



# **2016-2017 Priority School Plan**

**Furman L. Templeton Preparatory Academy #125**

**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><b>School Name:</b> Furman L. Templeton Preparatory Academy  <b>School Number:</b> 125</p> <p><b>Phone#:</b> (410)396-0882  <b>Email Address:</b></p>	<p><b>LEA Point of Contact (POC)</b>  <b>Name &amp; Position:</b>  <b>Laurie-Lynn Sutton</b>  <b>Director of School Turnaround and Transformation</b></p> <p><b>Phone#:</b> (443) 838-6941  <b>Email Address:</b> lsutton03@bcps.k12.md.us</p>
<p><b>Principal:</b> Dr. Evelyn M. Perry</p> <p><b>Phone #:</b> (410) 396-0882  <b>Email Address:</b> empery@bcps.k12.md.us</p>	<p><b>Area Instructional Director:</b> Dawn Shirey</p> <p><b>Phone #:</b> (410) 736-9254  <b>Email Address:</b> dshirey@bcps.k12.md.us</p>
<p><b>Grade levels enrolled (SY16-17):</b> Pre-k-5</p>	<p><b>Number of Students Enrolled (SY16-17):</b> 498</p>
<p><b>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher recruitment and retention</b></li> <li>• <b>Staff professional development</b> <ul style="list-style-type: none"> <li>○ <b>Teacher content knowledge</b></li> <li>○ <b>Teacher pedagogical knowledge</b></li> <li>○ <b>Using data to drive/differentiate instruction</b></li> <li>○ <b>Understanding CCSS</b></li> </ul> </li> <li>• <b>Student tiered academic support/academic achievement</b></li> <li>• <b>Student attendance, tardiness, and early dismissals</b></li> <li>• <b>Student behavior/suspensions</b></li> </ul>	<p><b>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Recruitment/Retention</b> <ul style="list-style-type: none"> <li>○ <b>Develop teacher retention plan and enhance teacher recruitment plan</b></li> </ul> </li> <li>• <b>Professional Development</b> <ul style="list-style-type: none"> <li>○ <b>Customize professional development to meet school-wide and individual teacher needs</b></li> <li>○ <b>Increase opportunities for professional development (after school, Saturdays, conferences, intersessions)</b></li> <li>○ <b>Increase opportunities for peer observations off site (coverage by substitutes)</b></li> </ul> </li> <li>• <b>Tier academic support</b> <ul style="list-style-type: none"> <li>○ <b>A more strategic approach to RTI at grades pre-k-2</b></li> </ul> </li> </ul>

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	<ul style="list-style-type: none"><li>○ Increased use of technology to support early learners</li><li>○ Use of I-pads for interactive websites, apps, Skype, digital story telling at grades pre-k-2</li><li>● Attendance monitor creation of attendance team</li><li>● Student behavior and suspensions<ul style="list-style-type: none"><li>○ Professional development /training in trauma sensitive approach to behavior, restorative</li><li>○ Create alternatives to out-of –school suspension</li></ul></li></ul>
<p style="text-align: center;"><b>Funding Summary (Amount of funds to support implementation of intervention strategies in 2016-2017)</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Title I, Part A (from Priority School reservation, up to 20%)</li><li><input type="checkbox"/> 1003(a) School Improvement Funds</li></ul>	

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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.*

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

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	<p style="text-align: center;"><b>strategies to ensure effective implementation of the Priority Plan</b></p> <ul style="list-style-type: none"> <li>● <b>The current principal was assigned to Furman L. Templeton in July 2015.</b> Prior to coming to FLT, the principal had previous experience with another BCPSS charter school and was an assistant principal at Roland Park Elementary Middle School. The principal has also had significant experience in higher education as a director for professional development school partnerships and director of pre-service teacher training and practicum. The university experience also provided the principal a unique opportunity to engage in teacher preparation programs access to a multiple-measure assessment system aligned to state and national standards – including Common Core State Standards and the Interstate Teacher Assessment and Support Consortium (InTASC) – that can guide the development of curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and improve student achievement. <p>The principal also served as President-elect and President of the National Association for Professional Development Schools.</p> <li>● The principal’s vision is to combine a rigorous academic curriculum with research-based, instructional best practices, data-</li> </li></ul>		

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	<p>driven decision-making, partnerships with community resources and high technology to improve academic outcomes for all learners. She believes that this can be achieved by providing teachers with relevant and timely professional development, establishing a school wide data analysis process, creating a safe and orderly learning environment, and developing a strong home to school connection.</p> <ul style="list-style-type: none"> <li>● The vision and core beliefs will be evidenced by: a school wide professional development calendar, formal and informal classroom observations, data analysis schedule and completed templates, use of technology in lesson plans, scheduled parent teacher conferences.</li> <li>● Progress and success in this area will be noted when we can identify increased parental involvement, quality instructional delivery, and increased student achievement.</li> <li>● We currently are using the BCPSS principal performance appraisal process.</li> </ul>		
<ul style="list-style-type: none"> <li>● 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and</li> </ul>	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>● <b>Strategy 1 - Coaching from the Instructional</b></li> </ul>	ongoing	Principal

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budget.	<p><b>Leader Executive Director that focuses on the fundamentals of Leadership</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 2 - Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts</b></li> <li>• <b>Strategy 3 - On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan</b></li> </ul> <p>When taking the position as principal I thought my greatest challenge would be changing the school climate, behaviorally. I was wrong. The biggest shock and greatest challenge has been addressing the “instructional environment”. After observing classroom instruction, student engagement, reviewing lesson plans, collecting and analyzing data, listening to teacher, student and parents I found few “oasis” of quality classroom instruction. Many teachers considered as highly effective were placed in this category because they were able to “manage students and parents, well” but trend data showed little upward movement in student academic achievement. Using data to drive instruction was not a practice used by any teachers; teachers had understanding of common core State Standards, limited content knowledge and variety of instructional methods (pedagogy); and several struggled with classroom management; yet, all were evaluated as</p>		

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	<p>effective or highly effective.</p> <p>Conversations with teachers about students, around data, revealed a teacher mindset that believed students were not trying hard enough, rather than student outcomes may be related to the quality of instruction students were receiving.</p> <p>The strongest classroom teachers are Instructional Leadership Team members. They equal the number 4. There are also 2 new teachers who make me smile and I get excited every time I go into their classrooms. I can see their growth and the application of the knowledge they acquire in professional development. I also see their love of the profession, their energy, flexibility, professionalism and most importantly—their willingness to put in the extra time for professional development, planning, and attentiveness to their student needs.</p> <p>Several teachers have put in for transfer but the opportunity to replace them with “educators” who are just starting out but coming with an “open mind” and a willingness to do the work that will turn this school around will be a welcomed “gamble”.</p> <p>All grade levels have required set of minutes for ELA, Mathematics, and social sciences that align with BCPSS scheduling of time allotment. Students also receive one resource period per day that corresponds with time utilized for teacher collaborative planning and grade level PD. Students with IEPs receive the required minutes of push-in and pull-out time; and the interventionist schedule is collaboratively planned with the</p>		

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	<p>teacher.</p> <p>Teachers’ professional development needs are addressed on multiple levels--individual, school-wide, and subject area. Classroom observation (identifying content, instruction, classroom management, organization, environment needs), student data (identifying content and instructional needs) education aspirations (identifying career needs) are used to plan IDP professional development, yearly school –wide PD focus, and team and subject matter PD.</p> <p>The administrative team and education associates now use a weekly tracking system for informal observations so that we can jointly identify and follow-up on a weekly focus and what administrator or associate will visit which teachers. Administrators also share the formal observations tasks. The principal attends all school-wide across grade level PD sessions. The principal also attends 1 primary and 1 intermediate weekly grade level meeting. The Principal attends all scheduled IEP meetings.</p> <p>Child First, FLT Interventionist Program and Reading Partners all collect and analyze student academic data to measure program impact and effectiveness.</p>		
<b><u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u></b>			
<b>The LEA and School must:</b>			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the	<b><u>Prioritized Strategies</u></b>	August 2016-	Dr. Evelyn

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improvement of the school.	<ul style="list-style-type: none"> <li>• <b>Strategy 1 – Use of Baltimore City Evaluation System</b></li> <li>• <b>Strategy 2 – Use of learning walk protocol to observe and improve instructional practice</b></li> <li>• <b>Strategy 3 – Academic support from MSDE Breakthrough Center</b></li> </ul> <p>FLT has approximately 29 teachers of which 5 are special educators and 3 are resource teachers. Of that mix, 72% are teachers with 0-5 years teaching experience. 20% of the teaching staff has 6-10 years of teaching experience and the remaining 6 staff members have 11-or 12 years of teaching experience.</p> <p>This current school year, FLT has approximately 30 teachers—7 first year teachers and 7 teachers completing their second year of teaching. 55% of the teaching staff has their Standard Professional Certificate and/or Advanced Professional Certificate. Approximately 14% have a Resident Teacher Certificate and 2 teachers have conditional status. Only 8 teachers have remained at FLT for 5 years or more.</p> <p>FLT is departmentalized from grades 3-5. Seven teachers are teacher s of record for English Language Arts and 6 teachers are assigned to</p>	June 2017	Perry, Principal

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	<p>mathematics/social sciences. There is 1 reading and 1 mathematics school based resource personnel. ILT team members act as teacher mentors along with the education associates. The ILT decided that because NWEA ELA and mathematics trend data indicated that the majority of FLT students were consistently performing 2 years or more below grade level (which is a direct correlation to the quality of instruction in the classroom and to the proficiency level of teacher subject matter knowledge and pedagogical knowledge) it would be more efficient and prudent to limit the number of content area preparations for teachers already struggling to acquire content and pedagogical knowledge and limited the number of professional development sessions and planning meetings a teacher would be required to attend; and, as well as narrow the number of teachers per support personnel.</p> <p>When the 2016-2017 academic school year begins, FLT will start the year, once again, with 8 of 21 classroom teachers new to the school. Of the 13 teachers remaining for the 2016-2017 academic year only 4 are tenured. 2 of them were on PIPS this past school year and have worked to be removed but they will remain on the “watch list” at the beginning of next school list.</p> <p>Although the recruitment team attended the BCPSS Transfer Fair and scheduled 12 potential hires for interviews starting the next day, only one reported for an interview but signed with another school. All other potential hires called the next day or two and said they signed with other schools. FLT has a recruitment plan that we believed would assist us in acquiring more experienced and proficient teachers but it seems that our</p>		

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	<p>interview process works against when trying to hire current BCPSS employees. If potential hires can sign an intent form without going through a more extensive process, such as ours, then the school will be subject to hire inexperienced staff members in a school that has the greatest need for highly effective experienced teachers.</p> <p><b><u>Need:</u> Development of an incentive program to attract and maintain highly qualified and effective teachers.</b></p> <p>FLT has a well-developed recruitment and retention plan and recruitment and retention team composed of teachers and school leadership. Team members attend Baltimore City Schools’ district hiring fairs, Teach for America and Baltimore City Teaching Residency. The school also posts job openings on various job boards including Indeed and the school’s website. A process to identify the best candidates for hire process includes a team interview of the candidate; a second interview with the principal if the team moves the candidate forward; and, if the principal approves the candidate the candidate is asked to do a demonstration. In theory, this seems to be an effective process for ensuring that the school hires effective teachers but it is not providing the school both “experienced” and proven “effective” teacher hires. It seems that teachers will forego our process and sign with another school that will hire them immediately without the second interview or demonstration lesson.</p> <p>Throughout this school year administrators and teacher support staff have been “studying instruction” and analyzing teachers’ strengths and weaknesses. Teachers are observed informally on several occasions-some</p>		

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	<p>more than others depending on outcomes of the observations. Informal observations are conducted by the administration and the education associates. Informal observations are usually focused on a particular area of pedagogy, knowledge of content or knowledge of students; and, may last between 10 and 30 minutes with the purpose of “helping” teachers to improve instructional quality and teacher effectiveness. Feedback written/oral is within 24 hours and can also be used as a form of professional development. Next school at least one informal observation will be videotaped and used for individual</p> <p>The formal evaluation is guided by the BCPSS Instructional Framework. The formal classroom observation usually last 70-90 minutes and is recorded. The process and purpose of both the informal and formal observations are conceptually linked to the clinical supervision model for promoting professional learning. The basic tenets of the adapted supervision model suggest that (1) supervision is a deliberate intervention into the instructional process; (2) is goal oriented; (3) assumes a professional working relationship between teacher(s) and supervisor(s); (4) requires a high degree of mutual trust, as reflected in understanding, support, and commitment to growth; (5) is systematic, although it requires a flexible and continuously changing methodology; (6) assumes the supervisor knows about the analysis of instruction and learning and also about productive human interaction.</p>		
<input type="checkbox"/> 2b. Provide job-embedded and ongoing	<b><u>Prioritized Strategies</u></b>	August 2016-	Dr. Evelyn

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<p>professional development informed by the teacher and student needs.</p>	<ul style="list-style-type: none"> <li>• <b>Strategy 1 – Use of Infinity Educational Services to develop customized professional development</b></li> </ul> <p>Individual professional development is linked to teachers’ informal observations and formal evaluation outcomes. Subject specific professional development is influenced by the ILT’s focus on establishing common expectations for CCSS, aligned instructional practice and that school personnel uses observation tools to support and assess this practice in mathematics, ELA, science, social studies classrooms.</p> <p>Teachers’ professional needs are also determined by analysis and progress monitoring of student data, student work samples, informal observations and formal evaluations. Teacher evaluation typically has two major purposes. First, it seeks to improve the teacher own practice by identifying strengths and weaknesses for further professional development, i.e. the improvement function. It involves helping teachers learn about, reflect on, and adjust their practice. Second, it is aimed at holding teachers accountable for their performance in enhancing student learning, i.e. the accountability function. Those teachers not meeting expectations are placed on a performance improvement plan and provided significant support and oversight.</p> <p>The school’s ongoing professional development learning plan includes feedback and coaching systems that focus on deepening educator knowledge and facility with CCSS.</p> <p><b><u>Need:</u> The ILT’s plan for professional learning includes workshops (extended over time), peer observation (on and off site), professional learning communities, and teacher collaboration and reflection.</b></p>	<p>June 2017</p>	<p>Perry, Principal</p>

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	<p>Last year, FLT utilized the services of Infinity Educational Services, LLC, on a limited basis due to budget constraints, to create and deliver customized professional development services that addressed the specific needs of faculty and the leadership team. The company observed classroom instruction, met with the administration and education associates and trained ed. associates to assist in how to assist teachers with follow-up. Teachers PAARC preparation included PAARC readiness planning, critical areas for instructional focus; lesson planning; and using i-Ready to prepare for PAARC. Infinity consultants did across grade level subject area PD and a 4-day intersession professional development on unpacking CCSS, looking at standards across grade level, differentiating instruction, vocabulary development and the gradual release model for instruction. Teachers gave extremely positive feedback regarding the PDs</p> <p><b>Need: It is the administration’s hope that the school will be able to hire Infinity Educational Services, Inc. for next school year’s professional development; the PD plan that will include returning, for new teachers and some returning teachers, PD in the areas discussed in the previous paragraphs and to include some of the following topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Data cycle, data driven instruction, data summits</b></li> <li>• <b>PLC meetings</b></li> <li>• <b>Instructional Monitoring, Feedback and support</b></li> <li>• <b>Coaching and Mentoring</b></li> <li>• <b>Mastering Writing Text Types</b></li> </ul>		

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	<ul style="list-style-type: none"> <li>Integrating the Seven Writing Traits</li> <li>Analyzing Information Texts</li> <li>Integrating Literacy in the Content Area classroom</li> <li>Putting the Eight Mathematical Practices into Action</li> <li>Reaching the Mathematical Standards-Building Rigor in Mathematics</li> <li>Developing Students’ mathematical conceptual Understanding—The Concrete and the Pictorial</li> <li>Infusing Technology into Everyday language Arts Instruction</li> </ul>		
<b><u>COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION</u></b>			
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><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li><b>Strategy 1 – Implement the afterschool program to support additional learning time</b></li> <li><b>Strategy 2 – Provide additional tutoring and Saturday school by providing stipends to teachers</b></li> </ul> <p>Additional time for student learning is provided in an after school program</p>	August 2016- June 2017	Dr. Evelyn Perry, Principal

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	<p>to all 1<sup>st</sup> through 5<sup>th</sup> grade students below grade level in reading and mathematics and in an in-school intervention program that is staffed by coordinator and 2 support personnel. The afterschool program admits approximately 150 students. Identified students are provided with additional or small cohort interventions based upon the areas of need trough; (1) Reading partners; Friday and Saturday School; (3) interim session tutoring (fall/spring) (4) classroom based intervention strategies provided by interventionist and teacher.</p> <p>Tier 2 and 3 students are identified for needing additional support in reading and mathematics through analysis of last year’s NWEA data and this year’s iReady data. Tier 2 students receive additional support twice weekly and Tier 3 students are supported 3 times a week.</p> <p>Students are also recommended for additional support by teachers based on unit assessments, classroom quizzes, exit tickets, observations and formative assessments and through progress monitoring of iReady data by SST referral.</p> <p>Progress monitoring of instructional effectiveness is done through on-line iReady interim assessments and progress growth monitoring of individual student achievement; mathematics unit assessment, DIBELS, classroom assessments and PARCC, samples, of students work, student goal setting for iReady, teacher data analysis of iReady data, grade level data meetings, and school-wide data updates.</p> <p><b><u>Need:</u> FLT would like to be able to pay teachers stipends to provide tutoring during after school and Saturday, and more teachers to tutor during interim sessions. Currently 1 teacher provides tutoring after</b></p>		

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	<p>school on Friday (volunteer) and she and 2 other teachers are currently doing a Saturday session (volunteer).</p> <p>Currently the school uses the i-Ready personalized learning and intervention program. Online lessons automatically place students into instruction at their level based on the results of its diagnostic. The program provides targeted instruction prioritizing the highest areas of need.</p> <p>Based on iReady data there are students in grades k-2 who are already 1-2 years below grade level. The school wants to begin a proactive approach regarding early intervention. For that reason, the school would like to purchase Foundations-Double Dose/Intervention program that provides research based instruction for Tier 1 early learners at risk for reading difficulties.</p> <p>To support below grade level mathematics students the Do the Math intervention can utilized for students 1 to 2 grade levels below. This program can be used by the school's intervention program.</p>		
<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	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1 – Implement Wonders reading curriculum and Eureka mathematics curriculum</b></li> </ul> <p>According to staff members and the ILT, teachers did not access to the essential professional development needed to fully implement Common Core. Early observation of classroom instruction, review of lesson plans,</p>	August 2016- June 2017	Dr. Evelyn Perry, Principal

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Name of Priority School:		LEA: Baltimore City Public Schools	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
Support ).	<p>and examination of student work disclosed teachers struggled with the understanding of the more cognitive demands of the CCSS and their inability to develop lessons and used effective strategies and best practices that engaged students in the lessons. Teachers tend to teach the way they learned and the implementation of common Core requires “instructional shifts” in the ways teachers teach, in the ways students learn and in the way administrators lead.</p> <p><b><u>Need:</u> To ensure that our instructional program is evidenced based, rigorous, and aligned with standards requires planning, resources, and access to needed curricula, intensive professional development, and a sense of urgency and across the board accountability. It also means creating a “culture of success” through changes in attitudes and expectations about our students’ capabilities, teachers’ responsibilities and indicators of effectiveness, and a commitment to doing things differently.</b></p> <p>Because Common Core is not a curriculum but a set of standards, understanding the standards is key to developing quality, engaging, and differentiated lesson. This has been a struggle for current staff and with the hiring of new staff the certainty is that continued focused professional development in literacy and mathematics instruction. In the interim the ILT and administrative team has decided to have 3 teacher pilot a literacy program from December through this June to determine if this curriculum was the type of support teachers needed could use to strengthen classroom instruction. Feedback, observation, and recommendations led the ILT to</p>		

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	<p>recommend the use of this literacy program (<i>Wonders</i>) for next year's ELA.</p> <p>The team is currently evaluating the school's mathematics, science and social studies curricula. We are currently using BCPSS model lesson plans and unit assessments that align with CCSS for mathematics and Core Knowledge for social sciences. The school is contemplating using Eureka Mathematics for next year.</p> <p>No matter the subject area, the school will continue a school-wide focus and continued professional development on the following best practices in instruction:</p> <ul style="list-style-type: none"> <li>• differentiation of instruction</li> <li>• student engagement and collaboration</li> <li>• scaffolding instruction</li> <li>• gradual release of learning</li> <li>• evidence based questioning</li> <li>• academic rigor</li> </ul> <p>Professional learning communities are embedded within the school community. Teachers are a part of grade level teams and across grade level teams based upon subject areas. Grade level teams meet to discuss student</p>		

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	<p>performance, across content area planning, data and routines and procedures. Across grade level teams engage in professional development that is subject specific, unpacking standards across grade levels, analysis and review of subject area data across grade levels.</p> <p>Progress monitoring of student achievement is ongoing. Data from i-Ready, classroom teacher assessments and unit assessments are utilized to determine if early intervention and/or intensive intervention is needed for a student. The school has an intervention program that monitors student data as well as communicates with staff regarding academic support for Tier I students. Students needing intensive support are recommended for the School support Team review. This team meets with the teacher and parent to discuss submitted data that supports the teacher’s concerns and recommends strategies and/or interventions and subsequent next steps for student support.</p> <p>Individual and small cohort interventions are also provided.to students through; (1) Reading Partners; (2) after School programs; (3) Friday and Saturday School; (4) Interim Tutoring Sessions; (5) Classroom based interventionist strategies provided by interventionist and teacher..</p> <p>FLT is a member of BCPSS Gifted and Advanced Learning (GAL) Program. Students are identified using the requisite assessments and the Interventionist Teams provides additional support to these students. 3 Teacher have attended training this year and will provided training to the staff members who will be assigned these students. Eventually the entire staff will receive professional development in this area. Teachers will be</p>		

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	using the Jacob’s Ladder Reading comprehension Program as an additional resource for the GAL students.		
<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><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1 – Use of interim assessments such as i-Ready BCPSS Math Unit Assessments, DIBELS KRA</b></li> </ul> <p>Part of the school’s professional development focus for this school year was an introduction to the use of data, the data cycle, and collecting analyzing data. Teachers were introduced to :</p> <p style="text-align: center;"><b>Developing Data and Evidenced Based Practices</b></p> <ol style="list-style-type: none"> <li>1 Collect and prepare a variety of data about student learning</li> <li>2 Interpret and develop hypotheses about how to improve student learning</li> <li>3 Use data to modify instructional and increase student learning</li> <li>4 Teach student to examine their own data and set learning goals</li> <li>5 Use students’ data (personal goal) to guide instructional changes</li> </ol> <p>Teachers were also introduced to the Data Use Model for Improving Learning Progressions;</p>	August 2016- June 2017	Instructional Leadership Team

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	<p style="text-align: center;"><b>Data Use Model/Cycle for Improving Learning</b></p> <p><b>Learning Progression</b>—Description of skills, knowledge and understanding that builds over time</p> <p><b>Elicit evidence of learning</b>—i-Ready data, BCPSS Math Unit Assessments, DIBELS data, KRA data, PARCC, teacher informal assessment data, primary interim assessments, student work samples</p> <p><b>Interpret the evidence</b>—Teacher data analysis—“ Where are students in their learning (<b>WHY</b>) and What do we do next”</p> <ul style="list-style-type: none"> <li>• Over time this becomes Progress Monitoring                             <ul style="list-style-type: none"> <li>○ <b>Data binders, data walls, student goal setting and progress monitoring folders</b></li> </ul> </li> </ul> <p><b>Identify the gap</b>—“We know where we are so where do we need to be?”</p> <ul style="list-style-type: none"> <li>• School wide</li> <li>• Grade level</li> <li>• Classes</li> <li>• Individual students</li> </ul> <p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• <b>Reflection on performance (administrator, teacher, student,</b></li> </ul>		

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	<p>parents, Charter Board)</p> <ul style="list-style-type: none"> <li>• <b>Instructional Leadership Team data meetings</b></li> <li>• <b>School wide data meetings</b></li> <li>• <b>Grade level data meetings</b></li> <li>• <b>Individual student reflection and goal setting meetings- students monitoring learning</b></li> </ul> <p><b>Plan learning/instructional modifications</b></p> <ul style="list-style-type: none"> <li>• Focus on:                             <ul style="list-style-type: none"> <li>○ What students will learn rather than what they will do</li> <li>○ Providing a sequence for learning</li> <li>○ Using data to differentiate instruction</li> <li>○ Using data for teacher professional development</li> </ul> </li> </ul> <p><b>Scaffold new learning-</b> -Begin with what the students can do - Students need to be aware of their strengths and to feel good about tasks they can do with little or no assistance.</p> <p><b>CLOSE THE GAP!</b></p> <p>The data is presented in school-wide staff meetings, parent meetings and in board of directors’ meetings, ILT meetings, student groupings and class</p>		

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	<p>meetings, and in student goal setting meetings.</p> <p>All teachers are required to deep a data wall that tracks student progress on i-Ready BOY, MOY and EOY assessments. Primary teachers can also create a DIBELS data wall. Students also set benchmark goal for themselves suing iReady data for reading and mathematics. i-Ready diagnostic provides a benchmark score for student growth. It also provides to teacher a class profile, instructional grouping based on student success in individual reading and math domains and instructional priorities for that particular grouping. the program forms the differentiated grouping for the teachers based on student data as well as the targeted interventions.</p> <p>At the end of each data cycle, teachers must complete a data analysis template that is utilized for discussion in their data meetings. This data and their analysis as to what, why and next steps is used for targeted intervention, strategies and next steps.</p> <p>Student performance can often be reflect the strengths and weaknesses of classroom instruction and the subsequent professional development needs of the educator; how, assessment data should not be the only data utilized. In determining school-wide, grade level and individual professional needs the administrative team must also review multiple sources of data such as lesson plans, results of both formal and informal observations, review student work, both teacher and students' attendance.</p> <p style="color: red;">Collaborative planning is twice per week by grade level and content teams. Cross grade level planning occurs twice a month, one for English/Language Arts, and one for mathematics.</p>		

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<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><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1 – Implement data analysis during collaborative planning and instructional leadership team meetings</b></li> </ul> <p>The Instructional Leadership Team (ILT) meets every 2 weeks of the month and additional meetings, as needed. Meetings are facilitated, on a rotating basis, by members of the team. The ILT membership includes 2 members of the administrative team, a reading and mathematics education associate, 4 general educators, 1 special educator, 1 resource teacher and the intervention /SST coordinator. All ILT faculty members, except one, have 5-12 years of teaching experience.</p> <p>The ILT uses absolute performance (PAARC) and school level data (i-Ready) to target school improvement efforts and focus intervention in critical needs areas. The data results guide school-wide and grade level professional development.</p> <p>These goals are shared with the entire school community.</p>	August 2016- June 2017	Instructional Leadership Team
<p><b><u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u></b></p> <p>The LEA and School must:</p>			

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<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><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1 – Implement PBIS with fidelity</b></li> <li>• <b>Strategy 2 – Implement Restorative Practices</b></li> </ul> <p>Positive Behavioral Interventions and Supports (PBIS) is the school-wide behavior plan used at FLT. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. The school will focus on three to five behavioral expectations that are positively stated and easy to remember. Rather than telling students what not to do, the school will focus on the preferred behaviors-safe, respectful and responsible. The primary prevention of positive behavioral interventions and supports (PBIS) consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. This model is used in every classroom and has attached to it school-wide celebrations.</p> <p><b><u>Need:</u> I recommend that staff be fully trained PBIS in the upcoming school year so the program can be implemented with fidelity.</b></p> <p>The school plans and hosts monthly event to highlight student achievement</p>	August 2016- June 2017	School Support Team  Behavior Management Team

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	<p>such as Math Night, Literacy Night, Game Night line dancing, and field day. Students who have made significant strides in improving behavior have Lunch Bunch with teachers. Students in kindergarten through fifth participate on the school choir which provides students with positive peer and staff interactions and opportunities to travel.</p> <p>The School Support Team has a standing meeting time of every other Monday. Team members are facilitated by the school’s assistant principal who is also responsible for documentation. Team members include the school’s coordinator of interventions (responsible for minutes of the meeting; school social worker and one primary, one intermediate and one special education teacher. Teachers submit referrals’ for academic concerns, behavioral concerns and attendance concerns. Referrals must be submitted, meetings held, and strategies/interventions fully implemented and fully documented prior to any consideration for a referral for special education services.</p> <p>The school has a full time social worker who provides resources for mental health weekend back-pack full of food program and a school nurse</p> <p>The school does not at this time have a socio-emotional program. The school’s board of directors is currently developing a socio-emotional program that will address the needs of student, staff and parents. This will be discussed in greater detail in component #7.</p> <p><b><u>Need:</u> Here, too, the school does not have a violence prevention program, in place, nor does it train staff and students to prevent,</b></p>		

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	<p>respond to, and resolve conflicts. The school is interested in the <i>“Whole School Change Through Restorative Practice”</i>-- a cost-effective way to achieve lasting change that enhances and builds relationships between students, staff and parents, improves student behavior, reduces violence and bullying and creates a sense of community. The program helps school leadership and staff develop a customized plan based on their own needs and goals. Everyone on the school staff has a say and a role in implementation. Several staff are selected and trained as professional development instructors to ensure program sustainability. This has been discussed in administrative team meetings but, once again, the cost has been prohibitive.</p> <p>The school has a “Behavior Management Team’ consisting of the assistant principal and 2 staff people. The Behavior Management Team are a group of individuals aimed at preventing escalating behavioral issues in a caring and nurturing way. The overall goal of the team is to support our students and staff while maintaining the safety and integrity of everyone on a daily basis. When students are no longer able to remain in the classroom due to disruptive behavior or they become a danger to themselves or others”, the teacher calls to the office to remove the students. A referral is written and submitted. The member of the behavior management team removes the student and provides a time out; discusses with the student the what, why and how the student may have reacted differently. There are list of options that the management person may select from depending on the severity of the infraction.</p>		

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	<p>The Behavior Management Team has also implemented the Check In/Check Out intervention with students with frequent referrals from classroom teachers. Some students also have designated staff people not assigned to classroom to whom they report for a time-out before their behavior escalates to appoint of office referral.</p> <p>Classroom walkthroughs are utilized and feedback is provided in writing and/or orally to the teacher. Sometimes the administrator elects to have the education associate discuss the feedback with the teacher if she believes, depending on the topic, the teacher will be less intimidated.</p> <p>There are posted behavior expectations around the school and in individual classrooms.</p> <p><b>Need: There is no formal conduit for “student voice” in the school; however, there are already plans for next year to implement a school-wide “Student Government Association”. In addition classroom teachers will focus on next school year:</b></p> <ul style="list-style-type: none"> <li>• <b>Classroom oriented student leadership opportunities</b></li> <li>• <b>Student evaluation of self and teacher</b></li> <li>• <b>Service learning projects focused on the school site</b></li> <li>• <b>Peer mediation</b></li> </ul>		

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	<ul style="list-style-type: none"> <li><b>student-led school publications</b></li> <li><b>Student led parent conferences</b></li> <li><b>Active involvement in school improvement activities</b></li> </ul> <p>For school year 2016-2017, the school will work with the Office of School Supports to ensure all staff are trained in the PBIS model. Also, the school will contract with IIRP to provide professional development training in Restorative Practice (Intro to Restorative Practice and Intro to Circles) as well as through a few consultations. The school will also work with the Office of School Supports through the train the trainer model to implement an Introduction to Trauma, Positive Relationships, and De-escalation training for all staff. Utilizing a climate walk-through model, specific targeted concerns will be identified throughout the year for continuing professional development during intersession days for staff.</p>		
<b><u>COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u></b>			
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><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1 – Continue Community School partnership with University of Maryland</b></li> </ul> <p>FLT is currently a community school partnered with University of Maryland School of Social Work. We have a full time community school coordinator who implements and supports a range of activities, and leverages support and partnerships to increase student learning outcomes. FLT uses multiple strategies to involve parents in their child’s education. The school involves parents in their child’s education using Parent Link, parent-teacher conferences, parent events, phone calls and student planners. FLT has a system of punch cards to recognize and reward parents for their involvement in their child’s education. Parents can earn a “punch” for attending PTO meetings, helping in the classroom, and attending other events and ceremonies. Each school year the teachers hold a Math Night and a Literacy Night. These events invite students and parents to come to school, learn about the curriculum being used, participate in hands-on learning activities and demonstrations and celebrate their child’s learning. Parent conferences are available with teachers on request and twice a year there are scheduled parent-teacher conferences for all students. The school has a small, but active PTO that meets monthly. The PTO provides a forum for parents to be involved in their child’s education, and remain knowledgeable about school news and events.</p>	August 2016- June 2017	University of Maryland School of Social Work

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	<p>The school has an open door policy that enables parents to volunteer, visit classrooms and become engaged in activities before and after school. Parents are encouraged and taught to become involved in educating their children. The PTO holds monthly meetings and is a forum for parents to discuss and participate in the culture and climate of the school.</p>		
<p><input type="checkbox"/> 7b. Partner with parents and parent organizations, faith-and-community-based organizations, health clinics, other State and local agencies, and others to create a school environment that students’ Social, emotional, and health needs</p>	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1 – Continue Community School partnership with University of Maryland</b></li> </ul> <p>The FLT community shares an understanding of, and commitment to, the school mission, vision and values, including the strategic goals and initiatives. FLT has developed a number of supports to proactively attend to individual students’ social and emotional needs including hiring an onsite social worker. The school social worker’s responsibilities include:</p> <ul style="list-style-type: none"> <li>➤ Provides individual and group counseling services</li> <li>➤ Provides crisis intervention</li> <li>➤ Supports student achievement by providing strategies that connect home and a school</li> </ul> <p>We offer assistance in a variety of ways to our families from help with housing issues, parenting classes, holiday adoptions, food pantry, and utilities assistance. During the school year the asthma mobile visits</p>	<p>August 2016- June 2017</p>	<p>University of Maryland School of Social Work</p>

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	<p>quarterly and the students are also provided with onsite dentist services.</p> <p>FLT uses multiple strategies and vehicles to communication effectively with students, families and the community. We have formalized the following structures that encourage regular, two-way communication and allow parents to participate in, and provide feedback on, school-wide decisions:</p> <ul style="list-style-type: none"> <li>➤ School Web Site</li> <li>➤ Thursday take home folders</li> <li>➤ Student Daily Agendas</li> <li>➤ PTO Events</li> <li>➤ Robo Call System</li>   <li>➤ School Newsletters</li> <li>➤ Parent Teacher Conference</li>   <li>• Trauma exposure is increasingly recognized as compromising the health and educational outcomes of children and families in Baltimore. We are aware that many of our families suffer from trauma exposure. In order to address these concerns we would</li> </ul>		

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	like to provide interventions to build the capacity of students, families, and staff to heal following trauma exposure.		

## Annual Goals /Milestone Goals and Targeted Outcomes

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

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

At least 20% of all students, **and 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 20% of all students, **and 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.**

All students, **and 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 **iReady** interim assessment.

All students, **and all subgroups**, who perform on or above grade level in mathematics Grades k-5 will increase proficiency by at least a one year growth as measured by the **iReady** interim assessment.

## 2016-2017 Target Outcomes for Strategies in the Intervention Plan

Evidenced Based Strategy	Interim Target Outcomes	Annual Target Outcomes
<b>1. Teacher Recruitment/Retention</b>	Provide Interim Outcome for Each Strategy in the Intervention Plan School will have no vacancies for classroom staff at start of school year.	Provide Annual Outcomes for Each Strategy in the Intervention Plan School will have no vacancies for classroom staff at end of school year.
<b>2. Professional Development</b>	Some teachers will demonstrate improvement of teacher practice as measured by midyear	All teachers will demonstrate improvement of teacher practice as measured by final

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	evaluations.	evaluations.
<b>3. Academic Interventions</b>	By January 2017, 50% of students will meet their annual target growth goal in mathematics as evidenced by interim assessment data.	By June 2017, 50% of students will meet their annual target growth goal in mathematics as evidenced by interim assessment data.

*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:** \_\_\_\_\_ **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.

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

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	<ul style="list-style-type: none"> <li>• Evidence that SY15-16 data, AMO targets and SPI has been shared with staff.</li> <li>• At least 15% of the grant funds will be expended by the first quarter.</li> </ul> <p><b>Provide the Quarterly Report submission date and who will Submit to MSDE</b></p> <ul style="list-style-type: none"> <li>• Submission by November 11, 2016 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.</li> </ul>
<p><b>Quarter 2</b> (SY 2016-2017, Nov.-Jan.)</p>	<p><b>Describe the LEA/school monitoring and oversight</b></p> <ul style="list-style-type: none"> <li>• The Principal and Instructional Leadership Team will review Beginning of Year (BOY) assessment data.</li> <li>• 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.</li> <li>• During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed.</li> <li>• The Instructional Leader Executive Director will monitor school performance plan goals in relation to grant outcomes.</li> <li>• Consultant/Vendor Monitoring Checklists will be reviewed.</li> <li>• Monthly FY17 budget status reports will be shared with school leadership for accuracy and next steps.</li> </ul> <p><b>Describe how progress will be assessed</b></p> <ul style="list-style-type: none"> <li>• A review of <i>evidence of successful implementation</i> of Maryland Turnaround Principles Model requirements will be conducted during <i>Priority</i> Support Meetings.</li> <li>• Members of the Central Support Team will conduct school walks to assess implementation of planned activities.</li> <li>• Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets.</li> <li>• At least 40% of the grant funds will be expended by the second quarter.</li> </ul> <p><b>Provide the Quarterly Report submission date and who will Submit to MSDE</b></p> <ul style="list-style-type: none"> <li>• Submission by January 27, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.</li> </ul>
<p><b>Quarter 3</b></p>	<p><b>Describe the LEA/school monitoring and oversight</b></p>

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<p>(SY 2016-2017, Feb.-April)</p>	<ul style="list-style-type: none"> <li>• The Principal and Instructional Leadership Team will review Middle of Year (MOY) assessment data.</li> <li>• Middle of Year (MOY) assessment data will be shared with staff to plan for instruction, student intervention and professional development if necessary.</li> <li>• During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed.</li> <li>• The Instructional Leader Executive Director will monitor school performance plan goals in relation to grant outcomes.</li> <li>• Consultant/Vendor Monitoring Checklists will be reviewed.</li> <li>• Monthly FY17 budget status reports will be shared with school leadership for accuracy and next steps.</li> </ul> <p><b>Describe how progress will be assessed</b></p> <ul style="list-style-type: none"> <li>• A review of <i>evidence of successful implementation</i> of Maryland Turnaround Principles Model requirements will be conducted during <i>Priority</i> Support Meetings.</li> <li>• Members of the Central Support Team will conduct school walks to assess implementation of planned activities.</li> <li>• Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets.</li> <li>• At least 65% of the grant funds will be expended by the third quarter.</li> </ul> <p><b>Provide the Quarterly Report submission date and who will Submit to MSDE</b></p> <ul style="list-style-type: none"> <li>• Submission by April 7, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.</li> </ul>
<p><b>Quarter 4</b> (SY 2016-2017, April- July)</p>	<p><b>Describe the LEA/school monitoring and oversight</b></p> <ul style="list-style-type: none"> <li>• The Principal and Instructional Leadership Team will review End of Year (EOY) assessment data.</li> <li>• End of Year (EOY) assessment data will be shared with staff to plan for instruction, student intervention and professional development if necessary.</li> <li>• During monthly <i>Priority</i> meetings, the approved implementation plan will be reviewed.</li> <li>• Consultant/Vendor Monitoring Checklists will be reviewed.</li> <li>• The Instructional Leader Executive Director will monitor school performance plan goals in relation</li> </ul>

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	<p>to grant outcomes.</p> <ul style="list-style-type: none"> <li>Monthly FY17 budget status reports will be shared with business school leadership for accuracy and next steps.</li> </ul>
	<p><b>Describe how progress will be assessed</b></p> <ul style="list-style-type: none"> <li>A review of <i>evidence of successful implementation</i> of Maryland Turnaround Principles Model requirements will be conducted during <i>Priority</i> Support Meetings.</li> <li>Members of the Central Support Team will conduct school walks to assess implementation of planned activities.</li> <li>Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets.</li> <li>At least 65% of the grant funds will be expended by the third quarter.</li> </ul>
	<p><b>Provide the Quarterly Report submission date and who will Submit to MSDE</b></p> <ul style="list-style-type: none"> <li>Submission by June 23, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.</li> </ul>

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

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

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

Contractor/Vendor Name: \_\_\_\_\_ Contract Administrator Name/Title: \_\_\_\_\_

<u>Summary of Services</u>
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Activity Dates	Service(s)	Expected Outcome/Data	Outcome Met/Not Met

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