



2016-2017 Priority School Plan

Harlem Park Elementary Middle School #35

Baltimore City Public Schools

2016-2017

Maryland Turnaround Principles Model (DRAFT)

New Priority Schools for 2016-2017

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

Support for Priority Schools

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

Maryland State Department of Education (MSDE) Breakthrough Center

Maryland State Department of Education's Breakthrough Center is an exceptional feature of MSDE's efforts to support Title I low-performing schools. The Breakthrough Center focuses on the use of cross-functionality in providing support, which includes a focus on Math and English Language Arts instruction, Leadership development, and Student Support structures. These services will be negotiated between MSDE and the LEA with a strong collaborative commitment.

Maryland State Department of Education Oversight

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

Maryland State Department of Education
Division of Student, Family, and School Support
Program Improvement and Family Support Branch

March 29, 2016

Maryland Turnaround Principles Model (DRAFT)

<p>School Name: Harlem Park Elementary Middle School School Number: 35</p> <p>Phone#: 410-396-0632 Email Address: dlogan01@bcps.k12.md.us</p>	<p>LEA Point of Contact (POC): Name & Position: Laurie-Lynn Sutton Director of School Turnaround and Transformation</p> <p>Phone#: (443) 838-6941 Email Address: lsutton03@bcps.k12.md.us</p>
<p>Principal: Denisha Logan</p> <p>Phone #: 443-562-5947 Email Address: dlogan01@bcps.k12.md.us</p>	<p>Area Instructional Director: Sonya Goodwyn</p> <p>Phone #: 443-794-5942 Email Address: srgoodwyn@bcps.k12.md.us</p>
<p>Grade levels enrolled (SY16-17): preK-8</p>	<p>Number of Students Enrolled (SY16-17): 355 (K-8)</p>
<p>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</p> <ul style="list-style-type: none"> • Extended Learning Opportunities for Students • Academic Interventions • Professional Development for Teachers 	<p>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</p> <ul style="list-style-type: none"> • After School Programs • READ180/System 44 • Leveled Libraries • Teacher Coaching • Do the Math, Do the Math Now • Young Minds Unlimited • MSDE Breakthrough Center

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

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	<p>Priority Plan</p> <ul style="list-style-type: none"> • Strategy 4-Retention Stipends for Principal and Assistant Principal <p>City Schools is working to ensure effectiveness across the organization so that every scholar 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, we are utilizing the new evaluation system for the 2015–16 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>The evaluation is aligned closely with the <i>Educational Leadership Policy Standards</i> adopted by the National Policy Board for Educational Administration and the district's professional development offerings, so that it serves as both an</p>		

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	<p>affirmation of effective leadership and an opportunity to inform ways to improve practice.</p> <p>The new evaluation will demonstrate that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort, the Instructional Leader Executive Director has evaluated the principal using the following indicators:</p> <ul style="list-style-type: none"> • Facilitates the development of a school vision. • Aligns all aspects of a school culture to student and adult learning. • Monitors the alignment of curriculum, instruction, and assessment. • Improves instructional practices through the purposeful observation and evaluation of teachers. • Ensures the regular integration of appropriate assessment into daily classroom instruction. • Use multiple sources of data to improve classroom instruction. • Provides staff with focused, sustained, research-based professional development. • Engages community stakeholders in a shared 		

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	responsibility for student and school success. <ul style="list-style-type: none"> • Promotes increased student attendance. • Provides a safe, orderly school environment. • Secures services from appropriate divisions and offices that effectively support the educational program and non-instructional services in the building. • Ensures compliance with laws, regulations, statutes, rules and policies affecting the Baltimore City Public School System with a special focus on the Special Education Implementation Plan. • Handles level I grievance actions effectively and appropriately. • Maintains appropriate standards of professionalism, including completing and submitting all requests for information in a timely 		
<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	<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-On-going support from the Office of Transformation and Turnaround in identifying 	SY1617	CLN STT Educational Specialist

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	<p style="text-align: center;">strategies to ensure effective implementation of the Priority Plan</p> <ul style="list-style-type: none"> ● Strategy 3-Partnership with Human Capital for strategic recruitment <p>The Community Learning Network (CLN 7) members in conjunction with the Educational Specialist from the Office of School Transformation and Turnaround are equipped to provide support to the principal in the operation and implementation of the planned instructional program. The CLN/OTT 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. School leadership will be given the autonomy to develop the school budget.</p> <p>Harlem Park’s schedule will reflect collaborative planning time for grade levels (Pre K-2) (3-5) (6-8) and content areas</p>		

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	<p>(Literacy, Math, Science, Social Studies, and Resources).</p> <p>The school schedule will reflect opportunities for Interventions, STEAM, Project Based Learning, and academic enrichment through after school programs for all grade levels (K-8).</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 during voluntary transfer fairs beginning in the spring of each school year.</p> <p>School leadership will be given the opportunity to select and purchase research based tiered academic intervention programs and enrichment programs to support the STEAM model and student interests.</p>		
<u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u>			
The LEA and School must:			

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<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> ● Strategy 1-Use of the Baltimore City Schools observation platform and Evaluation System ● Strategy 2-Partnership with Human Capital for strategic recruitment ● Strategy 3- Use of learning walk protocol to observe and improve instructional practice. <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 		

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	Walkthroughs and informal observations, peer observation, and coaching will be conducted throughout the school year by the school instructional leadership team and consultants to determine teacher effectiveness and next steps in the action planning process. Instructional coaches will also provide timely feedback to teachers.		
<input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	<u>Prioritized Strategies</u> <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 at the MSDE Breakthrough Center ● Strategy 3- Professional development and coaching from vendors aligned to interventions being implemented (i.e. READ 180, System 44, Do the Math, Leveled Libraries, and Agile Minds) ● Strategy 3- Partner with the MSDE Breakthrough Center to improve teacher knowledge and practices 	SY1617	Breakthrough Center Instructional Support Coach

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	<p style="text-align: center;">in Mathematics instruction</p> <ul style="list-style-type: none"> • Strategy 4 – Peer mentoring support for BCTR and TFA teachers with less than 3 years experience <p>Harlem Park will partner with the Maryland State Department of Education Breakthrough Center to provide job-embedded professional development through monthly collaborative planning cycles (1-3 days per month) to improve teacher knowledge of the Mathematics 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>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 implementation and debriefing.</p> <p>The school will hire an Instructional Support Coach through Scholastics Professional Learning Services to provide</p>		

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	<p>instructional support to novice and veteran teachers.</p> <p>The school will provide peer mentoring support and support through BCTR and TFA for teachers with less than 3 years' experience.</p> <p>The school will provide Professional Development to instructional staff members in areas identified by the Instructional Leadership Team members. This professional development will occur after school hours by Young Minds Unlimited. ILT members will participate in book studies and attend MSDE sponsored trainings.</p> <p>Teachers will be asked to participate in summer and job-embedded professional development to support implementation of the Common Core standards, instructional models and related materials, and Alternatives to Suspension models.</p> <p>Job embedded coaching for Agile Mind will support teachers through modeling, co-teaching, and by providing immediate</p>		

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	<p>feedback. Agile Mind Advisor Services support teachers in successful enactment of their program and are designed and customized to meet their immediate needs. Advisors will conduct pre-session analyses of school data and collaborate with school staff to customize advisor sessions to meet each teachers need. After each session, Advisors provide to or school leaders a written summary of session activities and outcomes, and recommended next steps to strengthen the implementation.</p>		
<u>COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 3a. Provide additional time for student learning and collaboration targeting students demonstrating the greatest needs and/or students at risk of being identified for Tier 3 intervention.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Afterschool program provided by BELL for students in grades K-3 and by Higher Learning for students in grades 4 - 8 • Strategy 2-Use of interventions for Tier 2/3 students within the scheduled content blocks and during pullout. 	SY1617	BELL Program Higher Learning Program

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	<ul style="list-style-type: none"> • Strategy 3- Teachers will return 3 days prior to the start of the school year for job-embedded professional development <p>After school academic and enrichment program will be available for all scholars.</p> <p>Staffing for afterschool program will be managed through the BELL (K-3) and Higher Learning (4-8) Programs. Scholars will be provided academics, STEAM enrichment, snack, and supper.</p> <p>Teachers will be asked to return three days prior to start of the school year to participate in summer and job-embedded professional development.</p> <p>Teachers will participate in monthly professional development opportunities during collaborative planning, before and after school, and 3 Saturdays out of the school year. The school will opt into Common Core curriculum and instructional supports in all core content areas for SY 16-17.</p>		

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	<p>The school will use City Schools Literacy Modules as their core instruction. SFA (K-2), Foundations (3), Words (4-5), and Read 180 (6-7) will be implemented with fidelity during the 60min Intervention block. In addition, System 44 will be used as the Literacy Tier 3 program. Materials and licenses are needed to support full implementation.</p> <p>UTC Residents and Experience Corp Volunteers will support to provide smaller targeted groups during the regular block and Intervention. All scholars will have an opportunity to receive intervention and enrichment.</p> <p>Do the Math (K-5) and Do the Math Now (6-8) will be provided every other day schoolwide as the Math Intervention. The school will partner with consultants and vendors to provide an additional layer of coaching for teachers around content and strategies for effective implementation.</p> <p>In order to expose the students to high-interest reading, the school will purchase a leveled bookroom in order to provide a</p>		

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	variety and quantity of titles at each reading level. Teachers will receive training for effective implementation.		
<u>COMPONENT 4: STRENGTHENING THE SCHOOL’S INSTRUCTIONAL PROGRAM</u>			
The LEA and School must:			
<input type="checkbox"/> 4a. Strengthen the school’s instructional program based on student needs and ensure that the instructional program is evidenced-based, rigorous, and aligned with State academic content standards (include Universal Design for Learning strategies and Multi-Tiered System of Support).	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1-Intervention and enrichment through use of Foundations Double Dose, Leveled Libraries, Do the Math, Read 180 and System 44 • Strategy 2- Embedded PD and coaching • 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- Support from the Strategic Team within the Office of Turnaround and Transformation <p>The school will increase the use of technology by purchasing mobile laptop carts, desktop computers, laptop carts, and</p>	SY1617	Principal Literacy Coach

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	<p>Student Response Clickers. Laptop carts, response systems and tablet carts will be available for teachers to support a rigorous and engaging curriculum as well as to prepare scholars for web-based assessments.</p> <p>The school will have leveled classroom libraries with high-interest text for scholars' independent reading and for supplemental text/extensions to the curriculum.</p> <p>The literacy coach will provide job-embedded professional development related to the identified instructional priority area of improving literacy instruction in reading classes. Whole group, small group, and individual professional development will be provided by City Schools' Network, and school leadership staff focused on the following:</p> <ul style="list-style-type: none"> • Building knowledge through content-rich nonfiction • Reading, writing, and speaking grounded in evidence from text, both literary and informational • Regular practice with complex text and its academic language <p>Scholastic Instruction will be maintained to provide support</p>		

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	<p>through mentoring, coaching, modeling lessons, observing instruction and facilitating professional development.</p> <p>The school will provide programing through LTCY to provide all scholars additional art instruction while making connections to STEM. Research has shown that arts integration throughout the school improves culture and climate, and it supports our mission of becoming a STEAM focused school.</p>		
<u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<u>Prioritized Strategies</u> <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 	SY1617	Instructional Leadership Team

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	<ul style="list-style-type: none"> • Strategy 3- Conduct data review meetings with the Instructional Leadership Team (ILT) bi-monthly • Strategy 4- Support from the Strategic Team within the Office of Turnaround and Transformation <p>The following assessments will used and analyzed to inform instruction:</p> <ul style="list-style-type: none"> • Literacy Diagnostics will be given three times per year using Amplify (K-2) and the iReady assessment (3-8). Each intervention will also collect data. (BOY, MOY and EOY). • Mathematics Diagnostics will be given three times per year using the district’s interim (K-2) and iReady assessment (3-8) each intervention will also collect data. (BOY, MOY and EOY). • The teachers will be provided with professional development and ongoing coaching support around analysis of systemic benchmark assessments, 		

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	<p>intervention assessments, and the creation and analysis of formative assessments. This job embedded professional learning and support will be led by school administration, the Instructional Support Teacher, Content Team Leads, and Scholastic. Professional Development will occur during content collaborative planning time and will be offered afterschool and through district PD offerings.</p> <ul style="list-style-type: none"> Harlem Park will hold data meetings with the Instructional Leadership Team (ILT) to discuss available quantitative data on a bi-monthly basis. Data meeting will also be conducted during collaborative team meetings. <p>LEA will ensure that data will be provided to the Principal through the instructional leadership team inquiry tool.</p>		
<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> Strategy 1- Weekly collaborative planning in 	SY1617	Young Minds Unlimited

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<p>collaboration on the use of data to ensure a differentiated system of support for all students.</p>	<p>content areas</p> <ul style="list-style-type: none"> • Strategy 2- Support from the Strategic Team within the Office of Turnaround and Transformation <p>Teachers will be provided with weekly collaborative planning opportunities in content areas and grade bands.</p> <p>Harlem Park will work in collaboration with Young Minds Unlimited to support an effective Instructional Leadership Team that will convene twice per month to review progress, reflect and adjust practice on the use of data to inform instruction using the Data Driven Instructional Team.</p> <p>An identified vendor will provide professional development, support and coaching to Administration and the Instructional Support teachers who in turn will support all content teachers to meet the needs of individual scholars.</p> <p>Strategies for differentiation of instruction will be shared regularly through the collaborative planning sessions. Differentiation will also be provided through the use of</p>		

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	interventions. The Breakthrough Center, during collaborative planning, will support data review and the use of data to assist in providing differentiation.		
<u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u>			
The LEA and School must:			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement such as: students’ social and emotional, and health needs. Identify evidence-based practices as a part of the Multi-Tiered System of Support.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1- Restorative Practices professional development on restorative circles • Strategy 2- Professional development from Holistic Life on Mindfulness • Strategy 3- Implementation of PBIS, inclusive of providing PBIS incentives for students • Strategy 4: Community Resource Coordinator to support leadership in identifying structures and processes for effective students service teams <p>The school will fully implement PBIS which will include a monthly calendar of PBIS events, student recognition events, as well as a clear plan for student incentives. It will align with</p>	SY1617	Climate Team Student Support Team

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	<p>our Core Values. Grant funds will help to expand the events options for students throughout the year.</p> <p>The school will continue to use Restorative Practices to build positive relationships among scholars, staff and parents. Staff will be trained in Restorative Practice Circles.</p> <p>The school will train in Mindfulness and, if possible, bring on Holistic Life to provide anger management, stress reduction, and emotional wellness training and support to scholars, staff, and parents.</p> <p>Bi-monthly Climate Team meetings will be held to analyze data and ensure that the 3 program combination is helping to provide a climate that is conducive to teaching and learning.</p> <p>School Leadership and program coaches will provide professional development and ongoing support to all teachers regarding Tier 1 and Tier II interventions for scholars.</p> <p>A Student Support Team (SST) will focus on early identification of scholars that have at-risk factors, such as</p>		

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	<p>truancy and misconduct, and putting support programs in place the early in the school year will assist in promoting an improved climate.</p> <p>The school will employ integrated school based mentors from an outside contractor to support scholar growth and development.</p> <p>The Administration/Instructional Leadership Team will work with the Community School Coordinator to identify structures and processes for effective student service teams. This Tier II Intervention Model will be designed to address scholar social/emotional, attendance, health, and academic issues; identify interventions to address the scholars' needs, and resources for scholars, parents, and school staff.</p> <p>A Community School Coordinator through Family League (SWOCO) will be maintained to support school leadership with addressing scholar Social/emotional needs, attendance, health, and academic issues; identify interventions to address the scholars need, and</p>		

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	resources for students, parents, and school staff.		
<u>COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u>			
The LEA and School must:			
<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	<u>Prioritized Strategies</u> <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 	SY1617	School Leadership

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School: Harlem Park Elementary Middle 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)
	<p>programming to support parent involvement in student academic success.</p> <ul style="list-style-type: none"> • 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 community schools strategy <p>Harlem Park will continue to utilize multiple streams of communications models, which include, Robo calls and texts, Class Dojo, letters, school website updates, and community based advertisement at surrounding business and churches.</p> <p>School Leadership will identify a staff member to stipend to maintain a social media presence for communication.</p>		
<input type="checkbox"/> 7b. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create school environments that meet students' social, emotional, and health	<p>Harlem Park will use the Scholastic Family Engagement and the Community School coordinator to build a yearlong plan to increase parent engagement.</p> <p>School teams, partners and family representatives will attend</p>		

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Name of Priority School: Harlem Park Elementary Middle 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)
needs)	and work with the SFC in order to develop workshops and programs to support student social, emotional, and health needs.		

Annual Goals /Milestone Goals and Targeted Outcomes

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

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

At least 15% of all students in grades 3-8 will meet or exceed expectations (Level 4/Level 5) on the English Language Arts/Literacy PARCC assessment.

At least 15% of all students in grades 3-8 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 who perform below grade level in reading Grades k-8 will increase proficiency by at least a year and a half growth as measured by the EOY Amplify assessment for k-2 and by EOY iReady assessment for 3-8.

All students who perform on or above grade level in Grades k-8 will increase proficiency by at least a one year growth as measured by the EOY Amplify assessment for k-2 and by EOY iReady assessment for 3-8.

Mathematics

All students who perform below grade level in mathematics Grades 3-8 will increase proficiency by at least a year and a half growth as measured by the EOY iReady assessment for 3-8.

All students who perform on or above grade level in mathematics Grades 3-8 will increase proficiency by at least a year growth as measured by the EOY iReady assessment for 3-8.

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

2016-2017 Target Outcomes for Strategies in the Intervention Plan

Evidenced Based Strategy	Interim Target Outcomes	Annual Target Outcomes
1. Afterschool Program	Students will show above average growth on MOY standard interim assessments.	Students will show above average growth on EOY standard interim assessments.
2. Academic Interventions	Students will show above average growth on MOY standard interim assessments.	Students will show above average growth on EOY standard interim assessments.
3. Professional Development	Teachers will demonstrate improved teacher practice as evidenced by midyear informal observations.	Teachers will demonstrate improved teacher practice as evidenced by final formal observations.

The Central Support Team and the Turnaround Executive Support Team will monitor at least quarterly the milestone goals and targeted outcomes for each of the strategies in the Priority School intervention plan. The LEA will submit a Quarterly Report to MSDE on the data on the milestone goals for reading and math and target outcomes.

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2016-2017 Timeline for LEA Monitoring of Priority School

School: Harlem Park Elementary Middle School **LEA:** Baltimore City Public Schools

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

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

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

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

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

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

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

1. Consultant /Contractor Company Name / Address / Phone / E-mail / Website:

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2. Lead Consultant's /Contractor's Name(s) / Address / Phone / E-mail / Website:
3. Has the consultant/contractor been contacted for their availability of services? _____ Yes _____ No
4. Has the consultant/contractor tentatively agreed to provide the services to the school? _____ Yes _____ No
5. What is the consultant's /contractor's fee?(Provide a summary breakdown): _____
6. Describe the specific evidenced-based services that will be included in the contract (include the following): a) Number of professional development hours per day and per week committed to the school: b) Number of planning hours committed to the school: c) Proposed start/end dates: d) Type of professional development to be delivered (training sessions, classroom coaching, online sessions, job embedded, etc.): e) Type of support the consultant will provide to the school to monitor implementation of professional development: f) Type of support to the school to evaluate the success of the professional development: g) Monitoring tool and/or evaluation rubric:

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

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

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

Summary of Services

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

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

Briefly explain reasons for Overall Evaluation:

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

Name Printed: _____ **Signature:** _____ **Date:** _____

Position _____ **LEA** _____

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

Additional Conditions for NOGA

1. LEA will use its Title I 1003(a) school improvement funds to implement fully and effectively the evidenced-based intervention strategies for the Maryland Turnaround Principles model.

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