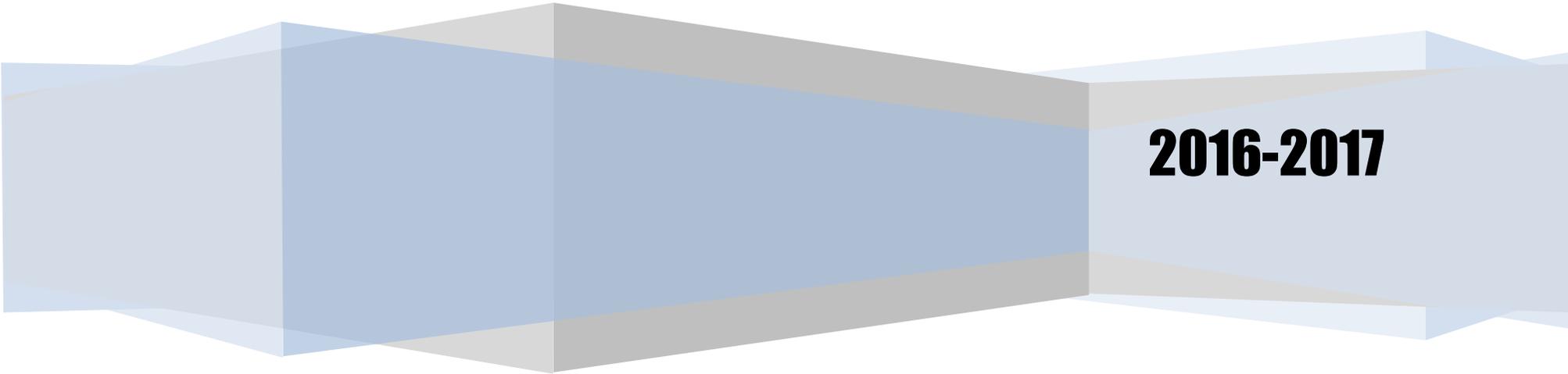


2016-2017 Priority School Plan

Harford Heights Elementary School #37

Baltimore City Public Schools



2016-2017

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New Priority Schools for 2016-2017

Based on Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Plan, the Maryland State Department of Education (MSDE) identified Priority Schools as Title I schools performing among the lowest five percent of Title I schools in the State and

Title I high schools with a graduation rate below 60%. Maryland's ESEA Flexibility Plan was initially approved for the 2012-2013 and 2013-2014 school years. The data used for the identification of the initial list of Priority Schools was from 2009-2010 and 2010-2011 school years. The implementation of a new State assessment and the accountability waiver from the United States Department of Education (USED) prevented schools from exiting Priority identification. Given that Priority Schools were to be identified every three years and given that the data was not recent or based on the new State assessments, Maryland elected to identify a new list of Priority Schools for the 2016-2017 school year.

Support for Priority Schools

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

Maryland State Department of Education (MSDE) Breakthrough Center

Maryland State Department of Education's Breakthrough Center is an exceptional feature of MSDE's efforts to support Title I low-performing schools. The Breakthrough Center focuses on the use of cross-functionality in

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providing support, which includes a focus on Math and English Language Arts instruction, Leadership development, and Student Support structures. These services will be negotiated between MSDE and the LEA with a strong collaborative commitment.

Maryland State Department of Education Oversight

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

School Name: Harford Heights Elementary School School Number: 37 Phone#: (410) 396-9341	LEA Point of Contact (POC) Name & Position: Laurie-Lynn Sutton Director of School Turnaround and Transformation Phone#: (443) 838-6941
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	Email Address: lsutton03@bcps.k12.md.us
Principal: Tetra Jackson Phone #: (443) 240-5492 Email Address: tsjackson@bcps.k12.md.us	Area Instructional Director: Lindsay Vollentine Phone #: (410) 979-9645 Email Address: lvollentine@bcps.k12.md.us
Grade levels enrolled (SY16-17): PK-5	Number of Students Enrolled (SY16-17): 580+
Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment <ul style="list-style-type: none"> ● Professional Development and Coaching for Staff ● Safe Learning & Working Environment ● Social, Emotional, Mental Health Support ● Technology ● Mathematics & Literacy Interventions ● Extended Learning Program 	Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017 <ul style="list-style-type: none"> ● Coaches, Stipends for Teacher Leads ● Restorative Practices ● Mindfulness & HOPE Health ● Laptop Cart ● Think Through Math Intervention ● Just Words/Foundations DD ● Literacy Lab ● After School Program Stipends & Professional Development

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

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

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2016-2017 Priority School Intervention Plan

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

Name of Priority School: Harford Heights Elementary School		LEA: Baltimore City Public Schools	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
Components of Maryland’s Turnaround Principles Model			
<u>COMPONENT 1: STRONG LEADERSHIP</u>			
The LEA and School must:			
<input type="checkbox"/> 1a. Review the performance of the current principal and track record to ensure strong and effective	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership • Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts 	SY1617	ILED Principal

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<p>leadership in the Priority School.</p>	<ul style="list-style-type: none"> • Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan • Strategy 4-Retention Stipends for Principal and Assistant Principal <p>The current principal holds coaching conversations with the ILED, attends monthly principal’s meetings, continues professional membership with NAESP and ASCD, attends professional conferences, set and works toward yearly goals as identified in the Individual Development Plan.</p> <p>A learning institution should be a place where all stakeholders are continuous learners, teachers, and leaders. The vision for the school for the next two years is to have at least 50% of our students at each grade level perform on or above grade level in both mathematics and reading. There will be a strong focus on early grades in order to build a strong foundation for learning. All students will have access to technology daily in order to enhance their learning experience. All students in grades 3-5 will learn a foreign language. Providing an opportunity for students to become athletes by participating in lacrosse, gymnastics, volleyball, soccer, swimming, and basketball is a large part of the vision.</p>		
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	<p>Progress looks like all teachers rating effective or highly effective in at least five of the nine teach actions in the Instructional Framework. Success looks like teachers rating effective or highly effective in at least eight of the nine teach actions.</p> <p>Progress looks like at least 50% of our students performing on or above grade level in both mathematics and reading. Success looks like at least 80% of our students performing on or above grade level in both mathematics and reading; including our special education population.</p> <p>Progress looks like protocols and competent staff in place to establish and maintain effective organizational, instructional, managerial, and operational strategies.</p>		
<p><input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.</p>	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership • Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts • Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan <p>Instructional schedules include times for teachers to provide reinforcement and enrichment. Clinicians have developed flexible schedules in order to provide</p>	SY1617	Principal

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	<p>services for their caseloads as well as address any crisis that may arise throughout the day. Resource teachers create schedules that allow them to pull small groups of students in order to provide services indicated in the IEP.</p> <p>Teachers use collaborative planning meetings to develop instruction pedagogy and to understand student data. School leadership uses a co-teaching/modeling strategy to develop teachers around pedagogy and best practices for instruction. The school use the Instructional Framework as a guide to effective teaching. The new teacher mentor provides support for teachers with less than three years of experience. Teachers are linked with buddy teachers and identify team leaders for additional support.</p> <p>The Principal participates in the School Administrator Management (SAM) program to develop leadership and management skills. This helps to ensure that all resources are aligned with the goals of the school.</p>		
<u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-Use of the Baltimore City Schools observation platform and Evaluation System 	SY1617	Principal Staff Developers

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<p>in the improvement of the school.</p>	<ul style="list-style-type: none"> ● Strategy 2-Partnership with Human Capital for strategic recruitment ● Strategy 3- Use of learning walk protocol to observe and improve instructional practice. ● Strategy 4- Provide teachers with stipends to attended professional development opportunities prior to the start of the school year and after school throughout the school year <p>In order to improve the quality of staff and their ability to effectively improve the school, school leadership informally and formally observe teachers and provided timely feedback. They participate in State-of-the-Class data conferences, collaboratively analyze student achievement data, conduct parent conferences, and perform learning walks, etc. Staff would benefit from Teach Like a Champion as a resource for support and professional development. 40 books at \$21.41 would cost approximately \$856.00.</p> <p>Many staff members are distracted from providing highly effective instruction because they do not feel safe in their working environment. Conflict with parents and community members interfere with teachers’ ability to effectively maintain a learning environment that allows them to assign appropriate consequences to students without undesired behavior/actions from parents. These non-academic factors have a negative impact on student achievement. We would benefit from</p>		
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	<p>resources that would allow additional support staff on site daily to counteract these matters. We would greatly benefit from Restorative Practices training and coaching. The teachers as well as the students need a plethora of strategies available to cope with difficult situations and conflict.</p> <p>School leadership has attended the district’s voluntary teacher job fair in an effort to recruit highly qualified teachers with a strong background in the areas of planning, planning, and classroom management. Interviews are conducted by a variety of stakeholders. Candidates are asked to demonstrate a lesson in one of our classrooms. In addition to these recruitment strategies, the Principal not only attend job fairs for Baltimore City Teacher Residency (BCTR) and Teach For America (TFA), I meet with the coaches and align efforts to increase the effectiveness of the new teachers.</p> <p>When conducting informal and formal observations for each content area, school leaders record what the teacher says, what the students say, and what the students are doing. Afterward, evaluators code the information to determine a rating for each teach action. Finally, evaluators facilitate a feedback conference with the teachers. Teachers have the opportunity to go through all Teach actions during their pre observation conference to ask any clarifying questions as it relates to any of the teach actions. Walkthroughs have been implemented on T7, T8, T9 of the Instructional Framework with grade level teams and the administration team in order to give teachers viable feedback with actual live situations that happen in the classroom as it relates to behavior management. Professional development has been</p>		
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	<p>provided regarding the implementation of the instructional framework. Literacy and mathematics staff developers, along with the new teacher mentor, support teachers in order for continuous improvement.</p> <p>We would benefit from after school professional development opportunities in order to provide additional support for teachers around effective instruction and the use of data to inform instruction and instructional practices.</p>		
<p><input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.</p>	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> ● Strategy 1- Provide opportunities for job-embedded PD during collaborative planning meetings, summer sessions and afterschool PD sessions ● Strategy 2- Professional development and coaching from vendors aligned to interventions being implemented (i.e. Scholastic, Do the Math, Leveled Libraries, and Restorative Practices) ● Strategy 3- Use of learning walk protocol to observe and improve instructional practice ● Strategy 4- Partner with the MSDE Breakthrough Center to improve teacher knowledge and practices in English/Language Arts instruction ● Strategy 5 – Partner with Literacy Lab to provide individualized intervention to identified students ● Strategy 6- Purchase professional texts to support professional development of teachers 	<p>ongoing</p>	<p>Principal</p>

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	<p>Teachers are provided with a grade-level 90 minute planning period each week. An additional 90 minutes of content planning with a three grade span would be beneficial as well as consistent bi-weekly professional development for our teachers related to special education, literacy, and mathematics provided by content liaisons.</p> <p>Staff would also benefit from a behavior management coach or outside contractor who would provide classroom management, de-escalation, crisis management, and conflict resolution strategies. Restorative Practices would be a great resource to reinforce strategies that address the non-instructional factors that definitely impact the ability to provide effective instruction.</p> <p>The school currently follows the district’s schedule of events and timelines to determine professional development for our teachers.</p> <p>In order to support literacy growth for all students’ teachers will receive coaching and PD in guided reading throughout the schoolyear through the partnership with Scholastic. The school will also pilot the Literacy Lab for Tier II/III students. The Literacy Lab embeds rigorously-trained, full-time early literacy tutors in elementary schools serving high-need populations. Each partner school receives 2 full-time tutors, who each serve a caseload of about 18 children from grades K-3. Children on caseload receive 20 minutes of daily 1:1 intervention and are progress monitored weekly. The intervention is practice-based and designed to support students building mastery in skills that have already been taught in class. Tutors are</p>		
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	<p>supported by an Internal Coach (a school staff member who receives training and support from The Literacy Lab) and a Master Coach (Literacy Lab staff member) to ensure fidelity of implementation and drive student achievement.</p> <p>Grade-level collaborative planning and staff meetings are used to engage teachers in high quality professional development. We also partner with the district’s academic content liaisons and education specialists to strengthen the capacity of our teachers to provide effective instruction.</p> <p>The school will also partner with the MSDE Breakthrough Center to receive additional support in literacy.</p>		
<p><u>COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION</u></p>			
<p>The LEA and School must:</p>			
<p><input type="checkbox"/> 3a. Provide additional time for student learning and collaboration targeting students demonstrating the greatest needs and/or students at</p>	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Provide after school program for students identified as needing Tier 2/3 interventions. • Strategy 2-Use of interventions for Tier 2/3 students within the scheduled content blocks and during pullout. • Strategy 3: Utilization of Literacy Lab tutors 	<p>SY1617</p>	<p>Elizabeth Renwick</p>

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<p>risk of being identified for Tier 3 intervention.</p>	<p>Currently our school does not provide additional time for instruction. For the SY1617 the school will offer afterschool learning opportunities for the identified Tier 2/3 students at a ratio of 8 students per 1 teacher. One of our strengths is that most children are eager to learn. The percentage of children who present behavioral choices that reflects unmet social-emotional needs. Approximately 10% (53) of the students in the school have gone through the SST process--40% of those scholars have “behavioral issues” as well as struggle academically. This number does not include the 16% of our scholars with IEPs. There are 107 students on a list to follow through with SST Attendance meetings--this represents approximately 20% of the scholars in the school who have between 15 and 44 days absent. These are the scholars we will target first for an afterschool program. Tier 2 and Tier 3 scholars are identified using iReady, Amplify, and any other District provided assessments. All students--and their parents—should have an incentive to be in school, stay after school, have fun, and learn.</p> <p>The research on afterschool learning clearly shows a benefit of afterschool programming. (This is a link to one website providing research: http://expandinglearning.org/expandingminds/article/using-research-continuously-improve-afterschool-programs-helping-students.)</p> <p>We are proposing an afterschool program designed and operated by the staff at Harford Heights Elementary, running from 3:45 to 5:00 three days a week for four</p>		
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eight-week sessions, based on the principles shown below, the table of which is from the link referenced above.

Program Structure	Program Content	Program Implementation		
Goals clearly defined	Connects with school learning	Strong leadership		
Program structures aligned with goals	Has a youth development approach	Quality staff		
Program mission and vision designed to motivate staff	Relates to 21st century	Clear communication and support to all stakeholders		

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	Engages students	Positive relationships*		
		Built in assessment and continuous improvement loop		
<p>*According to the National Partnership of Quality Afterschool Learning Study (Huang, 2010), this is found to be the common core element among quality programs.</p> <p>Effectiveness will be monitored by setting criteria for baseline data and then collecting, analyzing, reflecting, and reacting to the data that we collect at eight week intervals. Based on the progress of student achievement related to the prioritized skills identified, instruction will be informed and adjusted. Possibilities for metrics to monitor are: tracking student attendance, teacher attendance, iReady data, Amplify data, any other metric that is made available for us to use by the LEA.</p>				

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<p>Measures for success will be increased attendance rates for the identified students, a lower percentage of SST referrals for behavioral reasons, and increased assessment scores on iReady and Amplify.</p> <p>The program we are proposing looks as follows:</p> <p>There will be four eight-week Sessions throughout the school-year.</p> <p>Students will re-enroll for each session. This is so we can target students, build enthusiasm for the program, and easily make any adjustments in students participating as we see as necessary, based on the academic and attendance data, every eight weeks.</p> <p>Identified students from grades 2-5 will be invited to participate first. If enrollment numbers are not met, enrollment will be opened to other students.</p> <p>The students will be divided into three cohorts, roughly by grade with grades 4 and 5 together. In each grade there will be four groups of eight children.</p> <p>The ratio of students to adults will be 8:1. This is a typical ratio for private sector athletic activities and a ratio that will allow for both individual attention and teamwork.</p>		
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	<p>The program will be from 3:45 to 5:00 three days a week. Teachers will be paid from 3:45-5:15 each day. In addition, teachers will have 4 hours of “floating” planning time each eight week session. (This is based on the Teach For America Content Specialist model.)</p> <p>Students will rotate through four activities (needs a catchier name than “activities”) twice in each eight week session.</p> <p>The four activities and learning standards/explanation to match will be:</p>		
Board Games and Building	This activity will address the Maryland College and Career Ready Curriculum Framework K Math Domains Counting and Cardinality and Geometry.	Students will play games such as Trouble, Parcheesi, and Monopoly. Students will build structures	By playing these games students will practice counting, cardinality, adding, and multiplying, as well as use many of the Standards of Mathematical

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			using blocks, Duplo, Legos, and other such materials.	Practice. While building students will learn about 3-dimensional shapes in space. By playing games together, children will practice the social skills of taking turns and resolving conflicts peacefully.		
	Athletics	Students will have fun participating in a variety of athletic activities. The final choice of activity will be made by the teacher who is hired. Possibilities would be dance, basketball, gymnastics, etc.		Social skills and cooperative games will be a large part of this activity.		

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	<p>Environmental Action Group</p>	<p>Next Generation Science Standards for Grade 2 will be the guide as this session content is developed: Matter and its Interactions, Ecosystems: Interactions, Energy, and Dynamics, Biological Evolution: Unity and Diversity, and Earth’s Systems.</p>	<p>Students will build upon a variety of gardening school activities that have been started in the past two years; the goal being to bring a school garden to life.</p>		
	<p>Coding</p>	<p>In this activity students will get an introduction to Coding. Below is a link with a short presentation about the job market. Knowing how to code will expose the students to job possibilities most do not know exist.</p>		<p>The teacher will take the course on Code.org or another and use the free courses on Code.org or similar to expose/teach the students to the world of coding.</p>	

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		https://code.org/promote	This world, unlike the world of playing on technology, offers career and job possibilities down the road.		
During the school day, students will be exposed to mathematics and reading interventions that will include Think Through Math, Do the Math, Just Words, and Foundations Double Dose. The school will use a data cycle to continuously identify students that are in need of these research based interventions, Evidence of success will be measured by TRC, iReady, and PARRC (3-5).					
<u>COMPONENT 4: STRENGTHENING THE SCHOOL’S INSTRUCTIONAL PROGRAM</u>					
The LEA and School must:					
<input type="checkbox"/> 4a. Strengthen the school’s instructional program based on student needs and	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1-Intervention and enrichment through use of Foundations Double Dose, Just Words and Do the Math • Strategy 2- Embedded PD and coaching 			SY1617	Principal Instructional Leadership Team

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<p>ensure that the instructional program is evidenced-based, rigorous, and aligned with State academic content standards (include Universal Design for Learning strategies and Multi-Tiered System of Support).</p>	<ul style="list-style-type: none"> • Strategy 3- Secure additional technology (i.e. laptop cart) to support the instructional programs and the implementation of interventions. • Strategy 4- Purchase leveled libraries with coaching to enhance the reading program • Strategy 5-Partner with Literacy Lab to provide individualized intervention • Strategy 6 – 90 minute collaborative planning meeting focused on planning for ELA and math instruction <p>The schedule provides weekly grade-level 90 minute collaborative meeting time for teachers. During this time the focus is on literacy and mathematics content.</p> <p>The coaching plan includes support for teachers in the areas of planning, instruction, Instructional Framework, classroom management, implementation of the data cycle, and professional expectations.</p> <p>Scholars visit workstations during small group instruction to reinforce skills. Teachers provide intentionally planned instruction for small groups of struggling and competent students, during small group time. Currently there are no other planned strategies for struggling or gifted students. Online resources such as Think Though Math would benefit struggling students. An additional related arts class (intervention class) will be added to the instructional day. During this class,</p>		
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	<p>students will visit the computer lab to engage in online instruction and technology integration. Use of Literacy Labs will promote early literacy and a love for books and reading. The purchase of technology will ensure that the ratio of students to technology decreases and that the interventions will be executed. We would also benefit from Do the Math interventions.</p> <p>In order to expose the students to high-interest reading, the school will purchase a leveled bookroom in order to provide a variety and quantity of titles at each reading level. Teachers will receive training for effective implementation.</p>		
<p><u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u></p> <p>The LEA and School must:</p>			
<p><input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in</p>	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Use of interim assessments such as Amplify and i-Ready to tier students for intervention • Strategy 2- Professional development for teachers on the analysis of student assessment data and the creation of formative assessments • Strategy 3- Support from the Strategic Team within the Office of Turnaround and Transformation 	<p>SY1617</p>	<p>Principal</p>

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<p>order to meet the academic needs of individual students</p>	<p>The following assessments are used and analyzed to inform instruction:</p> <p>Literacy Diagnostics are given three times a year (BOY, MOY, EOY) using the following:</p> <ul style="list-style-type: none"> ● District Created Assessments (grade PreK) ● Amplify (grades K-2) ● iReady (grades 3-5) <p>Mathematics Diagnostics are given three times a year (BOY, MOY, EOY) using the following:</p> <ul style="list-style-type: none"> ● District Created Mathematics Assessments (grades Prek-5) ● iReady (grades 3-5) <p>Ongoing monitoring of student progress between diagnostic assessment for Literacy and Mathematics are done as follows:</p> <ul style="list-style-type: none"> ● Literacy progress monitoring through Amplify (grades K-2): ● Progress monitoring of students is done between each diagnostic assessment (BOY, MOY, and EOY). Below (yellow) students are progress monitored in DIBELS every 6 weeks. Far Below (red) students are progress monitored with the recommended DIBELS test every three weeks. ● Literacy and Mathematics progress monitoring through iReady (grades 3-5) ● Mathematics unit test (grades Prek-5) 		
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	<ul style="list-style-type: none"> • Students would benefit from iReady’s additional online technology items and instructional materials for Literacy and Mathematics to support differentiated instruction. <p>Staff has access to data through district websites. Staff would benefit from the creation of an interactive data room to display diagnostic data for Literacy and Mathematics. Teachers will update student achievement from BOY to MOY to EOY. As progress is made by individual students, teachers will adjust that data wall to displace the current data information at any given time. The following materials will be needed: different colored index cards, markers, labels, tape, chart paper, graphic paper, highlighters, etc.</p> <p>The schools current data cycle is as follows: collect and analyze data, identify priority skills, develop strategies, develop SMART goals, and create results indicators. This is a process that is continuously used to monitor and respond to data. However, we have not been able to fully and consistently implement this cycle. We would benefit from additional time outside of the normal school day to very closely study and implement this strategy for improved student achievement.</p> <p>Teachers use data to inform small group instruction. School leadership use walkthroughs to improve teacher practice and to inform professional development during collaborative planning meetings. Teachers will be provided with professional development and ongoing support around analysis of diagnostic assessments, systemic benchmark assessments and the creation and analysis of formative assessments.</p>		
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	<p>The embedded job professional development and support will be led by school administrators and the Literacy and Mathematics staff developers as well as support from the MSDE Breakthrough Center Literacy Specialist. Professional development will occur during collaborative planning time and will be offered after school.</p> <p>Data Driven Instruction process and protocol will be utilized to inform and differentiate instruction during team level collaborative planning meetings.</p> <p>Driven by Data by Paul Bambrick-Santoyo and The Data Teams Experience by Angela Peery will be purchased for every content teacher in the building to read and gain knowledge about the process and how to implement the data cycle.</p>		
<p><input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data to ensure a differentiated system of support for all students.</p>	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Weekly collaborative planning in content areas • Strategy 2- Support from the Strategic Team within the Office of Turnaround and Transformation <p>We do not currently have a working ILT. Our leadership team serves as our ILT. Our leadership team consists of the principal, assistant principal, mathematics staff developer, and the literacy staff developer. Teachers will be provided with weekly</p>	SY1617	Instructional Leadership Team

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<p>ninety minute collaborative planning and data analyzes opportunities in all content areas.</p> <p>Strategies for differentiation of instruction will be shared regularly through the collaborative planning times. The school will benefit from the online interventions and materials for differentiated instruction and strategies.</p> <p>The school would also benefit from additional Community Learning Network (CLN 3) professional development, support and guidance for the Literacy staff developer and Mathematics staff developer who in turn, during collaborative planning time, will support and provide guidance to all content teachers to meet the needs of individual students</p> <p>Harford Heights Elementary would benefit from collaboration with the Community Learning Network 3 (CLN 3) to support an effective Instructional Leadership Team (ILT). ILT meetings will be held bi-weekly after school to collaborate, review progress, reflect and adjust instructional practice on the use of data to inform instruction using the Data Driven Instruction Team model. (DDIT)</p> <p>The MSDE Breakthrough Center will provide support around literacy.</p>		
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COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS

The LEA and School must:

<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement such as: students' social and emotional, and health needs. Identify evidence-based practices as a part of the Multi-Tiered System of Support.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Implementation of Restorative Practices, inclusive of staff professional development and on-site coaching • Strategy 2- Implementation of PBIS • Strategy 3- Utilization of a climate team to assist teachers with student behaviors • Strategy 4 – Utilize Continuous Growth staff to support conflict resolution and to administer the Alternative Learning Center <p>There is a climate team currently in place to assist teachers with student behaviors that are unmanageable by the teacher, we have a peer mediation program in place to assist students with resolving conflicts such as fights at school, and community conflicts that are not resolved outside of school and cause a disruption with the learning environment when students come to school. We partner with the Office of Student Safety to ensure proper implementation of SST. The school also maintains house a red flag working document to capture high flyers, their behaviors, and the supports we have put into place for those students along with next steps for the.</p> <p>The SST chair handles the plan for SST, meetings are scheduled weekly, and documentation is secured inside of a binder and entered into the SMS. The SST plans are used to assist students with success in the classroom academically and</p>	SY1617	Climate Team Student Support Team
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	<p>behaviorally. Socio-emotional programs include Hope Health and Community Conferencing.</p> <p>We do not currently have a violence prevention program, although one is needed.</p> <p>The Continuous Growth climate team has been trained in conflict resolution, de-escalation, and peer mediation in order to address behavioral concerns between and among students. This resource is fundamental in providing students with a reflection center to process their negative behaviors and discuss and develop strategies to cope with feelings of anger, destruction, frustration, and avoidance, etc. In the Alternative Learning Center (ALC) students not only have a chance to reflect on poor choices, but are reengaged in instruction missed.</p> <p>In order for teachers to refer a student to the Alternative Learning Center they must fill out the referral in detail, then call the office for a climate team member to assist them in their classroom with the student. Once the climate team member arrives at the classroom, the teacher provides them with the referral and they take the student to the Alternative Learning Center to complete a reflection task and continue with the task that was assigned in class. Once the climate team member processes the incident with the student and discuss the reflection with that student, the climate team member gives a student a pass back to class with a check off of what they did in the ALC. Then that student is returned to class and that pass is given to the teacher as documentation of support. The climate team member makes contact with the parent each time a student visits the ALC.</p>		
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	<p>We are working to implement PBIS effectively. We have implemented Class Dojo as a school wide plan for managing behaviors.</p> <p>The school will be implementing Restorative Practices for the 1617SY. Planning will begin over the summer with the Office of School Support. Coaching days will be embedded throughout the schoolyear in order to ensure the program operates with fidelity.</p> <p>Behavior expectations are posted in the classrooms and in the cafeteria. Teachers use the behavior color spectrum chart and class dojo to assist with minimizing undesired behaviors in the classroom.</p> <p>Grade level teams execute walkthroughs with the leadership team to visit colleagues' classrooms and observe Teach Actions 7, 8, and 9. We then debrief and discuss what was observed during the walkthrough using the indicators from those teach actions as a guide. We share feedback during staff meetings and solicit strategies and best practices to use in the classroom for behavior management.</p> <p>We attempt to leverage student voice to impact school and community culture by utilizing the peer mediation program and a safety program.</p>		
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COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT

The LEA and School must:

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<input type="checkbox"/> 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the implementation of the intervention strategies to support student learning	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1: Parent-Teacher Collaboration –Virtual Engagement by Living Tree providing a customized academic social networking platform that builds trust and relationships between staff, parents, students and extended community support. Platform will support two-way communication and volunteer management. • Strategy 2: National Network of Partnership Schools through Johns Hopkins University providing schools with training, coaching and support to help increase knowledge and develop skills to increase effective partnerships and programming to support parent involvement in student academic success. • Strategy 3: Interactive Home and Community Learning Kits from Lake Shore and Scholastic to support learning at home in the areas of literacy, math and science • Strategy 4-Implement the community schools strategy <p>Attendance is monitored daily to address chronic absences (i.e. home visits, phone calls, letters, teacher follow up). There are bi-weekly parent workshops (Raising A Reader, Make & Takes, Skills Building at Home, etc.) and weekly written communication is distributed via “Take Home Tuesday” (monthly calendars, newsletter, fliers and school announcements). Food for families is provided through</p>	Ongoing	Principal
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	<p>Maryland Food Bank. Fresh fruit and vegetable is provided weekly for students through the Fresh Fruit & Vegetables program and food back packs are distributed to families in need (MD Food Bank). The Mayor’s Office of Employment & Development administers a parent volunteer program and grandparent program.</p> <p>Our school would benefit from a school-based program which houses a full time, on-site staff member who would be available for and take the lead with home visits, parent surveys, food bank, community partnerships, flyers, parent conferences, homelessness, family stability, additional parent educational programs, workshops, character development and citizenship, family health services, etc. Ideally this person would serve as our Community Resource Coordinator.</p> <p>Parent engagement plan provides the opportunity to increase student achievement through parental involvement with PTO, Family Math and Reading literacy nights and parent workshops, and the Raising a Reader program.</p> <p>Parent surveys were completed quarterly. Evidence from parent surveys indicate meaningful engagement in that parents believe the following items would support student learning: Uniform vouchers, Pre-GED classes, Job Readiness, Work readiness clothes closet, Technology, After school program, Counseling, Transitional Assistance, Homelessness Support, School Supplies, Summer School Enrichments, and transportation.</p>		
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	<p>Parents are currently represented on the following committees: Judy Center Accreditation Planning Committee, School Family Council Committee, and the Parent Teacher Organization.</p> <p>Building strong positive relationships with our families by linking families with resources within and outside of the school (please refer to 7a needs section).</p> <p>Family and community education programs include:</p> <ul style="list-style-type: none"> *University of Maryland (i.e. Chicago Parenting and Circle of Security Parent Program) *Baltimore City Health Department (Lead Awareness & Childhood Safety) *Wells Fargo for Financial Literacy *Elev8 Baltimore-a Division of Humanim *The Bridges Project *Junior Achievement <p>Outreach programs for struggling students include:</p> <ul style="list-style-type: none"> *Hope Health Services *PIEL (Prevention Intervention for Early Learning) *University of Maryland (via Judy Center) <p>Family and community needs are identified and addressed through a multitude of assessments provided to parents (i.e. surveys, evaluations, parent- teachers and interactions).</p>		
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	<p>Outside of mandated parent-teacher conferences, parents have an opportunity to discuss student progress through Class Dojo and individually scheduled parent-teacher conferences throughout the school year. Progress is frequently discussed during arrival and dismissal as well.</p> <p>Community resources are identified, utilized, and integrated into school programs via parent surveys, feedback from School Climate Indicator, community canvass, parent interactions, school conferences/ meetings, teacher feedback, and parent workshops. We would benefit from our continued effort to become a community school next school year which would include an on-site Community Schools Coordinator.</p>		
<input type="checkbox"/> 7b. Partner with parents and parent organizations, faith- and community-based organizations, health clinics,	<p>In order to create school environments that meet students’ social, emotional, and health needs we partner with Baltimore Medical Systems, Hope Health Services, PIEL (Prevention Intervention for Early Learning), University of Maryland via Judy Center, Weinberg Libraries, School of Social Work Internship Program, and Community Mediation. We would benefit from support around healthy relationships for students and families (i.e. Health Department- Dating Matters), resources for</p>	<p>Ongoing</p>	<p>Principal</p>

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<p>other State or local agencies, and others to create school environments that meet students’ social, emotional, and health needs)</p>	<p>character development and conflict resolution (i.e. Restorative Practices), and family programs to support social and emotional development.</p> <p>We currently facilitate Family Focus Groups, Weekly Parent “check-in”, and Chat n Chew’s. Our community is informed via social media (i.e. Facebook, Judy Center-Twitter/Facebook), Library Media Page, Class Dojo, and weekly Take Home Tuesday folder distributions.</p> <p>Socio-emotional programs include the University of Maryland (Mental Health Clinician), HOPE Health Systems, PIEL, Community Mediation, Morgan State University Social Work Internship, University of Maryland Psychology Internship, and Roberta’s House Grief Counseling.</p> <p>Outreach programs include Weinberg Library, Judy Center, Elev8 Baltimore-a Division of Humanim, Baltimore Medical Systems, University of Maryland via Judy Center, Maryland Food Bank, Community Mediation, Fruit and Vegetable Program, and Men and Families Services.</p> <p>Additional partnerships include Hope Health Systems, Community Mediation, PEIL, and University of Maryland via the Judy Center.</p> <p>Community resources are identified through community canvassing, partnership networking, professional development, outreach efforts, teacher input.</p>		
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	Community resources such as the health department, HOPE Health Systems, The University of Maryland, Baltimore Medical Systems, Cool Smiles, etc., are used to provide health support to students and families regarding social and emotional stability.		
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Annual Goals /Milestone Goals and Targeted Outcomes

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

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

Reading & Mathematics

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

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

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

Reading

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

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

All students with disabilities will increase proficiency by at least one grade level as measured by the EOY Amplify assessment for K-2 and by EOY iReady assessment for 3-5.

Mathematics

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

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

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

All students with disabilities will increase mathematics proficiency by at least one grade level as measured by the EOY iReady assessment for grades 3-5.

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2016-2017 Target Outcomes for Strategies in the Intervention Plan		
Evidenced Based Strategy	Interim Target Outcomes	Annual Target Outcomes
	Provide Interim Outcome for Each Strategy in the Intervention Plan	Provide Annual Outcomes for Each Strategy in the Intervention Plan
1. Math Intervention-Do the Math; Think Through Math	By January 2017, 50% of students will meet their annual target growth goal in mathematics as evidenced by iReady data.	By June 2017, 100% of students will meet their annual target growth goal in mathematics as evidenced by iReady data.
2. Teacher Coaching	By January 2017, 100 % of the teachers will be rated effective or highly effective in 5 of the 9 teach actions of the districts Instructional Framework.	By June 2017, 100 % of the teachers will be rated effective or highly effective in 8 of the 9 teach actions of the districts Instructional Framework.
3. Restorative Practices	By January 2017, suspensions will decrease by 50% as compared to the same point in time from the 2016SY.	By June 2017, suspensions will decrease by 50% as compared to the same point in time from the 2016SY.

The Central Support Team and the Turnaround Executive Support Team will monitor at least quarterly the milestone goals and targeted outcomes for each of the strategies in the Priority School intervention

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plan. The LEA will submit a Quarterly Report to MSDE on the data on the milestone goals for reading and math and target outcomes.

2016-2017 Timeline for LEA Monitoring of Priority School

School: Harford Heights Elementary School #37

LEA: Baltimore City Public Schools

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

Quarter 1
(SY 2016-2017, Aug.-Nov-)

Describe the LEA/school monitoring and oversight

- The Principal and the Instructional Leadership Team will review data from SY15-16
- School staff will analyze the data to inform priorities in the School Performance Plan (SPP)
- School leadership will share AMO targets with staff.
- School leadership will share approved implementation and school performance plan with staff.
- Central Support Team Members will review approved copies of the implementation plan.
- During monthly *Priority* meetings, the approved implementation plan will be reviewed.
- Consultant/Vendor Monitoring Checklists will be reviewed.
- Final SY16 budget will be shared with school leadership for accuracy.

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

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

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

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	<ul style="list-style-type: none"> ● Student support reports (attendance, chronic absenteeism, SST Meeting SANE, and suspensions) will be reviewed and compared to targets. ● At least 65% of the grant funds will be expended by the third quarter.
	<p>Provide the Quarterly Report submission date and who will Submit to MSDE</p> <ul style="list-style-type: none"> ● Submission by June 23, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.

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

LEA and schools should use this form in their planning phase if outside consultants and contractors will be contracted to implement intervention strategies in the Priority School plan. LEA must sign off on all contract deliverables.

<p>1. Consultant /Contractor Company Name / Address / Phone / E-mail / Website:</p>
<p>2. Lead Consultant’s /Contractor’s Name(s) / Address / Phone / E-mail / Website:</p>

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

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

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

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

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

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

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Briefly explain reasons for Overall Evaluation:

Consultant/Contractor Monitoring performed by (print and sign):

Name Printed: _____ **Signature:** _____

Date: _____

Position _____

LEA _____

This is just a holding place for language for the Additional conditions for the NOGA

Additional Conditions for NOGA

1. LEA will use its Title I 1003(a) school improvement funds to implement fully and effectively the evidenced-based intervention strategies for the Maryland Turnaround Principles model.
2. LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and **measure progress on the leading indicators** (*not sure about this*).
3. LEA will monitor and evaluate the actions a school has taken, to recruit, select and provide oversight to external providers to ensure their quality.
4. LEA will report to the SEA the school-level data required in a timely manner.
5. LEA will demonstrate its strong commitment and capacity to implement fully and effectively the intervention strategies in its Priority Schools by scheduling LEA Central Support Team meetings (monthly) and Turnaround Executive Support Team meetings (three times a year) with the Maryland State Department of Education's Title I Office to include the MSDE Breakthrough Center.

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