



2016-2017 Priority School Plan

Hazelwood Elementary/Middle School

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: Hazelwood Elementary/Middle School School Number: 210</p> <p>Phone#: 410-396-9298 Email Address: gallen01@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: Gerrard Allen</p> <p>Phone #: 410-396-9098 Email Address: gallen01@bcps.k12.md.us</p>	<p>Area Instructional Director: (ILED) Lindsey Vollentine Phone #: (443) 984-2000 Email Address: ldvollentine@bcps.k12.md.us</p>
<p>Grade levels enrolled (SY16-17): <p style="text-align: center;">K-8</p> </p>	<p>Number of Students Enrolled (SY16-17): <p style="text-align: center;">404 (projected) / 434 (actual as of 7/2016)</p> </p>
<p>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</p> <ul style="list-style-type: none"> • Reading/Literacy • Mathematics • Attendance • Climate and Culture • Parent Engagement • Technology 	<p>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</p> <ul style="list-style-type: none"> • Reading – Read 180 • Math – Do the Math • Afterschool Intervention/Enrichment programming • PBIS • On-going Parent Workshops • Professional Development – Teacher Created Materials • Teacher coaching • Continuous Growth • Restorative Practices Training (IIRP) • Academic Parent Teacher Teams (APTT) • Technology

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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%) **\$376,847.14**
- 1003(a) School Improvement Funds **\$108,030.90**

Maryland Turnaround Principles Model (DRAFT)

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.

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Components of Maryland's Turnaround Principles Model			

COMPONENT 1: STRONG LEADERSHIP

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.	<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 • Strategy 4- Retention Stipends for Principal and Assistant Principal 	On-going	Principal Allen AP Praylow EA Gillard Teachers/Staff
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	<p>The principal is in the third year of principalship and third year at Hazelwood. The principal works closely with the ILED to establish structures and processes to encourage a high achievement centered learning environment, positive culture and climate, and engaged parents and families. The principal also participates in district provided professional development LTDI cohort.</p> <p>Professional Development is structured and provided by Teacher Created Materials (TCM) to address increasing student achievement. Staffing is structured to provide increased support services, appropriate classroom sizes, and an array of elective/resource offerings.</p> <p>The mission of Hazelwood Elementary/Middle School is to promote high academic achievement and foster lifelong learning through exposure, experiences, and access.</p> <p>The vision of Hazelwood: At Hazelwood Elementary/Middle our goal is to develop the whole child through rigorous instruction, healthy social relationships with peers, and active engagement with their communities to create successful scholars, emotionally strong individuals, and productive citizens.</p>		

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	<p>The mission and vision are posted throughout the school and present on all official school agendas. The school slogan is posted at the entrance of the school which states that at Hazelwood we are “creating a new standard of excellence through exposure, experiences, and access”, summarizing our belief that scholars of high achievement are developed through exposure to multiple levels of content through a variety of learning experiences, both within and outside of the classroom/school thus opening and creating different opportunities for students to access knowledge.</p> <p>Progress is demonstrated in student data that shows positive incremental growth in content areas on assessments, both formal and informal; attendance, parent participation, and parent and student satisfaction with the offerings of the school. Our success begins with students meeting network and district averages in all measurable areas. Success is also parents and families who choose Hazelwood after in-depth exploration of the options and choices provided by Baltimore city schools and other</p>		

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	<p>educational institutions in which parents may enroll their children. Progress and success are also demonstrated in the increase in parents actively engaging with the school to provide volunteer services, access supplemental resources, and work collaboratively with teachers and staff to fulfill the mission and vision of the school.</p>		
<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Maintain an Educational Associate to provide data analysis, additional coaching, and coordination of instructional resources • Strategy 2 – Use of Teacher Created Materials to provide professional development and coaching <p>Our scheduling is structured to provide daily planning periods for all teachers. One planning period per week is allotted for professional development and collaborative planning for all teachers by grade bands. We currently staff 25 teachers to provide two classes per grade level. One position for Educational Associate was created to</p>	<p>Staffing: June 2016</p> <p>Curriculum: On-going</p> <p>Technology: October 2016</p> <p>Professional Development: On-going</p>	<p>Principal Allen</p> <p>AP Praylow</p> <p>EA Gillard</p> <p>ILT</p> <p>TCM</p>

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	<p>provide data analysis, additional coaching and coordination of instructional resources for teachers and students during budget adjustment 2015. This position will be retained for the 2016-2017 year.</p> <p>Enrollment levels for 2015-2016 saw all grade bands with two classes except 3rd and 5th grades which had one class each. 2016-2017 projections will allow the rising 4th grade to return to two classes with the sixth grade being the only grade level consisting of one class.</p> <p>The middle grades is a strength for our school as our recent staff acquisitions have made a dramatic turn in middle grades instruction and student performance. All teachers have been retained to continue as a solid team for the 16-17 school year. Our primary grades (K-3) are also a strength for our school. Our area of need is with the intermediate grades (4 and 5). The current recruiting season has generated positive high quality candidates for consideration to staff these grade levels along with reallocation of present teaching staff to ensure stability and quality of instruction at these grade levels.</p>		

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March 29, 2016

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	<p>Reading and math instruction is strong with increasing rigor in special education classes as an area of need.</p> <p>The BCPS curriculum is in use in all grades with appropriate review and progress monitoring employed for analysis of strength of instruction, quality of academic performance and adjustment as needed.</p> <p>Intervention resources for reading were provided for students demonstrating an academic lag greater than one year in reading through Read 180 Intervention Reading class. Students were provided one semester of intensive instruction in lieu of SPAR classes five days per week. All students were enrolled in Reading A-Z in primary grades. Additionally were provided Scholastic magazines as supplementary literacy resources in all content areas.</p> <p>Math intervention was provided for all students with Do the Math software. Agile Minds was also provided for middle grades to supplement the curriculum. Additionally, the middle grades introduced the graphing calculator to address higher level mathematics and increase rigor in</p>		

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	<p>developing acquisition of algebra skills and proficiency.</p> <p>The budget is devoted to providing above adequate resources for teachers, classrooms, and students. Emphasis has been given to allocating financial resources to increase technology access to every classroom. Our goal is to provide technology for every grade level to ensure adequate access for students in developing skill sets as outlined in the curriculum, provide opportunities for every student to have sufficient time to access intervention resources in all classes every day, and develop proficiency in technology usage to aid students in PARCC assessment readiness. An area of need is to acquire additional technology resources of two additional iPad carts and two Lenovo laptop carts</p> <p>Budget resources are also committed to provide high quality on-going professional development. Currently we are engaged with Teacher Created Materials (TCM) to provide professional development geared toward increasing student performance in the content areas of</p>		

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	<p>literacy/reading and mathematics. One area of focus has been small group instruction, planning and execution. Our area of need include increasing technology resources for all grades. Providing continuous on-going professional development via TCM, and expanding intervention resources for all students in both literacy/reading and mathematics</p> <p>Students are provided departmentalized structuring and receive instruction from two core teachers at the elementary level and four content teachers at the middle grades. Students are exposed to four resource/elective classes each year. Reading intervention is provided to lowest performing students for one semester.</p> <p>Staff are given an opportunity to present their talents and self-selected areas for professional growth as they volunteer for various committees. Additionally administrative observations permit the leadership to recognize strengths of staff. Recruitment of staff for various leadership roles is conducted and growth conversations are conducted to provide support. As</p>		

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	<p>needed the schedule may be altered to provide release time for staff needing additional time to conduct tasks with fidelity.</p> <p>Time management is done via use of calendar, daily tasks list, and weekly “big rocks” on display within the Principal’s office.</p> <p>The primary focus of resources is to promote achievement growth and achievement, high quality instruction, and positive learning experiences for students. The Assistant Principal has responsibility for maintaining the budget and reviews weekly with the Principal expenditures, purchases, and balances.</p> <p>Effectiveness of school programs are measured in student performance data at the various e, e.g. BOY, EOY; student participation rates, e.g. PBIS activities; student, parent, and teacher feedback. We also participated in SER this year which will provide feedback from an outsiders view. Additionally, we receive feedback from network personnel.</p>		

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<u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Participation in BCPS Talent Fairs, Teach for America, Baltimore City Teacher Residency, and Urban Teacher Center to gain highly qualified teachers • Strategy 2 – Professional development and support provided by the MSDE Breakthrough Center focusing on school climate <p>We provide on-going informal observations of teachers with feedback. Staff are encouraged to participate on committees to support the mission and vision of the school. Teacher leadership abilities are gleaned from these committees and staff commitment to tasks given.</p> <p>Our recruitment begins with in-house announcement of open positions. Teachers may elect to seek movement to open positions or make recommendations. Administrators also seek recommendations. The next level is public announcement of position openings via</p>	On-going	Principal Allen AP Praylow EA Gillard ILT

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	<p>social media and recruitment tools. Last is participation in BCPS Talent Fairs, TFA, BCTR, and UTC.</p> <p>Evaluations are reviewed with emphasis on instruction and collaboration as team players. During interviews candidates are questioned regarding evaluation items that may appear less than flattering and those that may raise concerns amongst committee members regarding Hazelwood being the right fit.</p>		
<input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Use of Teacher Created Materials to provide professional development and coaching <p>Hazelwood currently is in partnership with Teacher Created Materials (TCM) to provide professional development for staff. We also provided staff with reading materials to support the schoolwide focus of Rigor and differentiation of instruction. These issues were prominent in professional development and collaborative planning prior to the engagement of TCM and continued as TCM infused those areas within their planned professional development activities. The 2015-16 professional development plan was based</p>	On-going	Principal Allen AP Praylow EA Gillard ILT TCM

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	<p>upon student performance data of 2014-15. These identified areas of growth were also incorporated into the SPP.</p> <p>We will use Title I funds to continue professional development with TCM for the 2016-17 school year. The ILT and administrators will review all final assessment and performance data during summer 2016 to craft the critical target areas professional development plan and goals for 2016-17 in conjunction with TCM.</p> <p>The professional development plan is to provide on-going professional development sessions facilitated by TCM with individual coaching sessions for teachers to support the professional development topics and strategies. Teachers engage in professional development sessions bi-weekly with team-level focus on the on-going strategies address during alternate week collaborative planning meetings.</p> <p>Professional development focus is determined by analyzing assessment and performance data, along with teacher observations of student abilities, areas of growth and strengths. Trends are identified and prioritized to determine overall growth areas for the</p>		

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	<p>school population. Resources are identified and school wide strategies identified to address growth and achievement goals.</p> <p>TCM has modeling, coaching, and demonstration activities embedded within their framework of professional development and support. We also brought on an Ed Associate to provide on-going support to teachers.</p> <p>We will use Title I funding to continue the professional development partnership with TCM and to provide funds for stipends to a school-based mentor teacher for supplemental support to new teachers and struggling teachers as needed with emphasis on literacy and mathematics.</p> <p>Teachers are required to identify self-selected professional development in their IDPs. Review of growth in those areas are a part of the mid-year conversations. Teachers are also provided access to local, state, and national professional development experiences with emphasis on literacy and mathematics.</p>		

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	<p>Title I funding will be allocated to provide staff access to membership in content based organizations, e.g. NSTA, NCTM, ASCD; travel funds to attend local, regional, and national conferences, workshops and seminars; and resources to continue building our school-based professional development center with emphasis on literacy and mathematics.</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 – Use of Read 180 Literacy intervention • Strategy 2- Use of Experience Corps <p>Intervention resources are provided for each student in all grades. Acquisitions in technology have increase student time of task for engagement with intervention software. Reading intervention is provided for lowest performing students via Read 180 Intervention class</p>	On-going	Principal Allen AP Praylow EA Gillard ILT Staff

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	<p>and consultation with Primary grades. Evaluation of the intervention strategies have yield a revised strategy for 16-17. Reading intervention will focus on primary grades with Read 180 and push-in services to supplement ELA instruction within the classroom.</p> <p>Title I funds will be used to provide supplemental supports for increasing reading development and proficiency through the engagement of Experience Corps. Also, funding will be used to provide Read 180 afterschool supports for upper grades students.</p> <p>iReady, TRC, informal instructional data, and performance assessments are used to identify Tier 2 and 3 students in reading. iReady, Interim, informal instructional assessment data, and performance assessments are used to identify Tier 2 and 3 students in mathematics.</p> <p>Intervention supports are provided within the structured class periods for students. Reading intervention classes are provided for the lowest performing students in reading. Afterschool</p>		

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	<p>programming is provided to offer additional support time for intervention and instructional support. ELA and Math teachers were offered a stipend for providing additional intervention and instructional support after-school to students for up to two hours a day for three days per week. Teachers also routinely give planning periods to support small grouping and individualized academic support.</p> <p>Effectiveness of instruction is monitored through on-going informal observations, learning walks, data chats and data analysis review sessions with teacher, teams, ILT, administrators, and whole staff sessions. Feedback is provided following data analysis and follow-up is conducted for evidence of adjustments in planning, instruction, small grouping, etc.</p> <p>iReady, TRC, progress monitoring, and interim assessment data shows student growth.</p> <p>We currently use Read 180, Do the Math, Reading A-Z intervention programs.</p> <p>Title I funding will be used to increase use of Read 180</p>		

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	intervention programming, and acquire additional district approved intervention strategies and programs to address literacy and mathematics.		
<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 – Implementation of Baltimore City Public Schools curriculum • Strategy 2 – Use of Read 180 Literacy Intervention • Strategy 3 – Use of Experience Corps <p>We currently use the BCPS curriculum with on-going monitoring and feedback for rigor and effectiveness in planning, use of data in instruction, and meaningful reflection and adjustment.</p> <p>Learning walks have taken a new focus to address the specific common core standards addressed within the instruction as well as the rigor.</p>	On-going	Principal Allen AP Praylow EA Gillard ILT TCM

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	<p>Intervention resources are provided for each student in all grades. Acquisitions in technology have increase student time of task for engagement with intervention software. Reading intervention is provided for lowest performing students via Read 180 Intervention class and consultation with Primary grades. Evaluation of the intervention strategies have yield a revised strategy for 16-17. Reading intervention will focus on primary grades with Read 180 and push-in services to supplement ELA instruction within the classroom.</p> <p>Title I funds will be used to provide supplemental supports for increasing reading development and proficiency through the engagement of Experience Corps. Also, funding will be used to provide Read 180 afterschool supports for upper grades students.</p> <p>Coaching is provided as needed by the Ed Associate along with the coaches provided by TCM to support the on-going professional development cycle. Teachers identified as struggling from administrative informal observations are placed on a structured rotation of coaching and feedback. Additionally, new teachers are provided a school-based mentor with coaching available.</p>		

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	<p>District mandated assessment data is used to identify students who are not performing to standard. Progress monitoring is used to track students as well as teacher lead student data tracking within the classroom. When required students are given appropriate referrals for additional academic supports or services that will enhance their academic performance. An honors program is in the development process for implementation on a trial scaled for 2016-2017. The goal is to develop a fully function Gifted and Talented program with two years.</p> <p>Title I funding will be used to provide additional supports for students not meeting standard via additional acquisitions of technology to increase student time on task with classroom based intervention strategies and the engagement of Experience Corps to provide additional classroom supports with emphasis on literacy/reading and mathematics.</p>		
<u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u>			

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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	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Use of summative assessments: Amplify TRC, DIBLES, iReady • <p>We currently have Data Chats with teachers each quarter to review, analyze and discuss student data from assessments, grades, progress reports, and progress monitoring. Professional Development is provided by Teacher Created Materials with a focus on literacy and mathematics along with differentiation and small group instruction. Our faculty professional reading for this school year was <u>RIGOR is not a Four Letter Word</u> for semester one and <u>Making Differentiation a Habit</u> for semester two.</p> <p>Title I funding would be used to purchase materials and provide stipends for teachers to attend additional professional development sessions on weekends or after school hours to increase proficiency in data analysis and use within instruction.</p> <p>iReady (3-6 Reading and math), Interims assessments</p>	On-going	Principal Allen AP Praylow EA Gillard ILT TCM

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	<p>(K-2 math), Quarterly progress report and report card grades, DIBLES and TRC BOY, MOY, EOY and Progress Monitoring, PARCC, Attendance and tardiness, ARCA, district and network performance data is used to inform teacher practice.</p> <p>Data is presented at monthly faculty meetings, weekly professional development/collaborative planning meetings, ILT, SST, and CST. Data is presented in schoolwide results, individual grades/grade bands, and student data.</p> <p>Additional Title I funding would be allocated to provide stipends to ILT members for time devoted to data analysis meetings and other functions to improve the academic performance of students and instructional practices of teachers.</p> <p>Staff has access to data via assigned student data, cross content and team data, datalink. All staff is provided access to all student data in all content areas.</p> <p>Our teachers use student data in developing small grouping for instruction and in-class interventions.</p>		

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	<p>Additionally, we use reading data (TRC and iReady) to identify students for Read 180 Intervention class. Teachers modify lesson plans, pacing and instructional activities based on rolling student performance.</p> <p>We conduct administrative walkthroughs to gauge teacher performance, use of data, and student growth. Feedback is provided to teachers individually and trends are shared with staff during monthly staff meetings, professional development and collaborative planning meetings.</p> <p>Our selection of professional development is aimed toward increasing student performance as teachers increase use and proficiency in data analysis, incorporation into planning and instruction.</p> <p>Title I funding will be used to continue partnership with TCM to provide professional to teachers throughout the year.</p>		
<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data to ensure	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Provide daily collaborative planning time for teachers 	On-going	Principal Allen

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<p>a differentiated system of support for all students.</p>	<ul style="list-style-type: none"> • Strategy 2 – Maintain an Educational Associate to provide data analysis, professional development and coaching <p>We currently provide teachers a planning period daily for informal collaboration with team members. We utilize quarterly Data Chats for team data analysis and review. Administrators review data on a rolling basis. Professional Development Coaching with teachers also provides opportunities to deep dive into differentiation in instruction and intervention supports.</p> <p>The ILT meets 3rd Monday of each month and additional as needed. The team consist of administrators, education associate, and four teachers representing the grade bands and content areas.</p> <p>Collaborative planning occurs bi-weekly alternating with professional development. Meetings are led by team leaders and monitored by the Ed Associate.</p> <p>Title I funds will be used to contract with a vendor to provide additional elective resource instruction which</p>		<p>AP Praylow EA Gillard</p>

Maryland Turnaround Principles Model (DRAFT)

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	<p>will be included in the daily scheduling. This addition will permit time for teacher release, professional development coaching, peer observation.</p> <p style="background-color: #90EE90;">The vendor is Bring The Noise. They will provide a Technology resource class to students in grades K-8. The class will teach a wide range of computer skills including point and click skills, keyboarding, and mastery of Microsoft suite.</p>		
<u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u>			
The LEA and School must:			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement such as: students’ social and emotional, and health needs. Identify evidence-based practices as a part of the Multi-Tiered System of Support.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Use of Continuous Growth to provide mentoring and support to students • Strategy 2 – Maintain a counselor from Kennedy Krieger for students • Strategy 3 – Implementation of SST <p>We currently practice a holistic approach to student establishing a positive school environment. We employ a Climate Resource advocate through Continuous</p>	On-going	Principal Allen AP Praylow EA Gillard ILT Continuous Growth Krieger

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)

Name of Priority School:		LEA: Baltimore City Public Schools	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
	<p>Growth to school safety, discipline and non-academic concerns along with our Kennedy Krieger counselor to support students’ social and emotional needs that may prevent them from maximizing their academic potential inside the classroom. Our strength is that the addition of these two positions have contributed to the decline in suspensions and office referrals.</p> <p>SST has been supported by the district office of student support. Our network liaison has participated in SST meetings and weekly support sessions geared toward maintenance of 504 plans, scheduling, and documentation. Our need is to secure additional student elective options to allow full-time release of the school-based SST Chair who would also assume the duties of Attendance Committee Chair to consolidate services, interventions, and oversight.</p> <p>The schoolwide referral system is tiered. Teachers reach out to the Continuous Growth advocate for support with students having difficulty. The second level is to refer student to the school social worker or</p>		Counselor

Maryland Turnaround Principles Model (DRAFT)

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	<p>counselor. Next is referral to administrators. Kennedy Krieger counselor has provided workshops on trauma to address strategies to address students' behaviors.</p> <p>Student expectations (The Hazelwood Way) are posted throughout the building. The major areas for expectations are classrooms, hallways, cafeteria, and bathrooms.</p> <p>Administrators perform periodic walkthroughs in addition to network walks for academic/instructional growth and proficiency as well as observation of school climate. Feedback is shared with individual teachers, staff via collaborative planning and faculty meetings, and weekly staff newsletter.</p> <p>The SST team meets weekly with the network liaison to review plans, conduct parent meetings, etc. On-going professional development is provided for teachers to understand and navigate the SST process.</p> <p>Title I funding will be utilized to provide additional resource/elective scheduling to permit teachers greater access to the SST process via release for substantive</p>		

Maryland Turnaround Principles Model (DRAFT)

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	<p>meetings, professional development, and strategy implementation.</p> <p>Currently there is no formal violence prevention programming in place. There are no plans implementing a violence prevention program this upcoming school year.</p> <p>The schoolwide referral system is tiered. Teachers reach out to the Continuous Growth advocate for support with students having difficulty. The second level is to refer student to the school social worker or counselor. Next is referral to administrators. Kennedy Krieger counselor has provided workshops on trauma to address strategies to address students' behaviors.</p> <p>The schoolwide referral system is tiered. Teachers reach out to the Continuous Growth advocate for support with students having difficulty. The second level is to refer student to the school social worker or counselor. Next is referral to administrators. Kennedy Krieger counselor has provided workshops on trauma</p>		

Maryland Turnaround Principles Model (DRAFT)

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	<p>to address strategies to address students’ behaviors.</p> <p>The school will also receive support from MSDE’s Breakthrough Center.</p> <p>Hazelwood will engage in Restorative Practices for the 1617SY. When systematically employed on a whole-school basis, restorative practices transform negative school environments by engaging students in taking responsibility for making their own schools better.</p>		
<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	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Hire a parent liaison • Strategy 2 – Partner with a community resource organization to provide services • Strategy 3 – Partnership with Flamboyan Foundation for the Academic Parent Teacher Team (APTT) Initiative in an effort 		Principal Allen AP Praylow School Family

Maryland Turnaround Principles Model (DRAFT)

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	<p style="text-align: center;">to increase parent involvement</p> <p>We are currently trying to build a structured parent base to launch an organized parent group. We have gained small successes with having a parent Donuts with the Principal morning. From that meeting we have gained parent volunteers and interest in having parent meetings/talks monthly. Our need is to identify parents to take on leadership roles in moving the parent group to another level.</p> <p>Our parent engagement plan includes utilizing parent suggestions of monthly parent meetings during the school day to encourage greater participation and volunteerism.</p> <p>Utilization of Title I funding to secure a Parent Liaison to organize parent activities, workshops, volunteers, and access to community resources. Also, to partner with a community resource organization to provide additional supports around parenting, family development, and addressing students with social/emotional issues that affect positive academic</p>		<p>Council</p> <p>Teachers/Staff</p> <p>Community School Organizer</p> <p>Krieger Counselor</p>

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		LEA: Baltimore City Public Schools	
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	<p>performance and growth.</p> <p>Our climate data indicate that of the parents who completed surveys, they have a positive connection with the school, are satisfied with teachers and the quality of instruction and want more opportunities to connect with resources within the school and community via school engagements.</p> <p>Our parents are currently not organized into a structured group. There are currently no committees. There are a few parents who have been engaged with the school family council.</p> <p>We utilize our Assistant Principal with assistance of the middle grades team to provide the services required for students in relation to high school choice. Our enrollment and budget does not permit us to retain an official guidance counselor.</p> <p>Kennedy Krieger and family therapy counselor also</p>		

Maryland Turnaround Principles Model (DRAFT)

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	<p>partner with the school.</p> <p>Afterschool programming for low-performing and struggling students is available</p> <p>Funding is budgeted to provide support for out of school experiences (fieldtrips) transportation; students are charged a minimal fee to sustain the funds for fieldtrips and transportation. Community Friends of Hazelwood are sought to contribute toward school activities, primarily to ensure that every child has an opportunity to participate in out of school experiences. Cost for admission/participation is considered when planning trips and consideration is given that we are a school of families with multiple children. We are looking to restructure our fieldtrip calendar at parents' request to provide the fieldtrips for the academic year at the beginning of the school year for parent budgeting.</p> <p>Yes, Teachers maintain frequent communication with parents to discuss student performance, prescriptive for home-based assistance, and progress. Teachers are</p>		

Maryland Turnaround Principles Model (DRAFT)

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	<p>available 4 days per week for parent conferences during planning periods. We also have Literacy and Math nights to present content in an engaging and non-formal manner to parents. Also, additional activities such as Family Game Nights provide opportunities for parents to engage teachers in less formal settings for discussion of their child’s progress.</p> <p>Community resources are identified sought through our City Councilman’s office, BCPS Related Service providers department, and through community activity participation, e.g. Principal attends Frankford Community Association meetings. Resources identified are provided opportunities to present to staff and parents to gain access and make known resources available.</p> <p>Hazelwood will partner with the Flamboyan Foundation for the Academic Parent Teacher Team (APTT) Initiative in an effort to increase parent involvement. APPT is a systemic and integrated approach to parent-teacher collaboration.</p>		

Maryland Turnaround Principles Model (DRAFT)

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<input type="checkbox"/> 7b. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create school environments that meet students’ social, emotional, and health needs)	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Maintain partnership with Kennedy Krieger and engage additional counselors <p>We currently have a partnership with the Center for Child and Family Traumatic Stress at Kennedy Krieger Institute to provide additional mental health counseling resources to students. Our counselor is on-site 2.5 days per week. This supplements our BCPS allocated Social Worker who is on-site 3 days per week. The strengths is that we are able to have counseling services available 5 days per week. Our need is that students who work with the Krieger counselor must have medical assistance or private insurance. We have many students with emotional/mental health needs who do not fit either category. Additional funding would allow up to engage additional therapist/counselors to provided services to students and family regardless to insurance status.</p> <p>The Krieger counselor presented services and was</p>		<p>Principal Allen</p> <p>AP Praylow</p> <p>School Family Council</p> <p>Teachers/Staff</p> <p>Krieger Counselor</p>

Maryland Turnaround Principles Model (DRAFT)

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	<p>available at the Donuts with the Principal parent meeting. Additionally, parents are given referrals to services when discussing their children and concerns they or their child’s teachers may have.</p> <p style="background-color: yellow;">Currently Kennedy Krieger is the only community partnership that helps the school environment meet students’ social, emotional, and health needs.</p> <p>Written information is available for parents, referrals are provided for both the BCPS Social Worker and Krieger counselor. Additionally, the Krieger counselor is available at all activities in which parents are in the building to meet and greet and present services available.</p> <p>We have a parent resource room. Currently we do not have a Parent Liaison or organized parent group leader.</p>		

Maryland Turnaround Principles Model (DRAFT)

Annual Goals /Milestone Goals and Targeted Outcomes

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

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

Reading/Language Arts: The percentage of 3rd – 8th grade students on or above grade level as measured by the iReady reading assessments will increase by 10 percentage points from BOY assessment in September 2016 to the EOY assessment in March 2017.

- **SWD (Students With Disabilities):** The percentage of 3rd – 8th grade SWD students on or above grade level as measured by the iReady reading assessments will increase by 5 percentage points from BOY assessment in September 2016 to the EOY assessment in March 2017.

The percentage of K-2 students at Proficient or Above as measured by TRC will increase by 10 percentage points from BOY assessment in September 2016 to EOY assessment in May 2017.

- **SWD (Students With Disabilities):** The percentage of K-2 SWD students at Proficient or Above as measured by TRC will increase by 5 percentage points from BOY assessment in September 2016 to EOY assessment in May 2017.

Mathematics: The percentage of 3rd – 8th grade students on or above grade level as measured by the iReady math assessments will increase by 10 percentage points from BOY assessment in September 2016 to EOY assessment in March 2017.

- **SWD (Students With Disabilities):** The percentage of 3rd – 8th grade SWD students on or above grade level as

Maryland Turnaround Principles Model (DRAFT)

measured by the iReady math assessments will increase by 5 percentage points from BOY assessment in September 2016 to EOY assessment in March 2017.

As measured by Interim 3 assessments, 50% of K-2 students will score proficient or advanced in math.

- **SWD (Students With Disabilities):** As measured by Interim 3 assessments, 30% of K-2 SWD students will score proficient or advanced in math.

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/Language Arts: The percentage of 3rd – 8th grade students below grade level will decrease by 5 percentage points from BOY to MOY as measured by iReady assessments.

SWD (Students With Disabilities): The percentage of 3rd – 8th grade SWD students below grade level will decrease by 3 percentage points from BOY to MOY as measured by iReady assessments.

The 70% of K-2 students will show an increase of 1 level of growth as measured by TRC.

SWD (Students With Disabilities): The 70% of K-2 students will show an increase of 1/2 level of growth as measured by TRC

Mathematics: The percentage of 3rd – 8th grade students below grade level will decrease by 5 percentage points from BOY to MOY as measured by iReady assessments.

SWD (Students With Disabilities): The percentage of 3rd – 8th grade SWD students below grade level will decrease by 3 percentage

Maryland Turnaround Principles Model (DRAFT)

points from BOY to MOY as measured by iReady assessments.

As measured by Interim 2 assessments, the number of students scoring Proficient will increase by 10 percentage points over number of students scoring Proficient on Interim 1 assessments.

SWD (Students With Disabilities): As measured by Interim 2 assessments, the number of SWD students scoring Proficient will increase by 5 percentage points over number of students scoring Proficient on Interim 1 assessments.

2016-2017 Target Outcomes for Strategies in the Intervention Plan

Evidenced Based Strategy	Interim Target Outcomes Provide Interim Outcome for Each Strategy in the Intervention Plan	Annual Target Outcomes Provide Annual Outcomes for Each Strategy in the Intervention Plan
1. Bi-quarterly Data Chats and Analysis Review Sessions	<ul style="list-style-type: none"> • Identification of students performing below standard • Assessment of grade-level and content intervention strategies and adjustment as needed • Identification of teacher supports required and adjustments 	<ul style="list-style-type: none"> • Increase in students meeting milestone goals • Effectiveness measures of intervention strategies
2. Incorporation of intervention instruction/software/suppleme	<ul style="list-style-type: none"> • Identification of students performing below standard 	<ul style="list-style-type: none"> • Increase in students meeting milestone goals

Maryland Turnaround Principles Model (DRAFT)

<p>ntal materials</p>	<ul style="list-style-type: none"> • Assessment of grade-level and content intervention strategies and adjustment as needed 	<ul style="list-style-type: none"> • Effectiveness measures of intervention strategies
<p>3. Restorative Practices</p>	<ul style="list-style-type: none"> • Decrease in out of school suspensions • Decrease in Office Referrals • Increase in student time on task • Increase in student achievement 	<ul style="list-style-type: none"> • Decrease in out of school suspensions • Decrease in Office Referrals • Increase in student time on task • Increase in student achievement

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.

Maryland Turnaround Principles Model (DRAFT)

2016-2017 Timeline for LEA Monitoring of Priority School

School: Hazelwood 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.

Maryland Turnaround Principles Model (DRAFT)

	<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>

Maryland Turnaround Principles Model (DRAFT)

<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

Maryland Turnaround Principles Model (DRAFT)

	<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)

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)

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:
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:

Maryland Turnaround Principles Model (DRAFT)

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

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

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

<u>Summary of Services</u>			
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		

Briefly explain reasons for Overall Evaluation:

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

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

Position _____ **LEA** _____

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)

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.