

TITLE I 1003(g) SCHOOL IMPROVEMENT GRANT, FY 2015-2016

July 1, 2014 - September 30, 2017

REQUEST FOR PROPOSAL COVER SHEET

LOCAL SCHOOL SYSTEM: BALTIMORE CITY PUBLIC SCHOOLS

CONTACT PERSON: LAURIE-LYNN SUTTON

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DATE SUBMITTED: September, 2015

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Section A

Due to available FY 2013 SIG Funds, Maryland will give priority to LEAs with the strongest commitment to implement fully and effectively one of the SIG models in its Tier I and Tier II schools to ensure sufficient support for full implementation of the intervention models. Maryland will not award funds to Tier III schools before all Maryland’s Tier I and Tier II schools that LEAs commit to serve and have the capacity to serve are served.

Indicate the Tier I and Tier II schools the LEA will serve by completing Table A.1 below. The LEA must also complete Table A.2 indicating the Tier I and Tier II schools the LEA will not serve, if applicable. The list of eligible schools may be found in Appendix A.2. Add more rows as needed.

For Tier I and Tier II Schools, identify the **Intervention Model Selected** for each school. Descriptions of each model are included in Appendix C.

Table A.1

Tier I, Tier II, or Tier III Schools to Be Served by the LEA

| | School Name | NCES ID # | MSDE ID # | Tier I | Tier II | Tier III | Title I SW or TAS | <u>Intervention Model Selected</u> | | | |
|---|--------------------------|-------------|-----------|--------|---------|----------|-------------------|------------------------------------|---------|----------------|----------------|
| | | | | | | | | Turnaround | Restart | School Closure | Transformation |
| 1 | Gilmor Elementary School | 24000900221 | 0107 | X | | | X | | | | X |

Table A.2

Tier I or Tier II Schools Not to Be Served by the LEA

| | School Name | NCES ID # | MSDE ID # | Tier I | Tier II | Reasons LEA Chooses not to Serve the Tier I or Tier II School |
|---|---|-----------------|-----------|--------|---------|--|
| 1 | Northwestern High School | 24000900 292 | | | X | Northwestern High School is currently slated to close in June 2016 as part of Baltimore City Public Schools' 21 st Century Building Plan. |
| 2 | Excel Academy at Frances M. Wood | 24000901 343 | | | X | Excel Academy at Frances M. Wood is an alternative school not conducive to the implementation of a School Improvement Grant. |
| 3 | Commodore John Rodgers Elementary/Middle School | 24000900 180 | 027 | | X | Commodore John Rodgers Elementary Middle School is currently implementing the restart model as a Priority School through Maryland's ESEA Flexibility Waiver. |
| 4 | Calverton Elementary/Middle School | 24000900 581 | 075 | X | | Calverton Elementary Middle School is currently implementing the restart model as a Priority School through Maryland's ESEA Flexibility Waiver. |
| 5 | Booker T. Washington Middle School | 24000900 160 | 130 | X | | Booker T. Washington Middle School is currently implementing the turnaround model as a Priority School through Maryland's ESEA Flexibility Waiver. |
| 6 | Augusta Fells Savage Institute of Visual Arts | 24000901 387 | 430 | | X | Augusta Fells Savage Institute of Visual Arts is currently implementing the turnaround model as a Priority School through Maryland's ESEA |

| | | | | | | |
|--|--|--|--|--|--|---------------------|
| | | | | | | Flexibility Waiver. |
|--|--|--|--|--|--|---------------------|

Section B: Descriptive Information

For each school the LEA is committed to serve, the LEA must complete, a comprehensive needs assessment, the intervention model template, LEA Capacity and Commitment Template and Budget Templates. In addition, the application must contain the information requested in Table B1.

The following areas must be addressed for each participating school through the completion of the intervention model template for each school.

B.1 DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II School that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure and selected an intervention for each school aligned to the needs each school has identified.
- (2) The LEA must ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;
 - Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II School identified in the LEA’s application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school that receives school improvement funds including by-
 - Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and

- Measuring progress on the leading indicators as defined in the final requirements...
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
 - (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
 - (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

B.2 Cover Page

Duplicate the cover sheet below and provide the requested information for each Tier I, Tier II, or Tier III School the LEA will serve with 2013 Title I 1003(g) School Improvement Funds.

| Tier I, Tier II, or Tier III School | |
|--|--|
| School Name: Gilmor Elementary School Address: 1311 N. Gilmor | LEA Point of Contact (POC) Name & Position: Linda Chen Chief Academic Officer |

| | |
|---|--|
| Street Baltimore, MD 21217 | Phone#:443-396-8810 Email Address:LChen@bcps.k12.md.us |
| Grade levels enrolled (SY16): Pre-K to 5 | Number of Students Enrolled (SY16): 234 |
| Tier Level Tier I <input checked="" type="checkbox"/> Tier II _____ Tier III _____ | |
| Title I Status: <input checked="" type="checkbox"/> School wide Program _____ Targeted Assistance Program <input type="checkbox"/> Title I Eligible Secondary School | |
| Waiver Request(s): _____ Requested for this School <input checked="" type="checkbox"/> Not Requested for this School | Intervention Model Selected: _____ Turnaround Model _____ Closure _____ Restart <input checked="" type="checkbox"/> Transformation |
| Amount the LEA is requesting from FY 2013 Title I 1003(g) School Improvement Funds for each of the next three years. | |
| Pre-implementation | \$ 0 |
| Year 1: SY 2014-2015 | \$ 1,048,166 |
| Year 2: SY 2015-2016 | \$ 1,048,166 |
| Year 3: SY 2016-2017 | \$ 1,048,166 |
| Total Amount of Funding Requested for this school | \$ 3,144,498 |

B.3 Comprehensive Needs Assessment for Tier I and Tier II schools

For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected an intervention for each school aligned to the needs each school has identified.

Complete Table B.3 to demonstrate the LEA has analyzed the needs of each Tier I and Tier II School it commits to serve in order to select an intervention model that is aligned to the needs of the school. A thorough analysis will enable the LEA to demonstrate it has the capacity to identify areas of need and assist with providing adequate resources related to support of each Tier I and Tier II School identified in the LEA application.

Table B.3 Comprehensive Needs Assessment

| | | | |
|---|--|----------------|-----|
| Name of School: Gilmor Elementary School | | Tier: I | |
| Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges | LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1, 2, 3, etc.). | | |
| | | | |
| 1 <u>Student Profile Information</u> (include trend analysis) | Total Enrollment SY1415 | | 342 |
| | Total enrollment SY1516 | | 270 |
| | | PK | 36 |
| | | K | 31 |
| | | 1 | 46 |

Name of School: Gilmor Elementary School

Tier: I

Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges

LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1, 2, 3, etc.).

| | | |
|--|---------------------------------|------|
| -Total enrollment | 2 | 49 |
| -Grade level enrollment | 3 | 44 |
| -Subgroups (including gender)- # of students in each | 4 | 30 |
| -Mobility % - Entrants & Withdrawals | 5 | 34 |
| -Attendance % | 6 | |
| -Expulsions # | 7 | |
| -Suspensions # | 8 | |
| -Dropout rate | 9 | |
| -Advance Coursework completion | 10 | |
| | 11 | |
| | 12 | |
| | % Males | 50.3 |
| | % Females | 49.7 |
| | % FARMS | 93.9 |
| | % ELL | 0 |
| | %SWD | 10.8 |
| | % Non-Hispanic African American | 98 |

| Name of School: Gilmor Elementary School | | Tier: I | |
|--|--|---------|------|
| Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges | LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1, 2, 3, etc.). | | |
| (IB/AP/early college high schools, dual enrollment classes) # and % of students -Graduation rate -High School Diploma Rate | % Non-Hispanic White | | .6 |
| | % Hispanic | | .9 |
| | % Non-Hispanic Asian | | 0 |
| | % Non-Hispanic American Indian | | 0 |
| | % Non- Hispanic Multiracial | | .6 |
| | % Non-Hispanic Native Hawaiian/Other Pacific Islander | | 0 |
| | % Homeless | | 14.6 |
| | % Foster Care | | |
| | % Mobility SY1415 | | 43.7 |
| | Attendance Rate SY1415 | | 90.4 |
| | Attendance Rate SY1516 | | 88.3 |
| | Chronic Absence Rate SY1415 | | 27.8 |
| | At-Risk for Chronic Absence SY1516 | | 37.2 |
| | Expulsions | | 0 |
| Suspension Incidents | | 3 | |

| | | | | | | | | | | |
|---|--|--------------------|---|-------------------------------|--|-----------------|--|--------------|--|--|
| Name of School: Gilmor Elementary School | | Tier: I | | | | | | | | |
| Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges | LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1, 2, 3, etc.). | | | | | | | | | |
| | <table border="1"> <tr> <td>Suspended Students</td> <td>3</td> </tr> <tr> <td>Advance Coursework completion</td> <td></td> </tr> <tr> <td>Graduation Rate</td> <td></td> </tr> <tr> <td>Dropout Rate</td> <td></td> </tr> </table> | Suspended Students | 3 | Advance Coursework completion | | Graduation Rate | | Dropout Rate | | |
| Suspended Students | 3 | | | | | | | | | |
| Advance Coursework completion | | | | | | | | | | |
| Graduation Rate | | | | | | | | | | |
| Dropout Rate | | | | | | | | | | |
| | <p><u>Conclusions</u></p> <p>The school has historically had a high rate of students eligible for Free and Reduced Meals. The high rate of poverty contributes to mobility and chronic absenteeism as families move in and out of available housing throughout the area. A high crime rate in the area also impacts family mobility in the area. There is also a high rate of homelessness among the student population. Attendance has been consistently above 90% over the past three years. Attendance is lowest for the school's special education population. While attendance is showing 90% overall, chronic absenteeism is a significant issue. Almost half of the special education students at the school are at risk for chronic absenteeism. In the past, there has not been a strategic approach in targeting students who are chronically absent. Suspensions are down since last year, but observational data indicates that significant behavioral issues remain.</p> | | | | | | | | | |

| | | |
|--|--|---------|
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| | <p style="color: red;">Strengths: Suspensions have been reduced by 85% and advance learning program is being marketed to bring more families to Gilmor as well as retain the ones that are here.</p> <p style="color: red;">Challenges: The increase mobility rate negatively impacts instruction as well as culture and climate.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • In order to be more proactive around attendance, chronic absence and other school climate concerns, Gilmor Elementary School will fully implement Positive Behavior Intervention Systems and Supports (PBIS). The school will continue to offer incentives to students and convene a PBIS committee to monitor implementation. The committee will consist of an administrator, teacher representatives from the lower grades, intermediate grades, and special education. Each representative will be responsible for ensuring buy in from their respective group of staff (Transformation Model #22). • Gilmor Elementary School will continue to provide a comprehensive arts program to students through Arts Everyday, Young Audiences, Bring the Noise. These programs, which includes <u>These programs, which include</u> access to arts activities through Baltimore, an artist in residence at the school, and professional development for teachers on arts integration will incentivize students to increase attendance (Transformation Model #4). • Due to high poverty and crime rates in the community, Gilmor Elementary School has become a Community | |

| | | |
|---|--|----------------|
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| | Resource School and has offered Mental Health Supports as well as Family Stability Services. These supports also included services families need to maintain stable housing which should positively impact the mobility rate and chronic absenteeism over time (Transformation Model #9 and #20). | |

| | | | |
|---|--|--|--|
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| <u>2-Staff Profile</u> | | | |
| -Principal – Length of time at the school | | Principal- Length of time at the school: 1 year | |
| -Number of Assistant Principal/s and other administrators | | Number of Assistant Principal/s and other administrators: 0 Assistant Principal | |
| -Number and % of teaching faculty's total classroom instruction experience: | | Number and % of teaching faculty's total classroom experience: | |
| 0-5 years | | 0-5 years: 10 teachers (52.6%) | |
| 6-10 years | | 6-10 years: 7 teachers (36.8%) | |
| 11-15 years | | 11-15 years: 0 teachers (0.0%) | |
| | | 16+ years: 2 teachers (10.5%) | |
| | | Number and % of teaching faculty's service at this school: | |
| | | 0-5 years: 17 teachers (89.5%) | |
| | | 6-10 years: 2 teachers (10.5%) | |
| | | 11-15 years 0 teachers (0%) | |
| | | 16+ years 0 teachers (0%) | |
| | | Number and % of HQ teachers: 100% | |
| | | Number of school-based reading and English teachers of record: 17 | |
| | | Number of school-based mathematics and data/analysis teachers of record:17 | |
| | | Number of school-based reading and English resource personnel:2 | |
| | | Number of school-based mathematics and data/analysis resource personnel:2 | |
| | | Number and % of paraprofessionals who are qualified: 4 | |

| | | |
|---|--|----------------|
| Name of School: Gilmor Elementary School | | Tier: I |
| Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges | LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1, 2, 3, etc.). | |
| 16+ years -Number and % of teaching faculty's service at this school: 0-5 years 6-10 years 11-15 years 16+ years -Number and % of HQ teachers -Number of school-based reading and English teachers of record -Number of school-based mathematics and data/analysis teachers of record -Number of school- | Number of mentor teachers and number of teachers being supported: 3 mentor teachers and 7 teachers Teacher and administrator attendance %: <ul style="list-style-type: none"> ○ Teacher attendance rate: 96.7% ○ Principal attendance rate: 99.0% <u>Conclusions</u> There has been much turnover in school leadership in recent years. This has proved difficult for the school and its teachers to remain focused on improving academic outcomes for students because the instructional leadership has changed so frequently. The current principal is stepping into his second year and hopefully this will help to stabilize the school. Strength: The school principal will remain for a 2nd year and will hire an assistant principal to create stable leadership team. Challenge: With both administrators limited time with the school, administrators will continue to work on culture/climate and instructional program. | |

| | | |
|--|---|---------|
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| based reading and English resource personnel -Number of school-based mathematics and data/analysis resource personnel -Number and % of paraprofessionals who are qualified -Number of mentor teachers and number of teachers being supported -Teacher and administrator attendance % | <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • A new assistant principal will be hired to support the efforts of the principal. • Due to the limited amount of support provided to teachers in the past, the school will maintain one Educational Associate for English/Language Arts to provide coaching to increase skills and knowledge (Transformation Model #4). • Will create additional teacher positions to support smaller class sizes. Without, there will be large class sizes in Grades 2through 4. • The teacher staff at Gilmor Elementary School ranges in tenure and experience in education, there is a great need to improve current practice. To do this, school will continue to contract with School Improvement Network and Urban Teacher Center (Transformation Model #4). <p>While some teachers have SMART boards and/or computers in their classroom, they are currently not being utilized in an effective manner. A contract will stay in place to ensure technology is able to function and be utilized in classrooms. The school will maintain a Technology Teacher to provide regular instruction to students and support teachers on how to best utilize technology in the classroom. The addition of this teacher will also allow the school to have five planning periods per week, with two collaborative planning periods per week (Transformation Model #8).</p> | |

Name of School: Gilmor Elementary School

Tier: I

Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges

LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1, 2, 3, etc.).

3 Student Achievement

-Student achievement data for reading and math on State assessments by the “all student” category and all subgroups
 -Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for

| Subject | Category | # of Students Tested | Level 1 % | Level 2 % | Level 3 % | Level 4 % | Level 5 % | % Meeting or Exceeding Expectations |
|---------|---------------------------|----------------------|-----------|-----------|-----------|-----------|-----------|-------------------------------------|
| ELA03 | All Students | 36 | 55.6 | 33.3 | 8.3 | 2.8 | 0 | 2.8 |
| ELA03 | Black or African American | 35 | 54.3 | 34.3 | 8.6 | 2.9 | 0 | 2.9 |
| ELA03 | Female | 17 | 70.6 | 5.9 | 17.6 | 5.9 | 0 | 5.9 |
| ELA03 | Free / Reduced Meals | 36 | 55.6 | 33.3 | 8.3 | 2.8 | 0 | 2.8 |
| ELA03 | Male | 19 | 42.1 | 57.9 | 0 | 0 | 0 | 0.0 |

| Name of School: Gilmor Elementary School | | Tier: I | | | | | | | | |
|--|---|----------------------------|----|------|------|------|-----|---|-----|--|
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| each subgroup -Graduation Rate | ELA03 | Special Education | 7 | 85.7 | 14.3 | 0 | 0 | 0 | 0.0 | |
| | ELA03 | Special Education - Exited | 2 | 100 | 0 | 0 | 0 | 0 | 0.0 | |
| | ELA03 | Title I | 36 | 55.6 | 33.3 | 8.3 | 2.8 | 0 | 2.8 | |
| | ELA03 | Two or more races | 1 | 100 | 0 | 0 | 0 | 0 | 0.0 | |
| | ELA04 | All Students | 37 | 51.4 | 32.4 | 16.2 | 0 | 0 | 0.0 | |
| | ELA04 | Black or African American | 37 | 51.4 | 32.4 | 16.2 | 0 | 0 | 0.0 | |

| Name of School: Gilmor Elementary School | | Tier: I | | | | | | | | |
|--|---|----------------------------|----|------|------|------|---|---|-----|--|
| Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges | LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1, 2, 3, etc.). | | | | | | | | | |
| | ELA04 | Female | 20 | 45 | 30 | 25 | 0 | 0 | 0.0 | |
| | ELA04 | Free / Reduced Meals | 36 | 52.8 | 30.6 | 16.7 | 0 | 0 | 0.0 | |
| | ELA04 | Male | 17 | 58.8 | 35.3 | 5.9 | 0 | 0 | 0.0 | |
| | ELA04 | Special Education | 8 | 87.5 | 12.5 | 0 | 0 | 0 | 0.0 | |
| | ELA04 | Special Education - Exited | 1 | 100 | 0 | 0 | 0 | 0 | 0.0 | |
| | ELA04 | Title I | 37 | 51.4 | 32.4 | 16.2 | 0 | 0 | 0.0 | |
| | ELA05 | ADA | 1 | 100 | 0 | 0 | 0 | 0 | 0.0 | |

Name of School: Gilmor Elementary School

Tier: I

Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges

LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1, 2, 3, etc.).

| | | | | | | | | |
|-------|---------------------------|----|------|------|------|---|---|-----|
| ELA05 | All Students | 32 | 75 | 12.5 | 12.5 | 0 | 0 | 0.0 |
| ELA05 | Black or African American | 32 | 75 | 12.5 | 12.5 | 0 | 0 | 0.0 |
| ELA05 | Female | 20 | 60 | 20 | 20 | 0 | 0 | 0.0 |
| ELA05 | Free / Reduced Meals | 31 | 74.2 | 12.9 | 12.9 | 0 | 0 | 0.0 |
| ELA05 | Male | 12 | 100 | 0 | 0 | 0 | 0 | 0.0 |
| ELA05 | Special Education | 7 | 100 | 0 | 0 | 0 | 0 | 0.0 |

Name of School: Gilmor Elementary School

Tier: I

Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges

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| | | | | | | | | |
|-------|---------------------------|----|------|------|------|------|---|------|
| ELA05 | Title I | 32 | 75 | 12.5 | 12.5 | 0 | 0 | 0.0 |
| MAT03 | All Students | 36 | 44.4 | 33.3 | 16.7 | 5.6 | 0 | 5.6 |
| MAT03 | Black or African American | 35 | 45.7 | 31.4 | 17.1 | 5.7 | 0 | 5.7 |
| MAT03 | Female | 17 | 47.1 | 29.4 | 23.5 | 0 | 0 | 0.0 |
| MAT03 | Free / Reduced Meals | 36 | 44.4 | 33.3 | 16.7 | 5.6 | 0 | 5.6 |
| MAT03 | Male | 19 | 42.1 | 36.8 | 10.5 | 10.5 | 0 | 10.5 |
| MAT03 | Special | 7 | 100 | 0 | 0 | 0 | 0 | 0.0 |

Name of School: Gilmor Elementary School

Tier: I

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| | Education | | | | | | | |
|-------|----------------------------|----|------|------|------|-----|---|-----|
| MAT03 | Special Education - Exited | 2 | 100 | 0 | 0 | 0 | 0 | 0.0 |
| MAT03 | Title I | 36 | 44.4 | 33.3 | 16.7 | 5.6 | 0 | 5.6 |
| MAT03 | Two or more races | 1 | 0 | 100 | 0 | 0 | 0 | 0.0 |
| MAT04 | All Students | 37 | 37.8 | 37.8 | 18.9 | 5.4 | 0 | 5.4 |
| MAT04 | Black or African American | 37 | 37.8 | 37.8 | 18.9 | 5.4 | 0 | 5.4 |

Name of School: Gilmor Elementary School **Tier: I**

Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges

LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1, 2, 3, etc.).

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|-------|----------------------------------|----|------|------|------|-----|---|------|
| MAT04 | Female | 20 | 40 | 30 | 20 | 10 | 0 | 10.0 |
| MAT04 | Free / Reduced Meals | 36 | 38.9 | 38.9 | 16.7 | 5.6 | 0 | 5.6 |
| MAT04 | Male | 17 | 35.3 | 47.1 | 17.6 | 0 | 0 | 0.0 |
| MAT04 | Special Education | 8 | 37.5 | 62.5 | 0 | 0 | 0 | 0.0 |
| MAT04 | Special Education - Exited | 1 | 0 | 100 | 0 | 0 | 0 | 0.0 |
| MAT04 | Title I | 37 | 37.8 | 37.8 | 18.9 | 5.4 | 0 | 5.4 |
| MAT05 | ADA | 1 | 0 | 100 | 0 | 0 | 0 | 0.0 |

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|-------|---------------------------|----|------|------|------|---|---|-----|
| MAT05 | All Students | 32 | 46.9 | 40.6 | 12.5 | 0 | 0 | 0.0 |
| MAT05 | Black or African American | 32 | 46.9 | 40.6 | 12.5 | 0 | 0 | 0.0 |
| MAT05 | Female | 20 | 50 | 35 | 15 | 0 | 0 | 0.0 |
| MAT05 | Free / Reduced Meals | 31 | 45.2 | 41.9 | 12.9 | 0 | 0 | 0.0 |
| MAT05 | Male | 12 | 41.7 | 50 | 8.3 | 0 | 0 | 0.0 |
| MAT05 | Special Education | 7 | 28.6 | 71.4 | 0 | 0 | 0 | 0.0 |

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| MAT05 | Title I | 32 | 46.9 | 40.6 | 12.5 | 0 | 0 | 0.0 |
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Conclusions:

On the iReady interim assessment, 39.3% of all students tested in grades 3-5 met annual growth targets in mathematics. 63.6% of students met growth targets in reading. While the number of students identified as “on or above grade level” by the iReady assessment remains low, the growth students are achieving from the beginning of the school year to the end of the school year is encouraging. On the SY1415 PARCC ELA Assessment, less than 1% of students tested in grades 3-5, met or exceeded expectations scoring in the Performance Level 4 or 5. On the Math Assessment, less than 4% of students met or exceeded expectations. Students with disabilities lag behind their general education peers in both reading and mathematics. Teachers, both special educators and general educators, continue to need support around instructional practices.

Strengths: 10% gains in I- ready from Beginning of the Year to End of Year by grade levels in both literacy and mathematics.

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| | <p style="color: red;">Challenge: Students are still performing substantially lower than their grade level peers, district and national.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • The school will maintain one Educational Associate for English/Language Arts to support teachers and Educational Associate for Administrative Support (Transformation Model #4). • The school will provide additional time in reading and mathematics to focus on small group instruction (Transformation Model #8). • The school will create 3 teacher positions to reduce class size. • Gilmor Elementary School will continue to contract Urban Teacher Center, Bring in The Noise, School Improvement Network, Experience Corp for interventions/enrichments for students and professional development for teacher. (Transformation Model #4). • Gilmor staff will receive professional development outside of the regular work day focused on instructional delivery with appropriate planning for cross curricular content classes. • Gilmor staff will attend regional and national conferences for latest research based academic programs in major content areas such as Literacy, mathematics, STEM, and Leadership. • Students will be able to attend an after school and summer program with focuses in reading, mathematics, science and the arts | |

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| | <ul style="list-style-type: none"> • Gilmor Elementary School will continue to provide a comprehensive arts program to students. This program will include professional development for teachers on arts integration and will provide opportunities for students to have field trips to art venues and will provide creative strategies for teachers to increase engagement (Transformation Model #4). • The Network Special Education Liaison will provide training and support to the school’s special education teachers as well as specialist in the Turnaround and Transformation Office (Transformation Model #17). | |

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| <u>4 Rigorous Curriculum</u> -Alignment of curriculum implementation with state standards across grade levels -Core English/Reading program -Core Mathematic and algebra programs -Curriculum Intervention Programs -Enrichment | <u>Alignment of curriculum implementation with state standards across grade levels</u> Gilmor Elementary School uses Baltimore City’s common core aligned curriculum in both reading and mathematics that is aligned with state standards across grade levels. <u>Core English/Reading program</u> Gilmor Elementary School utilizes Baltimore City Public Schools’ common core aligned literacy curriculum. City Schools’ literacy curriculum has been developed to align with the Maryland College and Career Ready Standards and City Schools’ Literacy Model. The design principles focus on the three shifts: regular practice with complex texts and academic language; using evidence from literary and informational texts in reading, writing, and speaking; and building knowledge through content-rich non-fiction. Each module is designed to include word study, whole group lesson plans and seeds, small group guidance, and writing, while incorporating Universal Design for Learning practices. <u>Core Mathematic and algebra programs</u> | |

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| Programs | <p>Gilmor Elementary School utilizes Baltimore City Public Schools’ common core aligned mathematics curriculum.</p> <p>City Schools’ math curriculum has been developed to align with the Maryland College and Career Ready Standards. The design principles focused on the 3 shifts: Focus, Coherence, and Rigor by designing grade level units that focus on major content areas and builds from grade to grade. Each unit is designed to have a balance of fluency exercises, reasoning, and conceptual activities that bring out the standards. In addition to content standards, the Standards for Mathematical Practice that rest on important “processes and proficiencies” are connected throughout each lesson in the units.</p> <p>Literacy- (K-5)</p> <p>City Schools’ literacy curriculum has been developed to align with the Maryland College and Career Ready Standards and City Schools’ Literacy Model. The design principles focus on the three shifts: regular practice with complex texts and academic language; using evidence from literary and informational texts in reading, writing, and speaking; and building knowledge through content-rich non-fiction. Each module is designed to include word study, whole group lesson plans and seeds, small group guidance, and writing, while incorporating Universal Design for Learning practices.</p> | |

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| | <p>Elementary-(K-5)</p> <p>City Schools’ math curriculum has been developed to align with the Maryland College and Career Ready Standards. The design principles focused on the 3 shifts: Focus, Coherence, and Rigor by designing grade level units that focus on major content areas and builds from grade to grade. Each unit is designed to have a balance of fluency exercises, reasoning, and conceptual activities that bring out the standards. In addition to content standards, the Standards for Mathematical Practice that rest on important “processes and proficiencies” are connected throughout each lesson in the units.</p> <p>Social Studies – (K-5)</p> <p>City Schools’ Social Studies curriculum has been developed to align with the Maryland College and Career Ready Standards. Students develop foundational skills in the social studies disciplines: history, geography, civics and government, and economics. In a first examination of U.S. History, students will be introduced to the skills important to the analysis of primary source documents; sourcing, contextualizing, and corroborating.</p> | |

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| | <p><u>Curriculum Intervention Programs</u></p> <p>The school provides research based intervention for literacy through Amplify/Triumph/I-Ready. The intervention program will be embedded into the day schedule with align supports with the after school program. The school has access to both Do The Math and First in Math.</p> <p><u>Enrichment Programs</u></p> <p>Gilmor has offered a host of enrichment programs through Arts Everyday, Young Audiences, and Bring in the Noise. The school has an enrichment block scheduled for students at the end of the day.</p> <p><u>Conclusions:</u></p> <p>Gilmor Elementary School has undergone a variety of instructional shifts over the past several years utilizing Success for All, Open Court and now Common Core. Teachers continue struggling to meet the Maryland College and Career Readiness Standards. Teachers need more coaching and support to become more comfortable with the Common Core</p> | |

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| | <p>State Standards. Additional academic intervention programs may be beneficial to support Tier II and Tier III students.</p> <p>Strength: Some teachers have attended Summer 2016 Professional Development focus on Preparation and Planning to support</p> <p>Challenge: Teacher retention still continues to plague stabilizing an effective instructional program. Additionally, staff needs additional professional development to differentiate for students.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • The school will maintain one Educational Associate for English/Language Arts to support teachers (Transformation Model #4). • The school will hire additional elementary teachers to reduce classroom size. • Gilmor Elementary School will contract with Urban Teacher Center, School Improvement Network to provide weekly professional development (Transformation Model #4). • Academic Intervention programs will included but are not limited to Foundations, Just Words, Intervention by Design and Do the Math (Transformation Model #4) • The school will maintain a Technology Teacher to provide regular instruction to students and support teachers | |

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| | <p>on how to best utilize technology in the classroom. The addition of this teacher will also allow the school to have five planning periods per week, with two collaborative planning periods per week (Transformation Model #8).</p> <ul style="list-style-type: none"> • Gilmor Elementary School will increase the amount of time scheduled for reading and mathematics to focus on small groups (Transformation Model #8). • The Instructional Leadership Team will hold data meetings using the Data Driven Instruction Team Model which involves collecting cause and effect data, analyzing data to prioritize needs, creating SMART Goals based on the identified needs; selecting high yield strategies for implementation; determining outcomes based on these strategies, and monitoring and evaluating the actual results during and after strategy implementation. (Transformation Model #6). | |
| <u>5 Instructional Program</u> -Planning and implementation of research-based instructional | <p><u>Planning and implementation of research-based instructional practices</u></p> <p>A monthly professional development calendar is provided for teachers. Professional development has been supported by district level Content Specialists as well as the MSDE Breakthrough Center.</p> <p><u>Use of technology-based tools</u></p> | |

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| practices -Use of technology-based tools -Use of data analysis to inform and differentiate instruction -Master Schedule by content area (include minutes of instruction) -Use of Response to Intervention | <p>Gilmor Elementary School has SMART Boards. Teachers use technology to administer assessments and to provide online academic intervention to students.</p> <p><u>Use of data analysis to inform and differentiate instruction</u></p> <p>Transitioning into the use of data daily by teachers has been difficult. Additional support in the use of data and informed lesson planning remains a need.</p> <p><u>Use of Response to Intervention</u></p> <p>Gilmor Elementary School uses assessment data to tier students for targeted intervention. Teachers in collaboration with content educational associates and district content specialist analyze school based, district, and state assessments for areas of strength and growth. Charts are completed and kept for next steps. Targeted skills and or standards are identified and addressed in the after school program and during small group instruction during class time.</p> <p><u>Master Schedule</u></p> |

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| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | X | Y | Z | AA/AEAC | AD | AE | AF | AG | AH | | | |
|----|---------------------|------------------------------|-----------------------------|----------------------------|----------------------------|--------------------|----------------------|------------------------|-----------------------|------------------------|---------------------------|-----------------------|---------------------------|------------------------|------------------------|-----------------------|---------------------|------------------------|----------------------|-------------------------|------------------|--------------------|---------------------|-------------------|----|---------|----|----|----|----|----|--|--|--|
| 1 | Primary PK/K | Morris Murray HR 3281 Rm. 16 | Hull Smith K HR 3295 Rm. 17 | Pasko Taylor HR 3101 Rm. 2 | Vivow Holley HR 3152 Rm. 1 | Primary 1/2 | Bien HR 0101 Rm. 105 | Abulis HR 0102 Rm. 102 | Monks HR 0103 Rm. 102 | Settle HR 0201 Rm. 111 | Hotchkiss HR 0202 Rm. 110 | Brown HR 0203 Rm. 109 | Intermediate 3,4,5 | Torres HR 0301 Rm. 202 | Almoug HR 0302 Rm. 203 | Leuck HR 0303 Rm. 205 | Tan HR 0302 Rm. 211 | Alston HR 0401 Rm. 212 | Webb HR 0402 Rm. 212 | Osborne HR 0501 Rm. 215 | RESOURCES | Art Hoffman | C-Tech Mr. T | PE Santana | | | | | | | | | | |
| 2 | 8:00 - 8:30 | HR | HR | HR | HR | 8:00 - 8:30 | HR | HR | HR | HR | HR | HR | 8:00 - 8:30 | HR | HR | HR | HR | HR | HR | HR | 8:00 - 8:30 | HR | HR | HR | HR | | | | | | | | | |
| 3 | 8:30 - 8:30 | | | | | 8:30 - 8:30 | | | | ELA | ELA | ELA | 8:30 - 8:30 | | | | | | | | 8:30 - 8:30 | | | | | | | | | | | | | |
| 4 | 8:30 - 8:40 | | | | | 8:30 - 8:40 | | | | Resource ART | Resource C-TECH | Resource PE | 8:30 - 8:40 | | | | | | | | 8:30 - 8:40 | | | | | | | | | | | | | |
| 5 | 8:40 - 8:50 | | | | | 8:40 - 8:50 | | | | | | | 8:40 - 8:50 | HUM Torres 202 | SciHealth Almoug 203 | Math Leuck 205 | Math | SciHealth Alston 212 | Math Webb 212 | HUM Osborne 215 | 8:40 - 8:50 | | | | | | | | | | | | | |
| 6 | 8:50 - 9:00 | ELA | ELA | ELA | ELA | 8:50 - 9:00 | ELA | ELA | ELA | | | | 8:50 - 9:00 | | | | | | | | 8:50 - 9:00 | | | | | | | | | | | | | |
| 7 | 9:00 - 9:30 | | | | | 9:00 - 9:30 | | | | | | | 9:00 - 9:30 | | | | | | | | 9:00 - 9:30 | Gr 2 Settle | Gr 2 Hotchkiss | Gr 2 Brown | | | | | | | | | | |
| 8 | 9:30 - 9:40 | | | | | 9:30 - 9:40 | | | | | | | 9:30 - 9:40 | | | | | | | | 9:30 - 9:40 | | | | | | | | | | | | | |
| 9 | 9:40 - 9:50 | | | | | 9:40 - 9:50 | | | | | | | 9:40 - 9:50 | | | | | | | | 9:40 - 9:50 | Support | Support | Support | | | | | | | | | | |
| 10 | 9:50 - 10:00 | | | | | 9:50 - 10:00 | | | | | | | 9:50 - 10:00 | | | | | | | | 9:50 - 10:00 | | | | | | | | | | | | | |
| 11 | 10:00 - 10:10 | | | | | 10:00 - 10:10 | | | | | | | 10:00 - 10:10 | | | | | | | | 10:00 - 10:10 | | | | | | | | | | | | | |
| 12 | 10:10 - 10:20 | | | | | 10:10 - 10:20 | | | | | | | 10:10 - 10:20 | SciHealth Almoug 203 | Math Leuck 205 | HUM Torres 202 | HUM | | | | 10:10 - 10:20 | | | | | | | | | | | | | |
| 13 | 10:20 - 10:30 | LUNCH | LUNCH | LUNCH | LUNCH | 10:20 - 10:30 | LUNCH | LUNCH | LUNCH | | | | 10:20 - 10:30 | | | | | | | | 10:20 - 10:30 | LUNCH | LUNCH | LUNCH | | | | | | | | | | |
| 14 | 10:30 - 10:40 | | | | | 10:30 - 10:40 | | | | | | | 10:30 - 10:40 | | | | | | | | 10:30 - 10:40 | | | | | | | | | | | | | |
| 15 | 10:40 - 10:50 | | | | | 10:40 - 10:50 | | | | MATH | MATH | MATH | 10:40 - 10:50 | | | | | | | | 10:40 - 10:50 | | | | | | | | | | | | | |
| 16 | 10:50 - 11:00 | | | | | 10:50 - 11:00 | | | | | | | 10:50 - 11:00 | | | | | | | | 10:50 - 11:00 | | | | | | | | | | | | | |
| 17 | 11:00 - 11:10 | | | | | 11:00 - 11:10 | | | | | | | 11:00 - 11:10 | | | | | | | | 11:00 - 11:10 | | | | | | | | | | | | | |
| 18 | 11:10 - 11:20 | | | | | 11:10 - 11:20 | Resource ART | Resource C-TECH | Resource PE | | | | 11:10 - 11:20 | | | | | | | | 11:10 - 11:20 | Gr 1 Bien | Gr 1 Alulis | Gr 1 Monks | | | | | | | | | | |
| 19 | 11:20 - 11:30 | | | | | 11:20 - 11:30 | | | | Lunch | Lunch | Lunch | 11:20 - 11:30 | | | | | | | | 11:20 - 11:30 | | | | | | | | | | | | | |
| 20 | 11:30 - 11:40 | Math | Math | Math | Math | 11:30 - 11:40 | | | | | | | 11:30 - 11:40 | Lunch | Lunch | Lunch | Lunch | | | | 11:30 - 11:40 | | | | | | | | | | | | | |
| 21 | 11:40 - 11:50 | | | | | 11:40 - 11:50 | | | | | | | 11:40 - 11:50 | | | | | | | | 11:40 - 11:50 | Support | Support | Support | | | | | | | | | | |
| 22 | 11:50 - 12:00 | | | | | 11:50 - 12:00 | | | | | | | 11:50 - 12:00 | | | | | | | | 11:50 - 12:00 | | | | | | | | | | | | | |
| 23 | 12:00 - 12:10 | | | | | 12:00 - 12:10 | | | | | | | 12:00 - 12:10 | | | | | | | | 12:00 - 12:10 | | | | | | | | | | | | | |
| 24 | 12:10 - 12:20 | | | | | 12:10 - 12:20 | Math | Math | Math | MATH | MATH | MATH | 12:10 - 12:20 | Math Leuck 205 | HUM Torres 202 | SciHealth Almoug 203 | Math | | | | 12:10 - 12:20 | PPE K Hull Morris | Gr K Pasko | Gr K Vitow | | | | | | | | | | |
| 25 | 12:20 - 12:30 | Resource ART | Resource ART | Resource C-TECH | Resource PE | 12:20 - 12:30 | | | | | | | 12:20 - 12:30 | | | | | | | | 12:20 - 12:30 | | | | | | | | | | | | | |
| 26 | 12:30 - 12:40 | | | | | 12:30 - 12:40 | | | | | | | 12:30 - 12:40 | | | | | | | | 12:30 - 12:40 | | | | | | | | | | | | | |
| 27 | 12:40 - 12:50 | | | | | 12:40 - 12:50 | | | | | | | 12:40 - 12:50 | | | | | | | | 12:40 - 12:50 | | | | | | | | | | | | | |
| 28 | 12:50 - 1:00 | | | | | 12:50 - 1:00 | | | | | | | 12:50 - 1:00 | | | | | | | | 12:50 - 1:00 | | | | | | | | | | | | | |
| 29 | 1:00 - 1:10 | | | | | 1:00 - 1:10 | | | | | | | 1:00 - 1:10 | | | | | | | | 1:00 - 1:10 | | | | | | | | | | | | | |
| 30 | 1:10 - 1:20 | Self/Soc. St. | Self/Soc. St. | Self/Soc. St. | Self/Soc. St. | 1:10 - 1:20 | | | | | | | 1:10 - 1:20 | Resource ART | Resource C-TECH | Resource PE | Resource ART | | | | 1:10 - 1:20 | Gr 3 Tan | Gr 3 Almoug | Gr 3 Leuck | | | | | | | | | | |
| 31 | 1:20 - 1:30 | | | | | 1:20 - 1:30 | Self/Soc | Self/Soc | Self/Soc | Self/Soc | Self/Soc | Self/Soc | 1:20 - 1:30 | | | | | | | | 1:20 - 1:30 | | | | | | | | | | | | | |
| 32 | 1:30 - 1:40 | | | | | 1:30 - 1:40 | | | | | | | 1:30 - 1:40 | | | | | | | | 1:30 - 1:40 | | | | | | | | | | | | | |
| 33 | 1:40 - 1:50 | | | | | 1:40 - 1:50 | | | | | | | 1:40 - 1:50 | | | | | | | | 1:40 - 1:50 | | | | | | | | | | | | | |
| 34 | 1:50 - 2:00 | | | | | 1:50 - 2:00 | | | | | | | 1:50 - 2:00 | | | | | | | | 1:50 - 2:00 | | | | | | | | | | | | | |
| 35 | 2:00 - 2:10 | Enrichment | Enrichment | Enrichment | Enrichment | 2:00 - 2:10 | | | | | | | 2:00 - 2:10 | Math Leuck 205 | HUM Torres 202 | SciHealth Almoug 203 | Math | | | | 2:00 - 2:10 | Gr 4 Alston | Gr 4 Webb | Gr 5 Osborne | | | | | | | | | | |
| 36 | 2:10 - 2:20 | | | | | 2:10 - 2:20 | Enrichment | Enrichment | Enrichment | Enrichment | Enrichment | Enrichment | 2:10 - 2:20 | | | | | | | | 2:10 - 2:20 | | | | | | | | | | | | | |
| 37 | 2:20 - 2:30 | | | | | 2:20 - 2:30 | | | | | | | 2:20 - 2:30 | Enrichment | Enrichment | Enrichment | Enrichment | | | | 2:20 - 2:30 | | | | | | | | | | | | | |
| 38 | 2:30 - 2:40 | | | | | 2:30 - 2:40 | | | | | | | 2:30 - 2:40 | | | | | | | | 2:30 - 2:40 | | | | | | | | | | | | | |

Conclusions

Opportunities for collaborative planning have increased and a robust professional development calendar for the coming

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| | <p>school year is being planned.</p> <p style="color: red;">Strength: Summer instructional professional development has begun the work for school year professional development year long.</p> <p style="color: red;">Challenges: Increasing collaborative planning time for teachers' professional development while ensuring students' instructional time is not impacted.</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> • The school will maintain one Educational Associate for English/Language Arts to provide coaching to increase skills and knowledge (Transformation Model #4). • An assistant principal will be hired for the coming year to support with leadership. • Additional teacher positions will be added to reduce classroom size. • Gilmor Elementary School will continue to contract with Urban Teacher Center to provide weekly professional development (Transformation Model #4). Topics will include: Planning/Preparation, Small Group Instruction, Gradual Release, Teaching to the Standard. All of these topics collective support Best Practices and align to the district Instructional Framework. | |

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| | <ul style="list-style-type: none"> • Gilmor Elementary School will provide a comprehensive arts program <u>in program</u> in collaboration with the school-‘s_arts instructor. (Transformation Model #4). • The school will maintain a Technology Teacher to provide regular instruction to students and support teachers on how to best utilize technology in the classroom. While most teachers have access to technology, they are not using it effectively during instructional time. The addition of this teacher will also allow the school to have five planning periods per week, with two collaborative planning periods per week (Transformation Model #8). • Gilmor Elementary School will increase the amount of time scheduled for reading and mathematics to focus on small group instruction (Transformation Model #8). • Gilmor will purchase web based instructional programs to support the academic program to meet individual students’ need. • The Instructional Leadership Team will hold data meetings using the Data Driven Instruction Team Model, a process that requires close analysis of student data, shifts in instruction based on the analysis, and monitoring of those shifts. (Transformation Model #6). • Gilmor will contract with a vendor to provide afterschool enrichment and academic support to students so that teachers are available for afterschool professional development and planning opportunities. • The Network Team will work closely to support the development of the Educational Associate to ensure that all coaching and support is closely aligned to City Schools’ common core aligned curriculum (Transformation | |

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| | | Model #11). | |
| 6 Assessments -Use of formative, interim, and summative assessments to measure student growth -Process and timeline for reporting -Use of technology, where appropriate -Use of universal design principles | | <p><u>Use of formative, interim, and summative assessments to measure student growth:</u></p> <p>Literacy assessments are administered at the end of each module. The assessment is administered in a one or two session format depending on the grade level. Gilmor Elementary School also utilizes Amplify, a diagnostic literacy assessment, and iReady, an interim assessment for literacy and math, both of which administered three times per year. Math pre and post unit assessments are administered. These assessments are common core aligned and based on grade level appropriate standard. The formative assessments are generally created by teachers based on the district curriculum and resources located on City Schools' Blackboard. Interim and Summative assessments are created by the district as well and housed on blackboard.</p> <p><u>Process and timeline for reporting</u></p> <p>All district-level assessment data is accessed through City Schools Data Link or other district provided dashboards.</p> <p><u>Use of technology, where appropriate</u></p> | |

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| | <p>The Amplify assessment is administered one on one with a netbook. The school has immediate access to results online. The iReady assessment is administered online as well and results can be accessed in real time.</p> <p><u>Use of universal design principles</u></p> <p>Universal design principles will be used through the following instructional methods:</p> <ul style="list-style-type: none"> • Provide multiple examples • Present content utilizing multiple media and formats • Offer print and digital graphic organizers • Model skills in a variety of ways • Provide students with opportunities to practice with scaffolds and supports • Provide corrective feedback • Provide specific examples to guide student learning • Utilize flexible grouping • Allow students to work individually or in groups | |

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| | <p><u>Conclusions</u></p> <p>The assessments being offered are appropriate and aligned to the curriculum. However, assessments are administered as a compliance exercise, not to inform instructional decisions. The school is enhancing analyzing <u>enhancing analyzing</u> data to identify skills that need to be retaught or students that need additional intervention. The principal needs leadership support to be able to better delegate responsibilities and provide support to teachers.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • The school will maintain one Educational Associate for English/Language Arts to support teachers. The Educational Associate along with school administration will guide teachers through using a collaborative protocol for analyzing student achievement data (Transformation Model #4). <u>The data gathered from formative, interim and summative assessments will be entered into a data monitoring form that requires staff and support team to dive deeper into root cause for students' acquisition of the desired learning. Based on student performance, teachers will develop plans on how they are addressing deficit skills in drills, small group, homework and or recommendations for after school program instructional focus. Areas identified will be reassessed on a 4 week cycle for next steps and or additional supports.</u> • The school will maintain one technology teacher to allow the school to have five planning periods per week, with two collaborative planning periods per week. This means that teachers will have more time to closely | |

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| | <p>analyze their data and reflect on their instructional practices (Transformation Model #8).</p> <ul style="list-style-type: none"> • The Instructional Leadership Team will hold data meetings using the Data Driven Instruction Team Model, a process that requires close analysis of student data, shifts in instruction based on the analysis, and monitoring of those shifts. (Transformation Model #6). • The Network Team will work closely to support the development of the Educational Associate to ensure that all coaching and support is closely aligned to City Schools’ common core aligned curriculum and assessments (Transformation Model #11). | |
| <u>7 School Culture and Climate</u> -School vision, mission and shared values -School safety -Student health services -Attendance supports | <u>School vision, mission and shared values</u> The mission of the Gilmor Elementary School is to inspire generations of life-long learners who are successful in the real world. The vision of Gilmor Elementary School is to empower students to be engaged citizens and future leaders equipped to successfully overcome local and global challenges. The vision, mission and shared values are communicated to all stakeholderstakeholders through school newsletter, website, calendars, and daily morning affirmation with the students. <u>School Safety</u> | |

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| -Climate survey, if available | <p>Gilmor Elementary School has access to a police officer due to safety issues in the surrounding community. The surrounding area has a high crime rate, high poverty rate and minimal resources for family support. The issues in the community often put additional stressors on families which may cause students to act out. Staff from Continuous Growth also act<u>Staff from Continuous Growth also acts</u> as mentors and coaches for students.</p> <p>Restorative Practices as well as PBIS are used to decrease the need to suspend students. A behavior management program incorporate<u>A behavior management program incorporates</u> both fore mention programs in a tiered manner to proactively address conflicts and minimize an impact on school culture and climate.</p> <p><u>Student Health Services</u></p> <p>The University of Maryland School Mental Health Programs operates at Gilmor Elementary School providing counseling services to students. The school also has two Psychiatric Rehabilitation Program (PRP) providers: TIME Organization and Changing Turn. The school also employs a School Social Worker full time. Additionally, the school has a full time nurse aide with a school nurse visiting 2 – 3 times a week.</p> <p><u>Attendance Supports</u></p> | |

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| | <p>The new Assistant Principal will be leading the attendance efforts at the school along with support from the secretary. Proper protocol around arrival, dismissal, tardiness and absences have<u>protocol around arrival, dismissal, tardiness and absences has</u> all been put in place and should support the work of the incoming Assistant Principal.</p> <p><u>Climate Survey</u></p> <p>See Climate Survey data attached.</p> <p><u>Conclusions</u></p> <p>The school implements PBIS and staff have<u>staff has</u> made gains in supporting implementation of the program. The community surrounding Gilmor Elementary School has significant challenges and very limited resources to support families. Additional community support is needed.</p> <p><u>Next Steps:</u></p> | |

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| | <ul style="list-style-type: none"> • In order to be more proactive around attendance, chronic absence and other school climate concerns, Gilmor Elementary School will continue to fully implement PBIS. The school will continue to offer incentives to students and convene a PBIS committee to monitor implementation. The committee will consist of an administrator, teacher representatives from the lower grades, intermediate grades, and special education, as well as others as appropriate. Each representative will be responsible for ensuring buy in from their respective group of staff (Transformation Model #22). • Due to high poverty and crime rates in the community, Gilmor Elementary School will remain a Community Resource School and will offer Mental Health Supports as well as Family Stability Services. These supports will also include services families need to maintain stable housing which should positively impact the mobility rate and chronic absenteeism over time (Transformation Model #9 and #20). • Gilmor Elementary School will provide a comprehensive arts program to students through Arts Everyday and Bring in the Noise. This program, which includes access to arts activities through Baltimore, an artist in residence at the school, and professional development for teachers on arts integration will incentivize students to increase attendance (Transformation Model #4). • School will contract Continuous Growth to provide timely mentoring. • School will contract Youth Supports Program(Program (YSP) to provide organized recess to students. • Staff will be provided with professional development on building cultural competency so that teachers will have a better understanding of the community that students come from to improve teacher-student relationships | |

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| | (Transformation Model #4). | |
| <u>8 Students, Family, and Community Support</u> -Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success -Engagement of parents/guardians in school decision making and school activities. -Social-emotional | <u>Engagement of parents in the education of students</u> The school's parent involvement plan includes celebrations and acknowledgements of academic achievement by students. It also includes community services as well as education around Title I eligibility, School Improvement Grant, transition to Common Core, etc. <u>Engagement of parents/guardians in school decision making and school activities</u> The School Family Council (SFC) meets monthly to review climate, attendance, and achievement data with families. Communication of information with parents/guardians about student achievement data: Gilmor Elementary School communicates student achievement information to families through parent/teacher conferences. <u>Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success</u> There is an identified Family and Community Engagement lead for the school and a Volunteer Coordinator. The Family and Community Engagement Specialist in the Network is working to build the capacity of the point persons for | |

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| and community-oriented services and supports for students and families -Engagement of parents in the education of students -Communication of information with parents/guardians about student achievement data | <p>engagement at the school. The point person facilitates all activities at the school and serves as liaison to get additional services from the school district or community partners.</p> <p><u>Social-emotional and community-oriented services and supports for students and families</u></p> <p>Gilmor Elementary School also has a contract with the University of Maryland for school counseling services. The school has two Psychiatric Rehabilitation Program PRP providers: TIME Organization and Changing Turn. These organizations provide community based mental health and substance abuse related services.</p> <p><u>Conclusions</u> While Gilmor Elementary School has made an effort to engage families and community members, more work needs to be done. Families will attend events, however, there is limited staff to adequately plan a variety of events to meet the needs of parents. The community surrounding Gilmor Elementary School lacks resources and needs significant support.</p> <p><u>Next Steps:</u></p> |

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| | <ul style="list-style-type: none"> • Due to high poverty and crime rates in the community, Gilmor Elementary School will remain a Community Resource School and will offer Mental Health Supports as well as Family Stability Services. These supports will also include services families need to maintain stable housing which should positively impact the mobility rate and chronic absenteeism over time (Transformation Model #9 and #20). • Gilmor Elementary School will continue to provide a comprehensive arts program to students through collaboration with school based arts instructor. This program, which includes access to arts activities through Baltimore, an artist in residence at the school, and professional development for teachers on arts integration will incentivize students to increase attendance and build home-school connections (Transformation Model #4). • Staff will be provided with professional development on building cultural competency so that teachers will have a better understanding of the community that students come from to improve teacher-student/family relationships (Transformation Model #4). | |
| <u>9 Professional Development</u> -Use of Maryland Professional Development standards | <u>Use of Maryland Professional Development standards</u> Gilmor Elementary School follows the district’s schedule for professional development. All district professional development is aligned with the Maryland Professional Development standards. <u>Accountability aligned to improved teaching and learning</u> | |

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| -Accountability aligned to improved teaching and learning | <p>Teachers are evaluated using the district’s teacher effectiveness framework during learning walks, formal and informal observations. The Master schedule is structured to allow for vertical and horizontal planning time for teachers.</p> <p><u>Conclusions:</u></p> <p>Teachers at Gilmor Elementary School participate in district professional development. However, additional professional development and coaching is needed for teachers to reach their full potential.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Due to the limited amount of support provided to teachers in the past, the school will maintain one Educational Associate for English/Language Arts to provide coaching to increase skills and knowledge (Transformation Model #4). • While the teachers at Gilmor Elementary School receive professional development from the district, there is a great need to improve current practice. To do this, Gilmor Elementary School will continue to contract with Urban Teacher Center, School Improvement Network to provide job embedded, internal professional | |

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| | <p>development and coaching. This may take the form of 1 on 1 coaching and supports to small workshop sessions created based on the instructional framework feedback and staff needs request. (Transformation Model #4).</p> <ul style="list-style-type: none"> • The school will maintain a Technology Teacher to provide regular instruction to students and support teachers on how to best utilize technology in the classroom. The addition of this teacher will also allow the school to have five planning periods per week, with two collaborative planning periods per week (Transformation Model #8). • Staff will be provided with professional development on building cultural competency so that teachers will have a better understanding of the community that students come from to improve teacher-student/family relationships (Transformation Model #4). • The Instructional Leadership Team will hold data meetings using the Data Driven Instruction Team Model, a process that requires close analysis of student data, shifts in instruction based on the analysis, and monitoring of those shifts. Professional development will be provided on this process as needed (Transformation Model #6). | |
| 10 <u>Organizational structure and resources</u> -Collaborative | <u>Collaborative planning time</u> Collaborative planning is both horizontal and vertical for all teachers. This will occur weekly amongst grade level teams. Vertical planning will occur twice a month after school or on Saturday. <u>Class scheduling</u> | |

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| <p>planning time</p> <p>-Class scheduling (block, departmentalizing, etc.)</p> <p>-Class configuration</p> <p>-Managing resources and budgets</p> <p>-Accessing other grants to support learning</p> <p>-Increasing learning time for students and teachers</p> | <p>(Block, departmentalizing, etc.): Gilmor Elementary School has partial departmentalized scheduling. Grades 2 through 5 are departmentalized with 1 instructor for Literacy/Social Studies, 1 instructor for Math, and 1 Science.</p> <p><u>Class configuration</u></p> <p>There are two classes for both Pre-K and K. Grades 1, 2, and 3 have three classes each. 4th grade has 2 classes and 5th grade 1 class.</p> <p><u>Managing resources and budgets</u></p> <p>The principal leverages any and all available support to effectively manage resources and budgets.</p> <p><u>Accessing other grants to support learning</u></p> <p>Gilmor has recently received additional grants to support social-emotional health of students, a new Kaboom Playground, and a brand new library and resource center.</p> | |

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| | <p><u>Increasing learning time for students and teachers</u></p> <p>Gilmor will contract with a vendor to provide afterschool and extended learning opportunities outside of the traditional school day.</p> <p><u>Conclusions:</u></p> <p>Additional professional development resources to support collaborative planning time is needed so that teachers can use the time effectively. Additional time afterschool for teachers would be beneficial. The school would also like to provide additional instructional time to students.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • The school will contract with a vendor to provide afterschool programming to all students. • The school will maintain a Technology Teacher to provide regular instruction to students and support teachers on how to best utilize technology in the classroom. The addition of this teacher will also allow the school to have five planning periods per week, with two collaborative planning periods per week. These additional planning periods will be used so that teachers can closely analyze classroom instruction and alter | |

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| | <p>instruction accordingly. (Transformation Model #8).</p> <ul style="list-style-type: none"> • The school will maintain one Educational Associate for English/Language Arts. The Educational Associate along with school administration will guide teachers through using a collaborative protocol for analyzing student achievement data (Transformation Model #4). • Gilmor Elementary School will increase the amount of time scheduled for reading and mathematics to focus on small groups (Transformation Model #8). | |
| 11 <u>Comprehensive and Effective Planning</u> -Practices for strategic school planning -School improvement plan development, implementation and monitoring | <p><u>Practices for strategic school planning</u></p> <p>The principal works diligently with the Offices of Turnaround and Transformation and Data and Compliance as well as the Instructional Leadership Executive Director (ILED) to support strategic school planning.</p> <p><u>School improvement plan development, implementation and monitoring</u></p> <p>Hiring a new assistant principal will provide the principal with greater capacity to effectively develop, implement and monitor the school improvement plan. Currently, the School plan has been drafted/edited/implemented/monitored with little minimum input from the staff and stakeholders. With the need of the school, there is no one staff that can take the lead on ensuring that all components are being addressed.</p> | |

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| | <p><u>Conclusions</u></p> <p>The principal has aligned the school performance plan and school improvement plan, monitor implementation, and redesign as appropriate. Additional leadership in the building will expand the schools capacity to plan for and implement turnaround strategies.</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> • A new assistant principal will be hired at Gilmor Elementary School. • The School Family Council will work collaboratively with the Network team to analyze school wide data in order to create SMART goals and implementation strategies for the upcoming school year. The team will monitor implementation of the strategies through learning walks, data analysis and program reviews and will adjust strategy implementation as needed for maximum effectiveness. • The school’s performance plan will be aligned with the School Improvement Grant plan. • The school will maintain one Educational Associate for English/Language Arts to support teachers. The Educational Associate along with school administration will guide teachers through using a collaborative protocol for analyzing student achievement data (Transformation Model #4). • The Instructional Leadership Team will hold data meetings using the Data Driven Instruction Team Model, a | |

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| | process that requires close analysis of student data, shifts in instruction based on the analysis, and monitoring of those shifts. (Transformation Model #6). | |
| <u>12 Effective Leadership</u> -Instructional leadership to promote teaching and learning -Monitoring of curriculum implementation and instructional practices linked to student growth -Impact on the school culture for teaching and learning -Use of assessment data using | <u>Instructional leadership to promote teaching and learning</u> <p>The school has an instructional leadership team that is led by the principal. A new assistant principal will help to promote teaching and learning and will pay particular attention to our SWD population. The team meets twice a month and the team review the monthly district instructional leadership team report that house data that is inclusive of student academic achievement, attendance, and culture and climate. Once the ILT has met then they have grade level team meetings to further the action plan as it pertains to the specified grade level and concern.</p> <u>Monitoring of curriculum implementation and instructional practices linked to student growth</u> <p>Informal and formal observations are conducted as required. Additional monitoring is provided by instructional learning walks led by the Network team and the Turnaround and Transformation team. Based on feedback given to staff, leadership team and coaches revisit the respective staff member to make follow up observation and provide next steps.</p> <u>Impact on the school culture for teaching and learning</u> | |

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| technology -Recruitment and retention of effective staff -Identification and coordination of resources to meet school needs -Engagement of parents and community to promote academic, developmental, social, and career needs of students | <p>Teachers will continue to receive support from the Educational Associate as well as for district office staff. These areas include cultural competency, social and emotional learning, and understanding of the child’s mind.</p> <p><u>Use of assessment data using technology</u></p> <p>All district level assessment data can be accessed using City Schools Data Link. Gilmor Elementary School also utilizes the Amplify and iReady assessment data. These assessment<u>assessments</u> are administered one on one using a netbook and results are available immediately online.</p> <p><u>Recruitment and retention of effective staff</u></p> <p>The principal works collaboratively with human capital specialist to identify current and future vacancies. The district surplus list is exhausted first to feel possible vacancies. If there are no staff available, principal is given to opportunity to interview candidates to be hired by City Schools. Additionally, principal has an internal school intent form to predict vacancies and works with district teacher recruitment programs like Urban Teachers, Teach for America and Baltimore City Teacher Residency Program for recruiting and retaining effective staff.</p> <p><u>Identification and coordination of resources to meet school needs</u></p> |

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| | <p>Principal has limited autonomy over school budget and receives support in aligning the budget to school needs from the network team. During budget season, all stake holders including students in Grades 3 and above all asked to complete a survey of how they would like the school budget to be spent. The information is gathered and priorities are ranked based on the needs assessment data to align funding appropriately to meet students' need.</p> <p><u>Engagement of parents and community to promote academic, developmental, social, and career needs of students</u></p> <p>Gilmor Elementary School has improved its family, parent, and community engagement through communicating events through global calls, flyers, monthly calendars and having events during Pantry Day (food distribution). During School Family council and other parent meetings, staff gather what parents would like to experience and provide these services and supports in the upcoming months,</p> <p><u>Conclusions</u></p> <p>Many things have improved at Gilmor over the last two years, however, support is still needed in specific areas such as parent engagement because of the nature of the community in which the school is located.</p> | |

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| | <p><u>Next Steps</u></p> <ul style="list-style-type: none"> • Due to the limited amount of support provided to teachers in the past, the school will maintain one Educational Associate for Mathematics and one Educational Associate for English/Language Arts to provide coaching to increase skills and knowledge (Transformation Model #4). • Gilmor will continue to contract Urban Teacher Center and School Improvement Network. • While the teachers at Gilmor Elementary School all have tenure, there is a great need to improve current practice. To do this, school leadership will attend regional and national conferences for research based best practices. Gilmor Elementary School will contract with Urban Teacher Center and School Improvement Network to provide weekly professional development (Transformation Model #4). • The school will maintain a Technology Teacher to provide regular instruction to students and support teachers on how to best utilize technology in the classroom. The addition of this teacher will also allow the school to have five planning periods per week, with two collaborative planning periods per week (Transformation Model #8). • The Central Support Team will conduct a bimonthly monitoring cycle at the school to ensure that interventions are implemented as planned (Transformation Model #13). | |

B.4 Pre-Implementation Template

Complete the Pre-Implementation Template and include it with each Tier I and Tier II School’s plan following the Needs Assessment. If the Closure Model is selected, complete the Family and Community Engagement activities only.

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2014-2015 school year at each school. To help in its preparation, an LEA may use federal FY 2013 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2013 SIG funds. The Pre-Implementation Template below contains a list of allowable pre-implementation activities. LEAs must select from the categories below. Each activity must be aligned to the needs assessment, requirements of the intervention model, and be fully implemented prior to the beginning of the 2014-2015 academic school year. The pre-implementation costs must be reasonable, necessary, and allowable.

| School: Intervention Model: Tier: | | |
|---|--|--|
| Pre-Implementation Activities | Provide a Description of how the LEA will use federal FY 2013 SIG funds for Pre-Implementation Activities in its newly identified SIG schools | Include the costs for each activity. Items in this section must be included in the Budget Narrative for first year of implementation. |
| <p><u>Activity Categories with Sample Activities:</u></p> <p><u>1. Family and Community Engagement:</u> Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the</p> | <p>On April 7, 2014, the principal and central support team introduced the school improvement grant and what it means to be a turnaround school to staff.</p> <p>On April 24, 2014, the school hosted a Literacy Night. On this date, the principal and central support team introduced the school improvement grant and what it means to be a</p> | <p>\$0</p> <p>\$0</p> |

| School: Intervention Model: Tier: | | |
|---|--|--|
| Pre-Implementation Activities | Provide a Description of how the LEA will use federal FY 2013 SIG funds for Pre-Implementation Activities in its newly identified SIG schools | Include the costs for each activity. Items in this section must be included in the Budget Narrative for first year of implementation. |
| <p>community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.</p> <p><u>2. Rigorous Review of External Providers:</u> Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.</p> <p><u>3. Staffing:</u> Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.</p> | <p>turnaround school to families and community members.</p> <p>During the first School Family Council (SFC) meeting in May, the SFC will review the first draft of the School Improvement Grant and provide feedback for upcoming drafts.</p> <p>The school will leverage Race to the Top funds to provide summer professional development to teachers and staff. The principal will bring all staff back to the school prior to the first day of school to participate in Skillful Teacher training and to set expectations for the 2014-2015 school year.</p> <p>The principal of the school will be replaced.</p> | <p style="text-align: center;">\$0</p> <p style="text-align: center;">\$0</p> <p style="text-align: center;">\$0</p> |

| School: Intervention Model: Tier: | | |
|--|---|---|
| Pre-Implementation Activities | Provide a Description of how the LEA will use federal FY 2013 SIG funds for Pre-Implementation Activities in its newly identified SIG schools | Include the costs for each activity. Items in this section must be included in the Budget Narrative for first year of implementation. |
| <p>4. <u>Instructional Programs:</u> Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2014-2015 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.</p> <p>5. <u>Professional Development and Support:</u> Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and Observations of classroom practice, that is aligned with the school’s comprehensive instructional plan and the school’s intervention model; or train staff on</p> | | |

| School: Intervention Model: Tier: | | |
|--|---|--|
| Pre-Implementation Activities | Provide a Description of how the LEA will use federal FY 2013 SIG funds for Pre-Implementation Activities in its newly identified SIG schools | Include the costs for each activity. Items in this section must be included in the Budget Narrative for first year of implementation. |
| <p>the new evaluation system and locally adopted competencies.</p> <p>6. Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p> | | |
| <p>LEA must describe its plans to prepare written monthly status reports of completed pre-implementation activities for the SEA including status on budget, hiring, and other activities designed to prepare the school for full implementation of the selected model in SY 2014-2015 (to be reported at the monthly MSDE Breakthrough Center meetings).</p> | <p>Baltimore City Public Schools will report the status of pre-implementation activities at the monthly Breakthrough Center meetings. A sample report is provided in Appendix II of this application.</p> | |

B.5. Intervention Model Selection and Descriptive Information

- **The LEA must select an Intervention Model for each Tier I and Tier II school it decides to serve based on the comprehensive needs assessment of the school.**
- **Using the templates below for each of the SIG intervention models (turnaround, restart, transformation, and closure) the LEA must describe actions it has taken, or will take to design and implement each Intervention model consistent with the final requirements.**
- **LEA application requirements are embedded in each template.**

B.5.d. Transformation Model

School Name and Number: Gilmor Elementary School #107Tier: I

Intervention Model: TRANSFORMATION MODEL

Annual Goals for Reading/Language Arts on State assessments for “all students” group and for each subgroup.

SY 2015: 10% increase in proficient or advanced

SY 2016: Progress will be measured using diagnostic data- IREADY assessment.

SY 2017: Progress will be measured using quarterly milestone goals as detailed below.

Diagnostic IREADY assessment administered 3 times annually for Reading/Language arts for “all students” group and for each subgroup for **SY 2015/16 only** (to be updated annually upon renewal of the grant)

Literacy assessments are administered at BOY, MOY and EOY. The assessment is administered in a one or two session format depending on the grade level.

School Name and Number: Gilmor Elementary School #107Tier: I

Intervention Model: TRANSFORMATION MODEL

Additionally, the Central Support Team will monitor the school improvement grant on a monthly basis. This data coupled with assessment data will be used to determine the impact of proposed strategies. Course corrections will be made as needed throughout the school year. The school will also closely analyze the plan at the end of the school year and propose tweaks and changes prior to the start of the following year.

Milestone 1: By the end of the quarter, at least 10% of students in each grade level will score at or above proficiency on the amplify literacy assessment.

Milestone 2: By the end of the quarter, at least 15% of students in each grade level will score at or above proficiency on the amplify literacy assessment.

Milestone 3: By the end of the quarter, at least 20% of students in each grade level will score at or above proficiency on the amplify literacy assessment.

Milestone 4: By the end of the quarter, at least 25% of students in each grade level will score at or above proficiency on the amplify literacy assessment.

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

SY 2015: 10% increase in students scoring proficient or advanced

SY 2016: Progress will be measured using diagnostic data- IREADY assessment.

SY 2017: Progress will be measured using quarterly milestone goals as detailed below.

Quarterly Milestone Goals for Mathematics on IREADY assessments for “all students” group and for each subgroup for **SY 2015/16 only** (to be updated annually upon renewal of the grant)

IREADY is administered 3 times annually (BOY, MOY, EOY). These assessments are common core aligned and based off of the grade level appropriate standard. Additionally, the Central Support Team will monitor the school improvement grant on a monthly basis. This data coupled with assessment data will be used to determine the impact of proposed strategies. Course corrections will be made as needed throughout the school year. The school will also closely analyze the plan at the end of the school year and propose tweaks and changes prior to the start of the following year.

Milestone 1: By the end of the quarter, at least 20% of students will score proficient or advanced on all unit assessments for units taught and assessed in the quarter.

Milestone 2: By the end of the quarter, at least 25% of students will score proficient or advanced on all unit assessments for units taught and assessed in the

School Name and Number: Gilmor Elementary School #107Tier: I

Intervention Model: TRANSFORMATION MODEL

quarter.

Milestone 3: By the end of the quarter, at least 30% of students will score proficient or advanced on all unit assessments for units taught and assessed in the quarter.

Milestone 4: By the end of the quarter, at least 35% of students will score proficient or advanced on all unit assessments for units taught and assessed in the quarter.

Stakeholder Involvement:

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Plans for meetings with relevant stakeholders should be included in pre-implementation activities for each school. Attach documentation of meetings or (planned meetings) and correspondence to the final submission of the application.

The former principal and Central Support Team was primarily responsible for the drafting of the plan. The new principal will provide feedback on the final draft if that individual is identified by the due date. The application process and expectations of a Turnaround school were communicated to staff, parents, and community members through various meetings. Feedback on the application draft will be solicited from school staff and the School Family Council.

Model Selection:

Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. Include in your description how the requirements of this model align to the prioritized needs of the school.

As evidenced in the needs assessment, the community surrounding Gilmor Elementary School has a high rate of poverty and a high crime rate. The team knew that in order to make a significant impact on student achievement, the school must offer services to families and the greater Gilmor community. The transformation model was chosen because it requires more robust school climate and family and community engagement strategies than the other models while maintaining high accountability in the area of student achievement.

Modification of Practices or Policies to enable the school to implement this model fully:

Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. For example, describe how the LEA will identify and reward school leaders and teachers who have increased student achievement.

The LEA will provide bonuses to staff who meet the eligibility criteria described in this application contingent on union approval. These bonuses are not offered to regular schools and require special approval. An incentive will also be budgeted to attract a high quality principal to the school.

The Central Support Team is collaborating with the Office of Human Capital to potentially provide flexibility to Gilmor Elementary School in staffing outside of the regular Human Capital policies and procedures. The Office of Human Capital has replaced the principal and is providing support in identifying an effective

School Name and Number: Gilmor Elementary School #107Tier: I

Intervention Model: TRANSFORMATION MODEL

candidate.

Alignment of Other Resources with the 1003(g) SIG:

Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, etc. with the 1003(g) SIG. The LEA must ensure that the school receives all of the State and local funds if would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Due to the timeline in which funds will be available, the school will utilize Race to the Top dollars to fund professional development prior to the start of the 2014-2015 school year. This professional development will focus on Research for Better Teaching's Skillful Teacher program and will provide a baseline for all teachers, regardless of experience, prior to the start of the school year. This time will also be used by the new principal to get acquainted with the staff and the community.

Since the school improvement plan and school performance plan are aligned, the school's use of Fair Student Funding will complement the strategies implemented through the school improvement plan.

Sustainability of the Reforms:

Describe actions the LEA will take to sustain the reforms in this school after the funding period ends.

The goal of the strategies contained in this plan are to provide the skills and resources needed to turn around the school. In that sense, teachers will have received significant professional development and support and the community will have also received an abundance of additional resources. The hope is that with retention of staff, these strategies will remain in the school for years to come. The district will also work with the school to align its budget after the funding period ends to make sure that any critical activities funded under grant dollars can continue on the school's regular budget.

| | | | |
|---|---|------------------------------------|---|
| Name of School: Gilmor Elementary School | | Tier: I | |
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| Requirements for the Transformation Model (LEA must implement actions 1-11) | | | |
| <i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to develop and increase teacher and school leader effectiveness:</i> | | | |
| 1 Replace the principal who led the school prior to commencement of the transformation model | <p>Baltimore City Public Schools will replace the principal at Gilmor Elementary School.</p> <p>City Schools intention is to onboard a new school leader with a demonstrated history of success to Gilmor Elementary School. As such, the principal vacancy was advertised only to those transformational principals in the district. These leaders are taking the next step in their ongoing work of inspiring and mentoring both peers and students while ensuring excellent teaching and learning in every classroom. The transformational principal designation is part of the district's landmark contract with the Public School Administrators and Supervisors Association that clearly delineates and rewards educators' progression toward positions of leadership that will build schools' capacity to ensure high-quality academic experiences for all students.</p> | SY2016-2017 | Instructional Leadership Executive Director |

| Name of School: Gilmor Elementary School | | Tier: I | |
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| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | In May 2014, City Schools celebrated the demonstrated leadership capacity of the inaugural cohort of 17 transformational principals. Within the pathway system outlined in the current administrators' contract 'transformational' is the third of four tiers and designates principals who have demonstrated the capacity to inspire and improve other educators. To be eligible for the transformational principal designations, school leaders must have a track record of success in creating strong learning environments, along with proven leadership capacity, and the endorsement of both supervisors and colleagues. | | |
| <p>2 Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-</p> <p>a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates</p> <p>b. Are designed and developed with teacher and principal involvement</p> | <p>City Schools is working to ensure effectiveness across the organization so that every student experiences excellent teaching and learning — in every classroom, in every school. To do this, we are building systems to strengthen, support and measure effectiveness among teachers, school leaders and schools.</p> <p>For school leaders, City Schools rolled out a new evaluation system for the 2014–15 school year to strengthen and support effectiveness. It includes measures both of student academic growth and of school leaders' professional practice that, when taken together, provide a comprehensive overall assessment.</p> <p>Data on student growth as a significant factor is a component of the teachers and principal evaluation as Student Learning Objective (SLO). This SLO is centered on student growth performance over time on a standardized content test.</p> <p>The evaluation is aligned closely with the Educational Leadership Policy Standards adopted by the National Policy Board for</p> | SY 2016-2017 | <p>Executive Director</p> <p>Office of Human Capital</p> |

| Name of School: Gilmor Elementary School | | Tier: I | |
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| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | <p>Educational Administration and the district's professional development offerings, so that it serves as both an affirmation of effective leadership and an opportunity to inform ways to improve practice.</p> <p>Staff will be evaluated through the established evaluation process as defined in the negotiated agreement using the City Schools Performance Based Evaluation System (PBES).</p> <p>The following steps in the PBES Teacher Evaluation Protocol will be implemented:</p> <ul style="list-style-type: none"> • Staff Review of Evaluation Process • Individual Development Plan/Initial Conference • Formal Observation #1 • Mid-Year Evaluation Conference • Formal Observation #2 • Final Evaluation Conference <p>Walkthroughs and informal observations will be conducted throughout the school year to determine teacher effectiveness.</p> | | |
| 3 Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so | The principal will identify individuals who have increased student achievement and recommend them for leadership positions and/or programs. Individuals will be identified based on self-selection and recommendation by leadership team based on achieving high marks in the various teacher evaluation tool. Teachers will also have the opportunity to participate in weekly professional development. Teachers will also receive ongoing coaching and support through the Literacy Educational Associate. This support will include lesson planning assistance, modeling of best practices, co-teaching of lessons, | SY 2016-2017 | Principal |

| Name of School: Gilmor Elementary School | | Tier: I | |
|---|--|------------------------------------|--|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | <p>collaborative analysis of student assessment data, and identification of appropriate strategies to address student needs.</p> <p>As per Human Capital policy, teachers who are not effective will be placed on a formal Performance Improvement Plan to insure specific and systematic support and ongoing feedback is given to the teacher in the identified area(s) of need. Teachers who do not show adequate improvement after the plan has been fully implemented will be recommended for non-renewal and/or termination.</p> | | |
| 4 Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies | While the majority of teachers at Gilmor Elementary School are tenured, PARCC and diagnostic data demonstrates a need for more robust support to teachers. In response to this need, the school plans to maintain one Educational Associate focused reading to work as a coach with all teachers. The coach will work with teachers to analyze data and determine areas of re-teaching. The coach will also assist with lesson planning, pacing, and classroom environment throughout the school day. While the school will have this individual to support instruction, they will continue to receive a significant amount of support from the Network Academic Content Liaisons (ACLs). The ACLs will work closely with the Educational Associate to provide coaching and support and to monitor the level of support those individuals are giving to teachers. Additionally, the ACLs facilitate monthly literacy and mathematics representatives meetings for the Educational Associate to get training outside of the school environment and share best practices with other literacy and mathematics representatives from across the district. | SY 2016-2017 | Principal Educational Associate Academic Content Liaisons Turnaround and Transformation Specialists |

| Name of School: Gilmor Elementary School | | Tier: I | |
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| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | <p>In addition to the coaching, the school will collaborate with Urban Teacher Center and School Improvement Network. This program provides practical strategies for strengthening teaching skills, professional community, and cultural proficiency.</p> <p>The school will also contract with Urban Teacher and School Improvement to provide cultural competency training to teachers in order to improve home/school connections that will be intrinsically linked to its work to increase teacher performance. Cross cultural communication struggles are common and can be addressed through focused reflection that enables educators to unpack their presumptions regarding culture, class, childrearing, and family influences. Staff will be engaged in a process to examine individual biases and work on strategies to move beyond them to enable outreach to students and parents in a culturally sensitive way.</p> <p>The school will not only work to maximize instruction in the core disciplines, but will provide support to teachers in the areas of technology and the arts to ensure that students receive a more comprehensive education.</p> <p>Gilmor Elementary School will hire a technology teacher prior to the 2015-2016 school year. This teacher will provide professional development and support to teachers and coaches by showing them how to utilize technology to enhance instruction. This individual will also act as a resource teacher teaching students how to use basic computer programs such as Microsoft Word and Internet Explorer. By adding an additional resource teacher to the staff roster, the schedule will allow teachers to have one additional planning period per day. This will increase the collaborative planning time available to twice</p> | | |

| Name of School: Gilmor Elementary School | | Tier: I | |
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| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | <p>weekly which allow more time for teachers to work with coaches and plan across grade levels and content areas.</p> <p>Gilmor Elementary School will also provide a comprehensive arts program to ensure that students have access to more robust opportunities at the school. This program will also equip teachers with the ability to infuse arts programming into their daily lessons. Not only will these programs supplement the curriculum, they will act as an incentive for students to attend school and for parents to more deeply engage in the school community.</p> <p>In order to build teacher capacity, teachers will receive professional development and coaching in both Foundations, Foundations DD, guided reading, and the Do the Math Intervention. Coaching will occur throughout the 1617SY and will include PD, modeling, observation and feedback. Professional development will occur after school and/or Saturdays twice a month.</p> <p>The Breakthrough Center will provide Math supports during the school year during school day to the math lead once month. The math lead in return will host professional development with staff after school or on Saturdays.</p> <p>A school year calendar will be developed so that all parties will know when Professional development is occurring and for what purposes. The professional development will always have a BCPSS goal aligned to a content area aligned to specified standard. The effectiveness will be gauged by student achievement, feedback by qualified observers and overall school culture and climate.</p> | | |

| Name of School: Gilmor Elementary School | | Tier: I | |
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| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| 5 Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school. | <p>Teachers will be able to access stipends for weekly professional development and planning session's afterschool, on the weekends, or over the summer. Professional development will be covercovering a range of topics related to common core, instructional practice and pedagogy, and climate and culture. Teachers will be eligible to receive for afterschool professional development and for those that may occur on Saturdays.</p> <p>The school plans to recruit effective staff by placing potential vacancies on the school website, attending the district hiring fair, and networking with other school leaders. In order to retain effective teachers, leadership opportunities and special projects to enhance the school will be offer to select teachers.</p> | SY 2016-2017 | <p>Principal</p> <p>Executive Director</p> <p>Turnaround and Transformation Office</p> |
| <i>A transformation model is one which the LEA <u>must</u> implement each of the following comprehensive instructional reform strategies</i> | | | |
| 6 Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards | <p>Gilmor Elementary School will hold data meetings with the Instructional Leadership Team (ILT) to discuss available quantitative data. The school will utilize the Data Driven Instruction Team model which involves collecting cause and effect data, analyzing data to prioritize needs, creating SMART Goals based on the identified needs; selecting high yield strategies for implementation; determining outcomes based on these strategies, and monitoring and evaluating the actual results during and after strategy implementation.</p> <p>The teachers will be provided with professional development and ongoing support around analysis of systemic assessments. This job embedded professional learning and support will be led by school administration and Educational Associate and will occur during content collaborative planning time twice a month during grade level and or instructional leadership team meetings.</p> | SY 2016-2017 | <p>Principal</p> <p>Instructional Leadership Team</p> <p>Teachers</p> |

| Name of School: Gilmor Elementary School | | Tier: I | |
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| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | <p>The school will implement the City Schools curriculum for all content areas as this curriculum has been recently revised to ensure alignment with state standards.</p> <p>Gilmor will work with the education specialists and academic content liaisons to deeply analyze data to drive instruction. The Office of Achievement and Accountability will also provide data literacy training throughout the 1617SY.</p> | | |
| 7 Promote the continuous 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>The following assessments will used and analyzed to inform instruction:</p> <ul style="list-style-type: none"> • Literacy assessments will be administered at the end of each module. Each module will have an assessment which will be administered at the end of the module. The assessment will be administered in a 1 OR 2 session format depending of the grade level. • LDC Writing Assessments will be given at the end of each module. • Math post unit assessments will be administered. These assessments are common core aligned and based off of the grade level appropriate standard. • Gilmor Elementary School will also utilize Amplify and I-Ready, a diagnostic literacy assessment administered three times per year. • The Educational Associate will analyze student data with teachers and use findings to alter instruction. | SY 2016-2017 | Principal Instructional Leadership Team Teachers |
| <i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to increase learning time and create community oriented schools</i> | | | |
| 8 Establish schedules and implement strategies that provide increased learning time (as defined in this notice) | The school will offer an After School (Gr 1- 5) and Summer Program (Gr. K – 5).A hallmark of the Community and School Engagement Strategy is the alignment of Community Schools and after-school or | SY 2016-2017 | Principal Program Vendor |

Name of School: Gilmor Elementary School

Tier: I

| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
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| | <p>Out-of-School Time (OST) programs. At least one high quality OST program will be established at the school with a partner with a proven track record in providing academic supports to elementary school students. The identified program will target all students and provide additional academic support in literacy and math, with opportunities for enrichment in athletics and arts at least 12-15 hours per week. The school day currently ends at 2:40, so students will participate in the after school program until approximately 6:00pm at least four days per week. The identified partner will use the Youth Program Quality Assessment tool (YPQA), a validated OST observation instrument for measuring program quality to provide on-going evaluation to measure effectiveness and guide the alignment of resources to support student achievement and school improvement.</p> <p>The school will make adjustments to the current schedule to maximize the amount of instructional time students receive. For example, lunch, recess, and transition periods will be evaluated to examine whether times could be adjusted to allow for more time in the classroom.</p> <p>The school will establish a schedule that includes 45-60 minutes of small group time for literacy for a total of 240 minutes of reading and writing instruction per day. The school will also have an additional 30 minutes for small group instruction in mathematics for a total of 90 minutes of mathematics instruction per day. Although the amount of time spent on reading and mathematics will be increased, it still leaves 45 minutes of social living instruction.</p> <p>Gilmor Elementary School will also hire a technology teacher to provide instruction to students and provide support to teachers in integrating technology into their lessons. This additional resource will allow the school to schedule five planning periods per week, two of</p> | | |

| Name of School: Gilmor Elementary School | | Tier: I | |
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| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | <p>which will be used for collaborative planning.</p> <p>Gilmor will purchase and fully implement interventions for both mathematics and literacy: Foundations DD (k-3), Just Words (4-5), and Do the Math (1-5). Teachers and school leadership will receive ongoing PD and coaching in order to ensure effective implementation from both the consultant and strategic support team.</p> | | |
| 9 Provide ongoing mechanisms for family and community engagement | <p>Gilmor Elementary School will contract with a vendor become a Community School. The select vendor will support students in a collective effort to surround them with opportunities for success, and to remove the barriers that keep them from attending school regularly and from being engaged and supported in school, at home, and in their communities.</p> <p>Baltimore’s Community Schools are a network of partnerships between the school and other community resources that promote student achievement and family and community well-being with the support of a full-time site coordinator. Its integrated focus on academics, enrichment, health and social supports, youth and community development, and family engagement leads to student success, strong families and healthy communities. Partnerships allow schools to become community resources and offer programs and opportunities that are open to all.</p> <p>The school will also develop strategies to align parent and family engagement to school goals as identified in the annual School Performance Plan. Through the implementation of the parent involvement plan, the school will identify capacity-building activities, partnerships and volunteer opportunities to support the development of</p> | SY 2016-2017 | Principal |

| Name of School: Gilmor Elementary School | | Tier: I | |
|---|---|-----------------------------|--|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | <p>home-school-community partnerships for student success. Parent and community leaders will be recruited to participate in decision-making activities as part of the School Family Council.</p> <p>The school principal in collaboration with the district family and community engagement office will be responsible for implementation of the community school strategy.</p> | | |
| <i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to provide operational flexibility and sustained support</i> | | | |
| 10 Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates | <p>School leadership will be given the autonomy to develop the school budget. Each school is allocated a fair student funding amount. The Network team works with the principal to create a budget that aligns to the overall school mission and vision which includes any supplemental funds such as Title I.</p> <p>Gilmor Elementary School's schedule will reflect common collaborative planning time.</p> <p>Gilmor Elementary School's schedule will reflect opportunities for academic enrichment through an after school and summer program.</p> <p>School leadership will be given the opportunity to interview and hire highly qualified staff. Human Capital will provide opportunities for principals to interview highly qualified staff.</p> <p>School leadership will be given the opportunity to select and</p> | SY 2016-2017 | Principal Instructional Leadership Executive Director |

| Name of School: Gilmor Elementary School | | Tier: I | |
|---|---|-----------------------------|--|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | purchase research-based academic programs and enrichment programs. . | | |
| 11 Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO) | <p>The Network Team members are equipped to provide support to the principal in the operation and implementation of the planned instructional program. The Network Team and OTT team will assist in conducting informal observations of instruction, providing coaching and professional development to teachers in the areas of literacy, math and inclusive practices, and in establishing routines and processes that support the further development of a school climate that is conducive for quality teaching and learning to take place.</p> <p>The school will partner with the Maryland State Department of Education Breakthrough Center to provide job-embedded professional development through monthly collaborative planning cycles (3-5 days per month) to improve teacher knowledge of the Common Core State Standards as well as effective instructional strategies as well as to build the capacity of the school leadership team to sustain these efforts.</p> <p>Additionally, Gilmor will partner with Urban Teacher Center and School Improvement Network to improve teacher knowledge.</p> <p>Each monthly cycle will include unit planning aligned to City Schools' curriculum, development of content knowledge related to the Common Core State Standards addressed in each unit, lesson planning, and lesson</p> | SY 2016-2017 | <p>Principal</p> <p>Instructional Leadership Executive Director</p> <p>Breakthrough Center</p> <p>Turnaround and Transformation Office</p> |

| Name of School: Gilmor Elementary School | | Tier: I | |
|---|--|-----------------------------|---|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | implementation and debriefing. | | |
| Permissible Strategies for the Implementation of the Transformation Model <i>A transformation model is one which the LEA <u>may</u> implement any of the following strategies (12-26) to:</i> <ul style="list-style-type: none"> • Develop and increase teacher and school leader effectiveness • Provide Comprehensive instructional reform strategies • Increase learning time and create community oriented schools • Provide operational flexibility and sustained support | | | |
| 12 Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school | | | |
| 13 Instituting a system for measuring changes in instructional practices resulting from professional development | <p>During monthly informal observations, the Central Support Team will utilize the district’s turnaround observation tool aligned with the instructional framework and the Common Core to observe changes in instructional practices resulting from professional development.</p> <p>The Skillful Teacher competencies in alignment with the City Schools Instructional Framework will be observed during informal observations by school administration and Network Team members. Written feedback will be given to teachers after each informal observation in order to continually improve practices shared during ongoing professional development sessions.</p> <p>All consultants that are supporting the school with professional development and coaching will be required to submit monthly</p> | SY 2016-2017 | Principal Turnaround and Transformation Office |

| Name of School: Gilmor Elementary School | | Tier: I | |
|---|--|------------------------------------|---|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | summaries and evidence of the work. | | |
| 14 Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority | <p>Information from High Quality Candidates will be shared with the school administration for vacant positions. The school team will have the opportunity to interview these candidates and identify the best candidate for the school. The school administrator and the candidate must both sign the Recommendation to Hire form.</p> <p>The school administration will attend City Schools Hiring Fairs to identify and interview Highly Qualified candidates.</p> | SY 2016-2017 | <p>Principal</p> <p>Human Capital Specialist</p> <p>Instructional Leadership Executive Director</p> |
| 15 Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective | Baltimore City Public Schools has developed a monitoring cycle for all of its School Improvement Grant and Priority Schools. The Central Support Team will monitor the school on a bi-monthly cycle. One month the team conducts informal classroom observations and the next month the team reviews the School Improvement Grant plan to ensure full implementation with a specific focus on non-instructional components such as school climate and culture and family and community engagement. The classroom observation tool is flexible to the needs of the school and is aligned with the district's instructional framework and the Common Core. During these visits, trends will be noted and the team will discuss any additional supports that may be needed or any changes that should be made to the school's plan. | SY 2016-2017 | <p>Principal</p> <p>Turnaround and Transformation Office</p> |
| 16 Implementing a schoolwide "response-to-intervention" model | | | |
| 17 Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited | Community Learning Network (CLN) Special Education Liaison will provide ongoing training to instructional staff around effectively differentiating instruction in order to support students with disabilities. Professional development will be focused on supporting teachers in the design of instruction strategies in order to enable all students to access the curriculum in a way that is equitable to help student's | SY 2016-2017 | <p>Principal</p> <p>Special Education Liaison</p> |

| Name of School: Gilmor Elementary School | | Tier: I | |
|---|---|-----------------------------|--|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| English proficient students acquire language skills to master academic content | <p>access curriculum content, participate in learning activities, and demonstrate their learning. This will include opportunities for teachers to explore several co-teaching planning and teaching models to support ongoing collaborative planning by the general education classroom teacher, special educator, and related service providers.</p> <p>The desired outcome will be for teachers to be able to deliver lesson plans that are differentiated and engaging for all learners and also provide for accommodations and modifications needed by students with various learning needs.</p> <p>Gilmor will receive support in differentiation strategies from the MTSS Education Specialists throughout the 1617SY.</p> | | |
| 18 Using and integrating technology-based supports and interventions as part of the instructional program | <p>The school will hire a technology teacher who will act as an additional resource teacher at the school. This teacher will provide instruction on the appropriate use of various technology applications such as PowerPoint to present information, the use of internet for research and Microsoft Word for publishing written pieces. The technology teacher will also be responsible for providing ongoing supports to teachers in the area of technology. This support will include effective use of Smart Boards to engage students in instruction and identification of appropriate websites and software for additional intervention in various content areas.</p> <p>Gilmor Elementary School will receive additional support related to technology from the Office of Information Technology.</p> | SY 2016-2017 | Principal Technology Teacher |
| 19 In secondary schools— (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or | | | |

Name of School: Gilmor Elementary School

Tier: I

| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
|---|--|-----------------------------|--|
| <p>science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework</p> <p>(b) Improving student transition from middle to high school through summer transition programs or freshman academies</p> <p>(c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</p> <p>(d) Establishing early warning systems to identify students who</p> | | | |

| Name of School: Gilmor Elementary School | | Tier: I | |
|---|---|-----------------------------|--|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| may be at risk of failing to achieve to high standards or graduate | | | |
| 20 Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs | <p>Gilmor will partner with a vendor to become a full Community School. Baltimore's Community Schools are a network of partnerships between the school and other community resources that promote student achievement and family and community well-being with the support of a full-time site coordinator. Its integrated focus on academics, enrichment, health and social supports, youth and community development, and family engagement leads to student success, strong families and healthy communities. Partnerships allow schools to become community resources and offer programs and opportunities that are open to all. Partnerships to support the students and families will include:</p> <ul style="list-style-type: none"> - Support for food and clothing needs - Job skills/workforce readiness for parents - Parenting workshops - Workshops to support stress reduction - Family stability and housing support needs <p>A Community School:</p> <ul style="list-style-type: none"> • Is a place and a set of strategic partnerships among the school and other community resources that promote student achievement, positive conditions for learning and the well-being of families and communities; • Maintains a core focus on children, while recognizing that children grow up in families, and that families are integral | SY 2016-2017 | <p>Principal</p> <p>Family League of Baltimore community partner will be researched</p> <p>Community Resource Coordinator will be identified</p> |

| Name of School: Gilmor Elementary School | | Tier: I | |
|---|--|-----------------------------|--|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | <p>parts of communities;</p> <ul style="list-style-type: none"> • Builds an integrated strategy that enhances academics, enrichment, health and social supports, family engagement, youth and community development that improves student well-being; and • Is anchored by the role of a site coordinator and expanded hours. <p>This integrated strategy will lead to student success, strong families and healthy communities.</p> <p>The after school and summer program will provide a safe and supportive place for homeless students and families to learn and grow until the homeless shelter opens in the evening.</p> | | |
| 21 Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff | | | |
| 22 Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment | Gilmor Elementary School will continue to fully implement PBIS during the 2016-2017 school year. The school will also hire a Staff Associate to lead the work on school climate and culture. The school will formulate a PBIS team that includes the Staff Associate, the Community Resource Coordinator, an administrator, an intermediate teacher, a primary teacher, and a special educator. This team will revisit the PBIS matrix and make appropriate recommendations for | SY 2016-2017 | Principal Staff Associate Climate and Culture |

| Name of School: Gilmor Elementary School | | Tier: I | |
|---|---|-----------------------------|--|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | <p>changes that will be shared with staff for additional input.</p> <p>Participation in PBIS training will be monitored through SANE documentation kept by the training facilitator. A monthly calendar of ongoing rewards will be created as well as a plan with school wide roles as well as opportunities for sharing the PBIS program with parents and students. The team will meet monthly to look at various data points including discipline and attendance in order to determine what is needed and what needs adjustment. Each team member will be responsible for gaining input on PBIS initiatives from a set of teachers and stakeholders.</p> <p>Evidence will be attendance rate, suspension rate, and student achievement.</p> | | |
| 23 Expanding the school program to offer full day kindergarten or pre kindergarten | | | |
| 24 Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA | | | |
| 25 Implementing per-pupil school-based budget formula that is weighted based on student needs | Baltimore City Public Schools uses a Fair Student Funding budget model. All schools receive a base amount per student. All schools also receive additional dollars according to different weights for categories such as academic need. For example, there are different weights for students who are struggling and for those who are advanced, for students with disabilities, and for dropout prevention. All schools continue to receive some staff and services from the district such as | SY 2016-2017 | Principal Office of Finance |

| Name of School: Gilmor Elementary School | | Tier: I | |
|---|--|-----------------------------|--|
| Transformation Model | LEA Design and Implementation of the Intervention Model (include alignment of additional resources) | Timeline for Implementation | Name and Position of Responsible Person(s) |
| | food services. Through this model, principals are the key decision makers for students and schools and are fully responsible for student achievement. The results principals are expected to achieve are clear and specific. | | |
| 26 Recruit, screen, and select external providers to ensure quality | | | |

B.6.a Monitoring of Tier I and Tier II Schools

Complete the following timeline for each Tier I and Tier II School with a detailed description of how the LEA will monitor each school’s intervention model and how progress monitoring will be assessed throughout the year.

| Timeline for LEA Monitoring of Tier I and Tier II Schools- Year 1 |
|--|
| <p>Intervention Model Transformation School: Gilmor Elementary School Tier: I</p> <p>Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school based on the goals 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 the requirements of the specific intervention 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</p> |

| | |
|--|--|
| within 30 days after the quarter ends. Describe LEA plans for submission of Quarterly Reports. | |
| Year 1: Q1 (SY 2014-2015, July-Sept) | Monitoring and oversight: The Central Support Team will conduct a bimonthly monitoring cycle to review progress with grant implementation aligned with transformation model requirements. |
| | How progress will be assessed: Progress will be assessed by reviewing qualitative and quantitative data. |
| | Quarterly Report submission: Quarterly reports will be developed by the Office of Turnaround Initiatives in conjunction with school leadership. Relevant qualitative and quantitative data will be included. Quarterly reports will be submitted within thirty days after the quarter ends. |
| Year 1: Q2 (SY 2014-2015, Oct.-Dec.) | Monitoring and oversight: The Central Support Team will conduct a bimonthly monitoring cycle to review progress with grant implementation aligned with transformation model requirements. |
| | How progress will be assessed: Progress will be assessed by reviewing qualitative and quantitative data. |
| | Quarterly Report submission: Quarterly reports will be developed by the Office of Turnaround Initiatives in conjunction with school leadership. Relevant qualitative and quantitative data will be included. Quarterly reports will be submitted within thirty days after the quarter ends. |
| Year 1: Q3 (SY 2014-2015, Jan.-March) | Monitoring and oversight: The Central Support Team will conduct a bimonthly monitoring cycle to review progress with grant implementation aligned with transformation model requirements. |
| | How progress will be assessed: Progress will be assessed by reviewing qualitative and quantitative data. |
| | Quarterly Report submission: Quarterly reports will be developed by the Office of Turnaround Initiatives in conjunction with school leadership. Relevant qualitative and quantitative data will be included. Quarterly reports will be submitted within thirty days after the quarter ends. |
| Year 1: Q4 (SY 2014-2015, April- June) | Monitoring and oversight: The Central Support Team will conduct a bimonthly monitoring cycle to review progress with grant implementation aligned with transformation model requirements. |

| | |
|--|--|
| | How progress will be assessed: Progress will be assessed by reviewing qualitative and quantitative data. |
| | Quarterly Report submission: Quarterly reports will be developed by the Office of Turnaround Initiatives in conjunction with school leadership. Relevant qualitative and quantitative data will be included. Quarterly reports will be submitted within thirty days after the quarter ends. |

Timeline for LEA Monitoring of Tier I and Tier II Schools- Year 2

Intervention Model: Transformation School: Gilmor Elementary School Tier: I

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention 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.

| | |
|---|--|
| Year 2: Q1 (SY 2015-2016, July-Sept) | Monitoring and oversight: The Central Support Team will conduct a bimonthly monitoring cycle to review progress with grant implementation aligned with transformation model requirements. |
| | How progress will be assessed: Progress will be assessed by reviewing qualitative and quantitative data. |
| | Quarterly Report submission: Quarterly reports will be developed by the Office of Turnaround Initiatives in conjunction with school leadership. Relevant qualitative and quantitative data will be included. Quarterly reports will be submitted within thirty days after the quarter ends. |
| Year 2: Q2 | Monitoring and oversight: The Central Support Team will conduct a bimonthly monitoring |

| | |
|---|--|
| (SY 2015-2016, Oct.-Dec.) | cycle to review progress with grant implementation aligned with transformation model requirements. |
| | How progress will be assessed: Progress will be assessed by reviewing qualitative and quantitative data. |
| | Quarterly Report submission: Quarterly reports will be developed by the Office of Turnaround Initiatives in conjunction with school leadership. Relevant qualitative and quantitative data will be included. Quarterly reports will be submitted within thirty days after the quarter ends. |
| Year 2: Q3 (SY 2015-2016, Jan.-March) | Monitoring and oversight: The Central Support Team will conduct a bimonthly monitoring cycle to review progress with grant implementation aligned with transformation model requirements. |
| | How progress will be assessed: Progress will be assessed by reviewing qualitative and quantitative data. |
| | Quarterly Report submission: Quarterly reports will be developed by the Office of Turnaround Initiatives in conjunction with school leadership. Relevant qualitative and quantitative data will be included. Quarterly reports will be submitted within thirty days after the quarter ends. |
| Year 2: Q4 (SY 2015-2016, April- June) | Monitoring and oversight: The Central Support Team will conduct a bimonthly monitoring cycle to review progress with grant implementation aligned with transformation model requirements. |
| | How progress will be assessed: Progress will be assessed by reviewing qualitative and quantitative data. |
| | Quarterly Report submission: Quarterly reports will be developed by the Office of Turnaround Initiatives in conjunction with school leadership. Relevant qualitative and quantitative data will be included. Quarterly reports will be submitted within thirty days after the quarter ends. |

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Timeline for LEA Monitoring of Tier I and Tier II Schools- Year 3

Intervention Model: Transformation School: Gilmor Elementary School Tier: I

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention 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.

| | |
|---|--|
| Year 3: Q1 (SY 2016-2017, July-Sept) | Monitoring and oversight: The Central Support Team will conduct a bimonthly monitoring cycle to review progress with grant implementation aligned with transformation model requirements. |
| | How progress will be assessed: Progress will be assessed by reviewing qualitative and quantitative data. |
| | Quarterly Report submission: Quarterly reports will be developed by the Office of Turnaround Initiatives in conjunction with school leadership. Relevant qualitative and quantitative data will be included. Quarterly reports will be submitted within thirty days after the quarter ends. |
| Year 3: Q2 (SY 2016-2017, Oct.-Dec.) | Monitoring and oversight: The Central Support Team will conduct a bimonthly monitoring cycle to review progress with grant implementation aligned with transformation model requirements. |
| | How progress will be assessed: Progress will be assessed by reviewing qualitative and quantitative data. |
| | Quarterly Report submission: Quarterly reports will be developed by the Office of Turnaround Initiatives in conjunction with school leadership. Relevant qualitative and quantitative data will be included. Quarterly reports will be submitted within thirty days after the quarter ends. |
| Year 3: Q3 (SY 2016-2017, Jan.-March) | Monitoring and oversight: The Central Support Team will conduct a bimonthly monitoring cycle to review progress with grant implementation aligned with transformation model requirements. |

| | |
|--|---|
| | <p>How progress will be assessed: Progress will be assessed by reviewing qualitative and quantitative data.</p> |
| | <p>Quarterly Report submission: Quarterly reports will be developed by the Office of Turnaround Initiatives in conjunction with school leadership. Relevant qualitative and quantitative data will be included. Quarterly reports will be submitted within thirty days after the quarter ends.</p> |
| <p>Year 3: Q4 (SY 2016-2017, April- June)</p> | <p>Monitoring and oversight: The Central Support Team will conduct a bimonthly monitoring cycle to review progress with grant implementation aligned with transformation model requirements.</p> |
| | <p>How progress will be assessed: Progress will be assessed by reviewing qualitative and quantitative data.</p> |
| | <p>Quarterly Report submission: Quarterly reports will be developed by the Office of Turnaround Initiatives in conjunction with school leadership. Relevant qualitative and quantitative data will be included. Quarterly reports will be submitted within thirty days after the quarter ends.</p> |

B. 6.b Monitoring of Tier I and Tier II Schools

Reporting Metrics

To inform and evaluate the effectiveness of the interventions selected for Tier I and Tier II schools, MSDE will collect data on the required reporting metrics for the FY 2013 1003 (g) to measure the progress on the leading indicators as defined in the final requirements. Most of this data is already collected through EDFacts. However, MSDE must report some additional new data with respect to the school improvement funds.

Upon approval of the LEA’s grant application, the MSDE will inform the LEA how to collect the additional required school-level data for each Tier I and Tier II School it commits to serve. MSDE must report these metrics to the United States Department of Education for the school year prior to implementing the intervention, if the data are available. This data will serve as a baseline. Thereafter MSDE must report the data for each year for which funds are allocated to each participating Tier I and Tier II School. If school closure is the selected intervention, the LEA only needs to report on the identity of the school and the intervention selected.

The table below illustrates the additional Tier I or Tier II school level data that must be collected by the LEA and submitted to MSDE after approval of the LEA application.

| Required Reporting Metrics to Measure Progress on Leading Indicators |
|---|
| Number of minutes within the school year |
| Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes |
| Distribution of teachers by performance level on LEA’s teacher evaluation system |
| Teacher attendance rate (Maryland also collects principal attendance rate) |

Complete the Table below and include with the LEA Application:

| LEA Process for Submission of the Data on the Required Metrics for the Leading Indicators | |
|--|--|
| Provide the LEA's Process for Collecting and Reporting the data for the Leading Indicators | The Turnaround Specialist is responsible for collecting the data from various sources within the district. |
| Identify who will have the responsibility to collect and submit the data | Turnaround Specialist |

D.1 LEA Commitment and Capacity

LEAs that accept 2013 Title I 1003(g) school improvement funds **agree to establish a Central Support Team** to oversee the implementation of the selected models in Tier I and Tier II schools as well as the strategies that the LEA will implement in Tier III schools. The Title I office must be represented on the Central Support Team. The team will coordinate the support, as well as monitor, and assess the progress for each of the identified schools. Complete the LEA Commitment and Capacity Template Table and add rows as needed.

LEA Commitment and Capacity Template for the LEA’s Central Support Team

| SIG Central Support Team members | | | | |
|---|-----------------------|--|--|--|
| Name of Central Support Team Members | Title | Responsibility | Tier Assignment e.g. Tier I schools, Tier II Schools, or Tier III Schools | Estimate of the time each individual will devote to supporting Tier I, II, and III schools (Hours per Month) |
| Laurie-Lynn Sutton | Director | Ensure the effective implementation of school based interventions through frequent monitoring of interventions at each school site. Work closely with school based leadership teams and act as the main point of contact for the project management team. | Tier I, II, and III | Up to 40 hrs./month |
| Shayna Robinson | Turnaround Specialist | The Specialist will ensure that all reporting and monitoring documents are completed on schedule, participate in monthly SIG walks, and coordinate data collection. | Tier I, II, and III | Up to 40 hrs./month |

SIG Central Support Team members

| | | | | |
|------------------|---|---|---------------------|---------------------|
| Kimberly Hoffman | Director | The Director will ensure that the school spends down funds in a timely manner, liaise with financial offices within the district, and complete all financial reporting and monitoring documents in a timely manner. | Tier I, II, and III | Up to 40 hrs./month |
| Sonya Goodwyn | Instructional Leader Executive Director | Oversees a group of schools and supports the principal in all aspect of school turnaround. | Tier I, II, and III | Up to 40 hrs./month |
| Mueni Muthui | Special Education Liaison | Works in schools to support special education. | Tier I, II, and III | Up to 40 hrs./month |
| Pam Zelando | Academic Content Liaison (Math) | Works in schools to support data reviews and progress towards Math targets. | Tier I, II, and III | Up to 40 hrs./month |
| Kelly Jones | Academic Content Liaison (ELA) | Works in schools to support data reviews and progress towards Math targets. | Tier I, II, and III | Up to 40 hrs./month |
| Debbie Holley | Coordinator | Administering the Title I grant through grant oversight | Tier I, II, and III | Up to 40 hrs./month |
| TBD | Human Capital | Work with the Operations | Tier I, II, and III | Up to 40 hrs./month |

SIG Central Support Team members

| | | | | |
|--|------------|--|--|--|
| | Specialist | Specialist to Support schools on staffing needs and troubleshoot staffing issues | | |
|--|------------|--|--|--|

SIG Central Support Team

| |
|--|
| <p>a. How often will the LEA 1003(g) SIG Central Support Team (CST) meet? Where will the CST meet? The Central Support Team will meet on a monthly basis at the district office.</p> |
| <p>b. How often will they report on their work and the work on Tier I, II and III schools to the Superintendent? The Office of Turnaround Initiatives will report the work of the TEST, Central Support Team as well as the turnaround work at the school formally to the Superintendent on an annual basis. Informal reports will be made on an as needed basis.</p> |
| <p>c. How often will they report on their work and the work on Tier I, II and III schools to the Board of Education? The Office of Transformation and Turnaround will report the work of the TEST, Central Support Team as well as the turnaround work at the school formally to the Superintendent on an annual basis. Informal reports will be made on an as needed basis.</p> |
| <p>d. Has the LEA 1003(g) SIG Central Support Team met prior to the submission of the grant application to review the individual school descriptions and to discuss how it will coordinate and manage the support, monitoring and assessment outlined in those plans? X Yes _____ No</p> <p>If no, briefly describe the plans for the central support team to begin work on the Tier I, II, and III schools?</p> |
| <p>e. What role has or will the LEA 1003(g) Central Support Team play in the creation of annual goals for student achievement and annual review/assessment of progress based on these goals described in sections 2 and 3 of this proposal? The Office of Transformation and Turnaround and central support team will work in collaboration with the schools to determine the trajectory for growth based upon iREADY and PARCC assessment data.</p> |
| <p>f. What are the major challenges to full and effective implementation of all components of the SIG grant that the LEA 1003 (g)</p> |

SIG Central Support Team

Central Support Team has identified and how will the team address these challenges in the early phases of the work?

| Challenge | Solution |
|---|--|
| Identifying highly effective staff for every position within Turnaround Schools | Implement targeted recruitment strategies through channels of highly motivated and high performing teachers. Provide incentives. |
| Ensuring that funds reach the school in a timely manner. | Work collaboratively with MSDE to ensure that grant processes and procedures proceed as quickly as possible. Utilize other funding sources to fill gaps until funding arrives. |

g. Describe the Central Support Team’s plans to participate in the required application interview process with the SEA before the final grant award.

The Central Support Team will be available to answer any questions regarding the application development and timelines.

D.2 LEA Commitment and Capacity Template

LEAs that accept 2013 Title I 1003(g) school improvement funds **agree to establish a Turnaround Executive Support Team (TEST)** to oversee the implementation of the selected models in Tier I and Tier II schools. The TEST will have decision making authority to oversee budget, staffing, policy modifications, partnerships, and data that drive the full implementation of the reforms models to ensure greater student achievement in each its schools it selects to serve. The Title I office must be represented on the TEST.

Complete the LEA Commitment and Capacity Templates for the Turnaround Executive Support Team (TEST). Add rows as needed.

SIG Turnaround Executive Support Team (TEST) Members

| Name of Turnaround Executive Support Team Members | Title | Responsibility | Estimate of the time each individual will devote to supporting Tier I, II, and III schools (Hours per Month) |
|--|---------------------------------|---|--|
| Linda Chen | Chief Academic Officer | As the officer who oversees the school improvement grant, this individual will guide the decision making process for the TEST and solicit additional feedback and guidance as needed. | 2 hours per month or as needed |
| Karl Perry | School Support Networks Officer | The School Support Networks Officer directly oversees the day to day district support to schools. | 2 hours per month or as needed |
| Laurie-Lynn Sutton | Director | <p>Ensure the effective implementation of school based interventions through frequent monitoring of interventions at each school site.</p> <p>Work closely with school based leadership teams and act as the main point of contact for the project management team.</p> | Up to 40 hrs./month |
| Kimberly Hoffman | Director | The Director will ensure that the school spends down funds in a timely manner, liaise with financial offices within the district, and complete all financial reporting and monitoring documents in a timely manner. | Tier I, II, and III |

SIG Turnaround Executive Support Team (TEST) Members

| | | | |
|------------------|-----------------------------|--|--------------------------------|
| Deborah Sullivan | Chief Human Capital Officer | The Chief Human Capital Officer oversees all staffing work for the district. | 2 hours per month or as needed |
|------------------|-----------------------------|--|--------------------------------|

SIG Turnaround Executive Support Team (TEST)

a. How often will the LEA 1003(g) SIG Turnaround Executive Support Team (TEST) meet? Where will the TEST team meet?

The TEST will meet on an as needed basis at the district office.

b. How often will they report on their work and the work on Tier I, II and III schools to the Superintendent?

The Office of Transformation and Turnaround will report the work of the TEST, Central Support Team as well as the turnaround work at the school formally to the Superintendent on an annual basis. Informal reports will be made on an as needed basis.

c. How often will they report on their work and the work on Tier I, II and III schools to the Board of Education?

The Office of Transformation and Turnaround will report the work of the TEST, Central Support Team as well as the turnaround work at the school formally to the Board of Education on an annual basis. Informal reports will be made on an as needed basis.

d. Has the LEA 1003(g) SIG Turnaround Executive Support Team (TEST) met prior to the submission of the grant application to review the individual school descriptions and to discuss how it will coordinate and manage the support, monitoring and assessment outlined in those plans?

Yes No

If no, briefly describe the plans for the SIG Turnaround Executive Support Team (TEST) to begin work on the Tier I, II, and III schools?

No. The TEST will be kept informed of the plans through the Central Support Team and will be pulled in as needed.

SIG Turnaround Executive Support Team (TEST)

- e. What role has or will the LEA 1003(g) SIG Turnaround Executive Support Team (TEST) play in the creation of annual goals for student achievement and annual review/assessment of progress based on these goals described in this proposal?

The Office of Transformation and Turnaround and central support team will work in collaboration with the schools to determine the trajectory for growth based upon iREADY and PARCC assessment data. The TEST will be consulted on an as needed basis.

- f. What steps will the LEA’s SIG Turnaround Executive Support Team (TEST) take to ensure that the school improvement funds are utilized (1) in a timely way and (2) effectively and efficiently to support the required components of the selected intervention? Specifically, what assurances will the LEA make that schools and LEA support teams have access to these funds, even during annual rollover processes? How will the LEA support principals’ timely and effective use of these funds?

City Schools has hired an individual to specifically assure that funds are utilized to implement the selected interventions. The business manager will work closely with school-based staff and other central office staff to ensure that the allocations are made in a timely manner and that they are being used effectively. The Business Manager will work closely with the LEA’s Grants Office to ensure compliance and report to the TEST as needed.

- g. Within this proposal, the LEA identified actions taken or in the planning to support individual Tier I and Tier II schools’ implementation of the selected interventions. Looking across the commitments made for the schools, and considering as well the strategies selected by the LEA for identified Tier III schools, what additional actions will the LEA take to ensure that the selected interventions are implemented as designed and to make the other changes such as: (1) realignment of other resources; (2) removal of expectations that might run counter to the approach outlined in the selected intervention; (3) timely modification of practices and policies (those anticipated ahead of time and those that will emerge during implementation); and (4) engaging in reflective and sustained, collaborative conversation and planning to ensure that improvement efforts can be sustained once this funding ends?

- 1. Realignment of Other Resources: Schools will be given a per pupil allocation for spending and will be given autonomy to align resources to the targeted interventions through General Funds. City Schools will leverage other funds to ensure schools increase student achievement such as Race to the Top, Title I, and other grants as they arise. For example, the school will have access to Race to the Top funds to provide one week of professional development prior to the start of the 2014-2015 school year.

SIG Turnaround Executive Support Team (TEST)

2. **Removal of Expectations:** Schools will be able to make adjustments to the traditional school calendar or create alternative schedules in consultation with the school district and unions. Schools will have autonomy in budget, staffing, and programming. Schools will be supported to make best use of collaborative planning time in order to embed professional development within the school day. Schools will have flexibility to use their people, time and money to ensure that their school dramatically improves student achievement.

3. **Modification of Policies:** The Central Support Team will meet regularly with the school based support team to proactively rethink policies that may impact the expedited turnaround of schools.

4. **Engage in Reflective Conversations:** The Central Support Team will consult the TEST on how to ensure that all interventions implemented can be sustained after the close of the grant.

h. What are the major challenges to full and effective implementation of all components of the SIG grant that the LEA 1003 (g) Turnaround Executive Support team (TEST) and the Central Support Team has identified and how will the teams address these challenges in the early phases of the work?

| Challenge | Solution |
|---|--|
| Identifying highly effective staff for every position within Turnaround Schools | Implement targeted recruitment strategies through channels of highly motivated and high performing teachers. Provide professional development and coaching. |
| Ensuring that funds reach the school in a timely manner. | Work collaboratively with OTT, DMC, and MSDE to ensure that grant processes and procedures proceed as quickly as possible. Utilize other funding sources to fill gaps until funding arrives. |

i. Describe the TEST team’s plan to participate in the required application interview process with the SEA before the final grant award.

The TEST will be represented through the members of the Central Support Team and will be pulled as needed for the interview.

SIG Turnaround Executive Support Team (TEST)

E. Budgets- School, LEA, and Consolidated

A LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year for Tier I or Tier II schools it commits to serve.

An LEA's budget for each year may not be less than \$50,000 nor may it exceed the number of Tier I and Tier II schools it commits to serve multiplied by \$2,000,000 per year per school. The maximum amount for each participating schools is from \$500,000 to \$2,000,000. However, the maximum a school implementing the closure model can receive is \$50,000.

SIG funds are supplemental. The LEA must ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the intervention model selected.

Note: The LEA may use the budget form included or request an electronic Excel version from (MSDE) Maryland State Department of Education.

E.2 LEA Budget Narrative

The LEA may reserve funds from Tier I, Tier II and Tier III school budgets for services provided to the school and/or LEA via Maryland State Department of Education's Breakthrough Center, Maryland's Statewide System of Support. Services may include: comprehensive audits via the RITA (Restructuring Implementation Technical Assistance) process; MSDE Collaborative Planning process, and other build up or access services offered through the Breakthrough Center. These services will be negotiated between MSDE and the LEA and commitment to the services will be specified through a formal Memorandum of Understanding.

Funds may also be reserved by the LEA for LEA-level activities designed to support implementation of the selected school intervention models in Tier I, and Tier II schools and to support the implementation of school improvement strategies in the Tier III schools so long as the LEA budget for each year does not exceed the SIG amount for the Tier I, II, and III schools it commits to serve.

E.3 Consolidated Budget Narrative

The Consolidated Budget Narrative must be completed by the LEA. Provide information for each line item that includes the total of all of the participating school budgets with the LEA budget for the first school year of the SIG grant period: 2014-15.

| Consolidated Budget Narrative | | |
|--|--------------------|--------------|
| LEA Baltimore City Public Schools School Year: <u>2014-2015</u> | | |
| Line Item Category/Object | Description | Total |
| <i>Salaries & Wages</i> | See Appendix 1. | |
| <i>Contracted Services</i> | See Appendix 1. | |

| | | |
|---------------------------------|-----------------|--|
| | | |
| <i>Supplies & Materials</i> | See Appendix 1. | |
| <i>Other Charges</i> | See Appendix 1. | |
| <i>Equipment</i> | See Appendix 1. | |

| | | |
|---|--|--|
| | | |
| Total Costs <i>for participating schools and LEA</i> | | |
| Total Fixed Charges <i>for participating schools and LEA</i> | | |
| Total Requested <i>for participating schools</i> | | |

E.4 Summary of 2013 SIG Funding for Three Years of Implementation

| LEA Funding Breakdown for Three Years of implementation | | | | |
|--|---|---|--|--|
| Overall funding requested per year for LEA use to support Tier I, II, and III schools | | | | |
| LEA: | | | | |
| | LEA activities in support of the implementation of the selected school intervention models in Tier I and Tier II schools | School improvement activities at the LEA level and school level for the Tier III schools | LEA-Level activities in support of Tier I , II, and III schools | Total Overall level of funding requested per year for LEA use to support Tier I, II, and III schools. |
| Year 1 (SY 2014-2015): | \$73,091 | \$0 | \$73,091 | \$73,091 |
| Year 2 (SY 2015-2016): | \$73,091 | \$0 | \$73,091 | \$73,091 |
| Year 3 (SY 2016-2017): | \$73,091 | \$0 | \$73,091 | \$73,091 |
| Total budget request: | \$219,273 | \$0 | \$219,273 | \$219,273 |

Budget Summary for Three Years of SIG Funding for Schools and LEA

LEA:

| Name of School and Tier (add more rows if needed) | | Year 1 Budget SY 2014-15 | | Year 2 Budget SY 2015-16 | Year 3 Budget SY 2016-2017 | Three-Year Total |
|--|----------|-----------------------------|------------------------------|-----------------------------|-------------------------------|--------------------|
| | | Pre-implementation | Year 1 - Full Implementation | Full Implementation | Full Implementation | |
| Name | Tier | | | | | |
| Gilmor Elementary | I | \$0 | \$936,550 | \$936,550 | \$936,550 | \$2,809,650 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| LEA-level Activities | | \$73,091 | | \$73,091 | \$73,091 | \$219,273 |
| Indirect Costs | | \$38,525 | | \$38,525 | \$38,525 | \$115,575 |
| Total Budget | | \$1,048,166 | | \$1,048,166 | \$1,048,166 | \$3,144,498 |

E.5 Proposed Budget C-1-25 (for the first year only)

Proposed Budget C-1-25 contains the itemized budget form that must be submitted with the LEA application for the Pre-implementation Activities and the 2014-2015 school year only. Indirect Costs are allowable.

If you are having difficulties categorizing your budget, consult with the financial officer in your local school system.

The C-1-25 form must be signed by both your district's Finance Officer and the Superintendent.

Only the most current grant budget forms will be accepted, so please use the forms found on MSDE's website.

Go directly to the MSDE Website at <http://www.marylandpublicschools.org/MSDE>.

- ✓ Under Highlights, locate and select: **GRANTS**.
- ✓ Under Grant Resources, locate and select: **BUDGET**.
- ✓ Under Budget Information, locate and select: **GRANT BUDGET FORMS**. These will be the current official MSDE budget forms. (C-1-25; C-1-25A; C-1-25B; Interim Progress Report C-1-25C; and Final Progress Report C-1-25D)

Note: If there is an amendment to the proposed budget, the LEA is required to submit a revised C-1-25, C-1-25A, and C-1-25 B and indicate how the changes will address the required and permissible components of the intervention model selected, if applicable. The revised budget forms must be signed by the LEA Superintendent and the LEA Financial Officer.

F.The General Education Provisions Act (GEPA), Section 427

Describe the steps proposed to ensure equitable access to, and equitable participation in the project by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

G. Tier I, II, and III GRANT SPECIFIC and GENERAL ASSURANCES

FY 2013 Title I 1003(g) School Improvement Grant

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. The Grantee [LEA] will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
2. 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 in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. If it implements a restart model in a Tier I or Tier II school, the Grantee [LEA] will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
4. **Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.**
5. **Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.**
6. **Report to the SEA the school-level data required under section III of the final requirements.**
7. The Grantee [LEA] will report to the Maryland State Department of Education the school-level data required under section III of the final requirements. These data elements are outlined in this document and will be reported by the Grantee to MSDE in a timely way.
8. The Grantee will demonstrate its strong commitment and capacity to implement fully and effectively the intervention models in its Tier I and Tier II schools by scheduling monthly LEA Central Support Team meetings with the Maryland State Department of Education's Breakthrough Center. In addition, the LEA will commit to holding regularly scheduled meetings with the Breakthrough Center and the LEA's Turnaround Executive Support Team.
9. Programs and projects funded in total or in part through this grant will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34,

the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

10. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failures of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
11. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
12. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
13. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
14. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
15. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
16. Grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
17. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
18. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
19. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including maintaining proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits

and attachments, are true and correct to the best of my knowledge, information, and belief.

| | |
|---|-------------|
| | |
| Superintendent of Schools/Head of Grantee Agency | Date |