3 scores need to be closely compared to 2015-2016 Grade 2 Interim scores during grade level data review meetings. 	<p>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</p> <p>Literacy Intervention:</p> <p>Kindergarten through Grade 3 implement Foundations first dose daily. Grades 1-3 implement Foundations double dose daily and Grades 4-5 implement Just Words daily. All grades have a daily Literacy Intervention block of 45 minutes. We would like to increase this to 90 minutes for more in-depth planning around teaching adjustments. Resource teachers and other support staff are assigned to classrooms to support Guided Reading (Jan Richardson Model) and Foundations intervention. Additional block of 30-45 minutes daily for Literacy teachers to see two Guided Reading Groups daily.</p>

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<ul style="list-style-type: none">• Ongoing professional development needed in Math content standards and planning using district curriculum.• Increased planning time for teachers (including support staff) to work collaboratively with guidance by lead teacher on lesson plan development (Foundations, Just Words, Guided Reading)• Increased professional development and real-time coaching in all program implementation: Foundations, Just Words, Guided Reading, Do the Math, core district curriculum and Corrective Reading and Spire (Special Educators).• Additional modules of Do the Math to more appropriately match students' needs at each grade level. Replacement materials for Foundations and Just Words and additional Guided Reading leveled books.• Increased time needed for data meetings with teachers to triangulate data in real-time to make adjustments to daily instruction.• Ongoing professional development on understanding various assessment sources and the implications for instruction.• Ongoing professional development and in-class coaching on use of formative assessment within	<p>Math Intervention:</p> <p>Grades 1-5 implement Do the Math for 30 minutes daily using district indicated models. Additional 15 minutes of Ongoing Learning and Practice daily based on exit ticket data and Math Action Planning that is facilitated during collaborative planning. We would like to acquire an intervention teacher or tutors to provide more doses of do the math foundation practice.</p> <p>Enrichment Programs:</p> <p>Students participated in teacher-developed differentiated centers within small group instruction in Literacy and Math.</p> <p>We plan to acquire a science/stem teacher as a resource along with dance and music.</p> <p>Teachers meet weekly to action plan using current formative and summative data alternating between Literacy and Math. Literacy planning focuses on Foundations and Just Words Unit testing, reteaching, and intervention as needed. Math planning focuses on using exit tickets to plan Ongoing Learning and Practice. All Action Planning utilizes the DDI process. Teachers indicate proficiency groups based on the data and are supported during collaborative planning in strategy development and results indicators including teacher and student actions. Action Plans include re-assessment to evaluate effectiveness of intervention and determine next steps.</p>
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<p>classroom instruction particularly during Guided Reading instruction.</p> <ul style="list-style-type: none"> • Extension of planning time • Consistent teacher training for Guided Reading; Foundations Intervention, • ILT meeting each week to discuss school-wide data after-school. ILT members would receive a stipend for their time after school. • Consistent Instructional coaching for teacher teams and leadership teams • The school would be offered as a lab site to offer learning in various areas of need. (Differentiated learning) 	<p>Teacher teams discuss Maryland CCSS weekly and it's alignments to daily objectives and task on a weekly basis. Teacher teams discuss student assessment results (Foundations checklist- Math exit tickets) weekly and develop action plans with strategies to support student progress. Leadership attends collaborative planning meetings and observes the strategy implementation indicated on the action plans for effectiveness. Leadership provided feedback to teachers on the implementation and effectiveness of the strategies implemented in the action plan.</p> <p>Leadership book study on leverage leadership (the administrative team). Three actions that leadership will take on for the year to support the improvement of student performance.</p>
<p>Funding Summary (Amount of funds to support implementation of intervention strategies in 2016-2017)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I, Part A (from Priority School reservation, up to 20%) <input type="checkbox"/> 1003(a) School Improvement Funds 	

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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 Elementary School		LEA: Baltimore	
City Public Schools			
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
Components of Maryland's Turnaround Principles Model			
<u>COMPONENT 1: STRONG LEADERSHIP</u>			
The LEA and School must:			
<input type="checkbox"/> 1a. Review the performance of the current principal and track record to ensure strong and effective leadership in the Priority School.	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1 - Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership • Strategy 2 - Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts • Strategy 3 - On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the 	Aug.2016-June 2017	Principal Lead Coach Assistant Principal

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	<p style="margin: 0;">Priority Plan</p> <ul style="list-style-type: none"> • Strategy 4 – Retention Stipends for Principal and Assistant Principal <p style="margin: 10px 0 0 0;">Building teaching quality by facilitating professional learning communities by grade level. Teacher and lead teacher meet weekly to discuss students’ progress in reading and in math. Leadership monitors the implementation of teacher action plans for student improvement.</p> <p style="margin: 10px 0 0 0;">Frederick EL is need of more consistent instructional coaching. We are in need of a few coaching cycles happening at the same time in teacher small groups and individually. This is due to our low teacher quality according to formal observation averages school-wide. We are in need of more collaborative planning time to provide teacher opportunities to discuss and plan together.</p> <p style="margin: 10px 0 0 0;">The principal’s mission is take a whole child approach to educating the child which includes social/emotional health, to provide a rigorous and engaging learning experience with</p>		

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	<p>enrichment for all scholars to meet and/or exceed success in the middle grades.</p> <p>School master schedule (collaborative planning time; school-wide intervention model; collaborative planning agendas/notes; teacher action plans; informal observation feedback; 2016-2017 budget allocations) are artifacts of this mission and vision.</p>		
<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> •Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership •Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts •Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying 	Aug 2016- June 2017	ILED Strategic Team Principal

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	<p style="text-align: center;">strategies to ensure effective implementation of the Priority Plan</p> <p>School Intervention block was implemented this year to help remediate student needs in foundational skills. Teacher were trained in Guided reading (must pull 2 groups a day) and Foundation Intervention (provided by the district). Resource teachers were trained to pull small groups. Collaborate planning times, Staff meetings, and district wide professional development was dedicated to learning around Standards- its alignment to daily objectives and tasks, as wells as, guided reading.</p> <p>Teachers were not provided adequate training in Foundations and Guided reading training was not consistent throughout the year. We experienced a deficit in the budget which rendered consolidating classrooms. There's 1 teacher per grade level. There's a need for consistent side by side coaching to support teachers in transfer of knowledge to live teaching.</p> <p>The instructional environment has made significant improvement with time on task teaching. The quality of</p>		

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	<p>instruction is still in need of improvement in grades 3 and 5 (long term substitute). The data renders that students need intense support in foundational skills. There is double digit growth in reading and math; however, students are not on grade level. Teachers are continuously increasing their knowledge around CCSS with our year's work with objective alignment and strategies. The implementation of instruction has improved; however student social emotional issues in grades 1, 3, 4 will at times interrupt the learning process.</p> <p>We have provided a school-wide intervention block for 45 minutes where all scholars are given support at their instructional need. There is another dose of small group instruction for 30 minutes during the literacy block.</p> <p>Support for teachers includes:</p> <ul style="list-style-type: none"> • Informal observations • Feedback conversations • Performance Improvement Plans • Coaching cycles • Provide support using the strength of other teachers 		

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	<p style="text-align: center;">and staff</p> <p>Effective management of time:</p> <ul style="list-style-type: none"> • Delegating tasks to relevant staff • Use of calendar • Instructional schedules posted in each classroom • Establish goals/deliverables for the week with Administrative Team <p>Effective management of resources:</p> <ul style="list-style-type: none"> • Weekly review of budget <p>Measure effective school programs:</p> <ul style="list-style-type: none"> • Student data (weekly); Progress on agendas, teacher quality <p>Frederick EL will continue to receive support from both the community learning network (CLN) and the strategic support team (STT). IN addition the school looks forward to receiving additional support from the MSDE Breakthrough Center in</p>		

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	both ELA and leadership for aspiring leaders within the school.		
<u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Use of Baltimore City Evaluation System • Strategy 2 – Use of learning walk protocol to observe and improve instructional practice <p>Most of our teachers have made improvement between their first and second formal observation. Informal observations and feedback are conducted often to observe for continued quality in planning and implementation of instructional strategies. Coaching cycles are planned to support teacher growth.</p> <p>The follow-up of teacher improvement is not as consistent as</p>	August 2016- June 2017	Principal Asst. Principal

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	<p>needed with leadership. Due to severe decrease in staffing, it has been difficult to schedule coverage to meet with teacher. We only have one lead teacher and Assistant Principal. Both provide coaching cycles for teachers; however, we are in need of several coaching cycles to be facilitated at a time based on teacher need.</p> <p>Frederick EL has collaborated the human capital specialist for candidates that fit our school need and has partnered with other Principals that have partnerships with Universities (student teachers)</p> <p>As part of the observation cycle the principal has reviewed areas of need for individual teachers and school-wide. Both render instructional focus for school. Utilize the Actions on the Instructional Framework to develop professional development foci.</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 Literacy Labs • Strategy 2 – Support from the MSDE Breakthrough Center 	August 2016-June 2017	Lead Teacher Strategic Team

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	<ul style="list-style-type: none"> • Strategy 3 – Attendance at the Teacher’s College <p>Frederick EL has identified and addressed overarching foci with support from Strategic Team: objective aligned to standard and task, differentiation, gradual release Tailoring school-based PD to specific trends within the school in related to foci. There is a data focus through weekly Action Planning.</p> <p>There continues to be a need for increased time for professional development and increased administrative follow-up on implementation and increased supports through instructional coaching, on-going professional development on program implementation with embedded in-class coaching.</p> <p>On-going professional development on use of data and the DDI process with follow-up coaching support (demonstration, side-by-side teaching, co-planning) and embedded focus on objective aligned to standard and task and Instructional Framework.</p> <p>Use of teacher models for demonstration of best practices in focus areas.</p>		ILT Team Principal Assistant Principal

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	<p>In-depth development of gradual release implementation and its connection to program implementation and differentiation.</p> <p>Foci are determined by trends in classroom observations (formal and informal) and student data results, teacher feedback, and analyzing what was accomplished in prior school year.</p> <p>Early career teachers will be assigned a peer mentor in addition to support provided by lead teacher. Modeling will be provided by teachers observed demonstrating best practices and lead teacher. Coaching will be provided in-class by lead teacher, strategic team, and mentor teachers. Coaching cycles will be individualized based on teacher need.</p> <p>Frequent in-class observations and walk-throughs directly connected to professional development next steps. Results used to adjust overarching plan as needed. Distributive leadership through use of teacher mentors and peer modeling and feedback and use of ILT team members to differentiate schoolwide professional development. Use of research-based</p>		

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	<p>programs and strategies.</p> <p>Teachers will receive on-going coaching around targeted interventions for students from both the vendor at the SST around Foundations and Just Words. This will include embedded coaching and afterschool PD for which the teachers will receive a stipend to attend.</p> <p>The school will form a partnership 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 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.</p>		

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	<p>The school will also purchase leveled bookrooms. In order to expose the students to high-interest reading, the school will purchase a leveled bookroom to provide a variety and quantity of titles at each reading level. Teachers will receive training for effective implementation of guided and independent reading.</p> <p>In addition to the support from the Breakthrough Center reading specialist, we anticipate working with Dr. Finklestein from Towson University in using Frederick Elementary School as a lab site for student teachers to support in the classroom and receive site based professional development with our current teachers in guided reading practice in whole and small teacher groups based on their level of instructional need and to build instructional leadership. Teachers and leaders will have an opportunity to attend the Teacher's college (Reading/writing) by Lucy Caulkins.</p>		
<u>COMPONENT 3: PROVIDING ADDITONAL TIME FOR INSTRUCTION</u>			
The LEA and School must:			

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<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 Foundations and Just Words literacy intervention programs for Tier 3 students • Strategy 2 – Implementation of Guided Reading for literacy support • Strategy 3 – Implementation of Do the Math intervention for Tier 3 students <p>School Intervention block was implemented this year to help remediate student needs in foundational skills. Teachers were trained in Guided reading (must pull 2 groups a day) and Foundation Intervention (provided by the district). Resource teachers were trained to pull small groups. An additional 30 minutes of small group instruction is provided during the literacy and math blocks. We are currently in a temporary swing space and did not have an opportunity to have an afterschool tutoring program.</p> <p>Assessments used to identify Tier 2 and Tier 3 students: Amplified Wireless Dibels, TRC, iReady, Foundations unit</p>	August 2016- June 2017	Lead Teacher Strategic Team Principal Assistant Principal

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	<p>assessments, Do the Math check outs and Math unit assessments. The school-wide intervention block begins is at the top of the instructional day 9:05 a.m. - 9:50 a.m. Another 30 minutes is provided during the literacy and math blocks.</p> <p>Weekly analysis of data in collaborative planning meetings. Informal observations of strategies implemented; Progress monitoring; Math exit tickets; Math unit assessments.</p> <p>Admin team/ILT meetings are held monthly to review school-wide data: Informal observations, Feedback conversations, and Performance Improvement Plans, Coaching cycles provide support using the strength of other teachers and staff.</p> <p>The school will implement an afterschool program for the 167SY with a focus on the Tier II/III students – based on TRC/dibels/iready data. Resources for intervention will be purchased in order to fully implement an effective program.</p> <p>The Carpenter House will provide enrichment activities for scholars. A bus must be provided/allotted to transport scholars home.</p>		

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<u>COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM</u>			
The LEA and School must:			
<input type="checkbox"/> 4a. Strengthen the school's instructional program based on student needs and ensure that the instructional program is evidenced-based, rigorous, and aligned with State academic content standards (include Universal Design for Learning strategies and Multi-Tiered System of Support).	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Teacher coaching and professional development • Strategy 2 – Support from MSDE Breakthrough Center in English/Language Arts <p>Teachers are in need of ongoing professional development and in-class coaching of program implementation as well as ongoing professional development on decision-making in instructional planning based on formative and summative data. The school will work with the MSDE Breakthrough Center ELA specialist, CLN, and the education specialist from STT.</p> <p>All Early Career Teachers (3 or less years of experience) are observed weekly and feedback determines next step for coaching cycle. Early Career Teachers receive monthly whole group professional development based on identified need. Individualized coaching plans for all staff are developed based</p>	August 2016- June 2017	Lead Teacher Strategic Team Principal Assistant Principal

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	<p>on identified needs from informal observation. Coaching cycle progress is reported weekly in Administrative Meetings.</p> <p>PLCs are regularly focused on data and Action Plan are differentiated based on grade level need (teacher or student). Teachers, administration, and lead teacher have specific next steps for classroom implementation (teachers) and support/coaching (administration/lead teacher).</p> <p>Action Planning addresses both students needing intervention and gifted students. Strategies include re-teaching with a focus on a targeted skill (intervention) and extending learning for proficient students by targeting a next step (vocabulary development, increasing rigor of task, independent application).</p> <p>Informal observations are used to determine individualized next steps and supports for each teacher.</p> <p>Schoolwide intervention implementation include Foundations, Just Words, and Do the Math. The school will continue to implement the interventions and teachers will receive PD and</p>		

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	coaching for effective implementation. Frederick EL will continue schoolwide implementation of district curriculum: Literacy Modules, Math Units, Building Vocabulary and the Guided Reading Model. This includes principles of universal design for learners that are imbedded in district wide curriculum as well as use of formative assessments to target interventions.		
<u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1 – Use of interim assessments such as Amplify, TRC, DIBELS, and iReady to tier students for intervention • Strategy 2 – Use of formative assessments such as literacy and math intervention unit tests Grade Level Teams meet for 45 minutes weekly with Lead	August 2016- June 2017	Lead Teacher ILT Team Principal Assistant Principal Strategic

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	<p>Teacher to develop Action Plans based on current data alternating between Reading and Math. Teachers are responsible for determining proficiency groups based on data. In Literacy, Foundations and Just Words Unit Tests are utilized and results are used to determine if re-teaching is needed. In Math, teachers use an exit ticket and focus on a key skill/concept related to the CCSS addressed. The Lead Teacher facilitates development of plan including instructional strategies, adult actions (procedures), and student behaviors (look fors) for each student proficiency group. Amplify Wireless data is used to determine Guided Reading Group placement.</p> <p>A Data Wall has been implemented to identify schoolwide trends in the following data sources: Early Learning Benchmarks, Grade 1 and 2 Math Interims, Amplify Wireless K-2 TRC Levels, iReady Reading and Math Grades 3-5. Foundations/Just Words Teachers utilize data trackers to determine needs for reteaching.</p> <p>Teachers are in need of increased time for collaborative</p>		Team

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	<p>planning focused on understanding various data sources, triangulation of data, and the DDI process. The ILT will work with the MSDE Breakthrough Center, CLN, and STT to better analyze data to inform instructional practices as well as to identify supports needed for teachers.</p> <p>ILT meets after every testing window to analyze trends, implications, and determine next steps. School-wide data is presented to staff during faculty meetings and in school professional development. Data is reviewed with individual staff members as a part of the administrative formal observation process.</p> <p>General Education Teachers have direct access to the data relevant to their grade level and content area. Special Educators have access to Amplify Wireless Data and iReady data. Special Educators attend 1-2 collaborative planning meetings per week to participate in grade level Action Planning. The ILT has access to all data which is supplied during regularly scheduled ILT meetings. Administration and Lead Teacher have access to all data sources.</p>		

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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)
	<p>Modified DDI process (Action Planning) focused on determining proficiency levels, strategy development for proficiency groups, results indicators, and re-assessment. Two week process alternating between Reading and Math. Teachers develop proficiency groups independently, develop strategies and results indicators in collaborative planning, and re-assess prior to next cycle.</p> <p>Administration monitors implementation of Action Planning through lesson plan review and informal observations focused on current Action Plan. Feedback is provided on the Action Plan and its implementation.</p> <p>Teachers independently form student groupings by analyzing formative and summative data sources described above. Feedback and guidance is provided during collaborative planning. Action Planning addresses specific strategies for students scoring Proficient, Close to Proficient, Far But Likely to be Proficient, and Far Not Likely to be Proficient. In Grades K-3 Literacy, students scoring Far and Far Not Likely receive daily Foundations Intervention. Whole class Literacy averages</p>		

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	<p>for Grades K-3 determine whether Unit Reteach is needed. In Grades 4-5 Literacy, initial iReady scores are used to identify students needing Just Words instruction. Just Words unit tests are used to develop reteach plans and differentiated plans for students based on proficiency levels.</p> <p>In Math, teachers use exit ticket data to develop 2 week Action Plans with a specific skill focus for each proficiency groups. All students are re-assessed at the end of the cycle. Teachers use formative data based on student observations to determine small group needs within Do the Math structure.</p> <p>Walkthroughs are specifically focused on Action Plan implementation and feedback.</p> <p>One area of continued focus will be ongoing professional development on analyzing proficiency levels within student work, understanding the expectations within an assignment, and developing specific teacher actions and student's actions in relation to the gradual release of responsibility.</p>		
<input type="checkbox"/> 5b. Ensure teachers and school-based	<u>Prioritized Strategies</u>	August 2016-	Lead Teacher

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<p>leaders are provided time for collaboration on the use of data to ensure a differentiated system of support for all students.</p>	<ul style="list-style-type: none"> • Strategy 1 – Implement the DDI process during collaborative planning to analyze and understand student level data to plan for instruction adjustments <p>Currently the school has 45 minutes of grade level collaborative planning focused on Action Planning. However, there is a need for time for grade level collaborative planning focused on understanding various data sources, triangulation of data, and the DDI process; Increased time for ILT to meet to analyze school-wide needs and develop next steps. Increased resource time for teachers to allow for increased collaborative planning around data.</p> <p>ILT meets One to two times monthly morning meetings from 7:30-8:30am. Members include: Classroom Teachers Grades PreK, K, 1, 2, 3, 4; Special Educator, Lead Teacher, Assistant Principal, Principal. Collaborative planning is scheduled every Tuesday, 45 minutes per grade level.</p> <p>To support effective and efficient collaborative planning the Lead Teacher, with regular support from District Strategic</p>	<p>June 2017</p>	<p>Strategic Team</p> <p>ILT Team</p> <p>Principal</p> <p>Assistant Principal</p>

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	<p>Team, will continue to lead collaborative planning meetings.</p> <p>2016-2017 We anticipate conducting professional development once monthly outside of the district PD to focus primary on increasing knowledge with curriculum/instruction/intervention fidelity, and planning. These meetings will be half-day for grades (Pre-k – 2) and Half-day for grades (3-5). PBIS monthly activities for scholars will be planned during this day facilitated by support staff.</p>		
<u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u>			
The LEA and School must:			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement such as: students’ social and emotional, and health needs. Identify evidence-based practices as a part of the Multi-Tiered System of Support.	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1 – Implement PBIS with fidelity • Strategy 2 – Development of Student Handbook in alignment with district Code of Conduct • Strategy 3 – Fully engage SST process • Strategy 4 – Implement Restorative Practices, 	August 2016- June 2017	Principal

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	<p style="text-align: center;">Mindful Practices, and a Second Change room with fidelity</p> <p>Frederick utilizes PBIS to help facilitate the growth of a positive school climate. This year the school developed five schoolwide rules that are posted in all classrooms. In tandem with the development of the schoolwide rules was the development of a schoolwide point sheet which all students utilize every day. On this point sheet, students are able to evaluate their adherence to the schoolwide rules 3 times during the school day. There are weekly incentives provided to students who earn a set number of points for demonstrating their compliance to the schoolwide rules.</p> <p>The PBIS structure/focus needs to be revamped and realigned based on the areas of improvement that need to be targeted for the upcoming school year. A clear system of consequences in alignment with the Code of Conduct needs to be established and all stakeholders must be made aware of those consequences.</p> <p>Currently, the assistant principal heads the SST which meets</p>		

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	<p>on a weekly basis to discuss students with attendance, behavioral, and/or academic concerns. Documentation of the meeting is kept on SMS. The SST team is comprised of the social worker, school psychologist, special educator, and general educator.</p> <p>Staff was trained during SY15-16 in de-escalation strategies and provided professional development sessions about developing relationships with difficult/at-risk students. For SY 16-17, staff will receive training in Restorative Practices and will lead/engage students in activities within the classroom such as circles, conferences, etc. as a means of proactively preventing conflict from occurring and responding to conflict, when necessary, in a positive manner which is reflective for all involved parties.</p> <p>Currently, staff members contact the main office to notify staff of incidents that require the removal of a student. Staff also complete and submit a minor incident referral form which provides a summary of the student’s offense. Students who have ongoing issues with behavior are asked to complete a</p>		

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	<p>SST referral form and to make parents aware of the supports and services available through Villa Maria.</p> <p>Frederick follows the City Schools Code of Conduct. At the beginning of the school year, teachers received a flow chart of offenses that outlines what offenses were teacher managed and what offenses were office managed behaviors. All teachers have a list of consequences posted in their classrooms—starting with a non-verbal redirection, verbal redirection, parent contact, office referral.</p> <p>There are 5 schoolwide rules that were established this school year. These rules are posted in each classroom as well. Expectations for the hallway and cafeteria are placed in each location as well.</p> <p>On the walkthrough feedback form that we utilize, we do observe for safety. It is in this portion of the feedback form that we address student compliance to the schoolwide rules, whether the environment is conducive to learning, what safety concerns (if any) were observed and we detail (if necessary) any growth areas. Walkthroughs are conducted on a weekly</p>		

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	<p>basis.</p> <p>Frederick will implement a whole school Restorative Practices approach (IIRP Two Year Change) in SY16-17. This will be implemented in an effort to proactively build relationships and a sense of community to prevent conflict and wrongdoing. The assistant principal will also be trained as a trainer who, in turn, would be able to provide ongoing supports to the staff.</p> <p>Frederick Elementary plans to acquire Mindful Practices to support with social/emotional stability.</p> <p>Frederick Elementary plans to acquire a position to facilitate a Second Change room for scholars to reflect and establish behavior goals.</p>		
<u>COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u>			
The LEA and School must:			

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<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 – Leverage district-level supports to develop and implement a comprehensive family engagement plan • Strategy 2 – Complete process for becoming a Community School and onboard a community resource coordinator <p>Frederick EL is committed to engaging community and families in the student learning process. For the 1617SY, the principal will work with the Instructional Lead Executive Director (ILED) and the district Family and Community Engagement Office to develop a comprehensive plan for engagement of parents and the community.</p> <p>Frederick Elementary will partner with the family institute (Baltimore City Schools) which provides monthly family community supports throughout the school year and the summer (etc. parenting classes, resume writing/job training; literacy classes).</p>	August 2016- June 2017	Principal

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	<p>School Family Council Meetings are facilitated monthly to discuss school/family partnerships, school data and implications, climate/culture, and attendance).</p> <p>Frederick EL has completed the training year for the Community Schools process. A community coordinator will need to be funded to carry out the functions/duties and responsibilities outlined by The Family League of Baltimore. This position facilitates continuous engagement and maintenance of partnerships; supports school with management of culture and climate; daily engagement of parents/families to support scholar achievement.</p> <p>We are currently in a swing space (West Baltimore Building 201 North Bend Road) while our which is a considerable distance from the school community. Our scholars are bussed to and from school daily. Parents have expressed difficulty coming to the school for meetings and other functions. Frederick El will need to provide a bus once monthly for parents/families for increased parent participation in School Family Council Meetings, Parent programs (mentioned</p>		

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	previously), and school functions.		
<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 – Partnership with the Carpenter House for incentives, mentoring and coaching • Strategy 2 – Partnership with additional community and faith-based organizations <p>Frederick EL uses several modes of communication in order to update and engage partners. Those methods include: The Monthly Frederick Falcon Newsletter, The Frederick Falcon website, hosting of monthly parent and community meetings, Quarterly Parent – Teacher Conferences, Parent Link, Flyers, and Twitter.</p> <p>Frederick EL partners with The Carpenter House for Attendance incentives, mentoring and afterschool physical education/sports related activities.</p>	ongoing	Principal

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	<p>2016-2017- A partnership with Bon Secour Community Works has been developed to support social/emotional concerns of scholars and their families.</p> <p>2016-2017 A partnership with Total Healthcare has been developed to support the physical/social/emotional/mental health of scholars and their families. We are working on having a doctor at school once a month to conduct physicals and any other medical concerns.</p> <p>The Carpenter House- ForMyKidz will deploy mentors 5 days a week for identified students to support with anger management/conflict resolution/College and Career Readiness. The Carpenter House – ForMyKidz will also conduct meeting once a week with families of students with behavior issues. This will help families be present and active in the improvement of scholar behavior at school and at home.</p> <p>Christian Community Church of GOD in Christ: Provides space for community meeting and student events.</p> <p>M&T Bank: Provides financial literacy and housing</p>		

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	counseling for families		

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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 15% of all students, **including all subgroups**, in grades 3, 4, and 5, will meet or exceed expectations (Level 4/Level 5) on the English Language Arts/Literacy PARCC assessment.

At least 15% of all students, **including all subgroups**, in grades 3, 4, and 5, will meet or exceed expectations (Level 4/Level 5) on the Mathematics PARCC assessment.

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

Reading

All students, **including all subgroups**, 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, **including all subgroups**, 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.

Mathematics

All students, **including all subgroups**, 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.

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All students, **including all subgroups**, 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	Annual Target Outcomes
	Provide Interim Outcome for Each Strategy in the Intervention Plan	Provide Annual Outcomes for Each Strategy in the Intervention Plan
1. Academic Interventions	By January 2017, 50% of students will meet their annual target growth goal in mathematics as evidenced by iReady data.	By June 2017, 50% of students will meet their annual target growth goal in mathematics as evidenced by iReady data.
2. Teacher Professional Development	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. Climate and Culture	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.

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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 Elementary School

LEA: Baltimore City Public Schools

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

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

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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.