



# **2016-2017 Priority School Plan**

**James McHenry Elementary Middle School #10**

**Baltimore City Public Schools**

**2016-2017**

# Maryland Turnaround Principles Model (DRAFT)

## **New Priority Schools for 2016-2017**

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

## **Support for Priority Schools**

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

## **Maryland State Department of Education (MSDE) Breakthrough Center**

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

## **Maryland State Department of Education Oversight**

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

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

March 29, 2016

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<p><b>School Name: James McHenry Elementary Middle School</b>  <b>School Number: 10</b></p> <p><b>Phone#: 4103961621, 4103961622, 4434470779 (cell)</b>  <b>Email Address: gtmiller@bcps.k12.md.us</b></p>	<p><b>LEA Point of Contact (POC)</b>  <b>Name &amp; Position:</b>  <b>Laurie-Lynn Sutton</b>  <b>Director of School Turnaround and Transformation</b></p> <p><b>Phone#: (443) 838-6941</b>  <b>Email Address: lsutton03@bcps.k12.md.us</b></p>
<p><b>Principal: Gregory Travis Miller</b></p> <p><b>Phone #: 4434470779</b>  <b>Email Address: gtmiller@bcps.k12.md.us</b></p>	<p><b>Area Instructional Director: (ILED)</b>  <b>Sonya Goodwyn</b></p> <p><b>Phone #: 443-974-5942</b>  <b>Email Address: SRGoodwyn@bcps.k12.md.us</b></p>
<p><b>Grade levels enrolled (SY16-17): PK-8</b></p>	<p><b>Number of Students Enrolled (SY16-17): 353</b></p>
<p><b>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Instruction</b> <ul style="list-style-type: none"> <li>○ Academic interventions</li> <li>○ Technology to support academics</li> <li>○ Professional development and Coaching for teachers</li> <li>○ Afterschool academic program</li> </ul> </li> <li>• <b>Culture Climate</b> <ul style="list-style-type: none"> <li>○ Attendance</li> <li>○ Suspension</li> <li>○ Positive student relationships</li> <li>○ Community outreach</li> </ul> </li> </ul>	<p><b>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</b></p> <ul style="list-style-type: none"> <li>• Professional development and coaching to support teacher implementation of academic interventions.</li> <li>• Materials to support full implementation of Interventions</li> <li>• Use of a Lead Teacher to oversee the implementation of intervention programs, coach teachers, and facilitate collaborative planning meetings.</li> <li>• Implementation of Restorative Practices.</li> <li>• Collaboration with MSDE Breakthrough Center</li> <li>• Implementation of afterschool program</li> <li>• Transitioning to a Community School</li> </ul>

# Maryland Turnaround Principles Model (DRAFT)

## 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

# 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.*

<b>Name of Priority School: James McHenry Elementary Middle School</b>			
<b>LEA: Baltimore City Public Schools</b>			
<b>Maryland Turnaround Principles Model</b>	<b>LEA/School Design for Implementation of the Evidenced Based Intervention Strategies</b>	<b>Timeline for Implementation</b>	<b>Name/Position of Responsible Person(s)</b>
<b>Components of Maryland's Turnaround Principles Model</b>			
<b><u>COMPONENT 1: STRONG LEADERSHIP</u></b>			
<b>The LEA and School must:</b>			
<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><b>Prioritized Strategies</b></u> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership</b></li> <li>• <b>Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts</b></li> <li>• <b>Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan</b></li> </ul>	August 2016-June 2017	G. Travis Miller, Principal  ILED Sonya Goodwyn

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	<ul style="list-style-type: none"> <li>• <b>Strategy 4-Retention Stipends for Principal and Assistant Principal</b></li> </ul> <p>James McHenry has a principal who is working on behalf of children's' needs as the primary objective. He is in the process of engaging the staff in this paradigm shift and looking to connect the efforts of the school with outside resources. The school has experienced 4 principals in 4 years so the hiring committee selected a principal that understands the needs of students, has a passion for equity in education, and holds all children to very high standards. Demonstrating stability in leadership is vital to moving the school forward. The Principal holds the teachers and students accountable to student outcomes yet understands the needs of the families and the community for which he serves. He has communicated to all who will listen that it is imperative for students to have high quality instruction, technology to support instructional programs, and family and community support.</p> <p><b>My personal Mission Statement</b> – I work to create equity, develop access and promote student achievement in all dealings with students. I connect students to opportunities through high quality teaching and learning, efficient budgetary decision</p>		

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	<p>making that is child focused, creating a positive school culture and developing leadership capacity of students by connecting real life experiences to the theory of classroom learning.</p> <p><b>My personal Vision Statement</b> - My vision is to build the skills of children so they are prepared to be well educated citizens who can achieve their goals.</p> <p><b>My core beliefs –</b></p> <ol style="list-style-type: none"> <li>1. All kids can learn</li> <li>2. All children deserve equal access to educational tools that promote learning</li> <li>3. There must be a sense of urgency to connect teaching and learning to student learning</li> <li>4. Respect and quality relationships are the foundation to connecting with students.</li> </ol> <p>The following artifacts demonstrate the vision and core beliefs in action:</p> <ul style="list-style-type: none"> <li>○ SANE documentation from our Community Schools Application Process to engage families, school partners and staff in planning for becoming a Community School in SY 2016-17</li> </ul>		

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	<ul style="list-style-type: none"> <li>○ Students have participated in an afterschool program that promotes civic action</li> <li>○ The school recognizes students who have perfect attendance</li> <li>○ James McHenry works with partners to connect families in need to specific resources to support building strong families.</li> </ul> <p>Progress and success will look:</p> <ul style="list-style-type: none"> <li>○ Quality instruction for all students</li> <li>○ Increase in student performance on district and national assessments</li> <li>○ Reduction in student suspensions</li> <li>○ Increase in positive student interactions</li> <li>○ Increase in student participation in enrichment activities</li> <li>○ Increase in school partnerships that promote student growth</li> </ul>		

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<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership</b></li> <li>• <b>Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts</b></li> <li>• <b>Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan</b></li> </ul> <p>The principal has initiated changes in the culture at James McHenry through building collaborative teams of people who come from different segments of the community (students, teachers, parents, business partners, community members). We will be a Community School starting in school year 16-17 in partnership with University of Maryland School of Social Work and the Family League. Current leadership has worked to change the mission and vision of the school and gear all instructional,</p>	August 2016-June 2017	G. Travis Miller, Principal  ILED Sonya Goodwyn  Clarissa Beckles, Lead Teacher

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	<p>cultural and partnership efforts to meeting the needs of the students.</p> <p>Current school leadership is scheduled, through budgetary shortfalls, to eliminate the Assistant Principal position. This leadership position is critical to the implementation of any improvement plans designed by school personnel, the Office of Transformation and Turnaround and MSDE. There is a professional saying that encourages doing more with less but when we are talking about changing the instructional focus of a school, implementing effective culture building strategies, establishing effective scheduling (particularly at the middle school level), increasing parent engagement, and participating in the interviewing process the work of the Assistant Principal is a critical component. The school needs funding to support the AP position as we design and implement a plan that addresses the needs of the school.</p> <p>Our Lead Teacher provides needed professional development to our staff and supports teachers with implementing critical interventions to meet student needs; by funding our Lead Teacher</p>		

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	<p>position through the Priority Grant we would be able to free up enough funds in order to potentially retain our Assistant Principal. Our climate and behavior needs are already seriously impacting instruction. We need to retain our Assistant Principal so that the Principal and lead teacher can focus on improving instruction and serve as the instructional leaders of the building.</p> <p>Assessment data shows that instruction must be delivered to address each students' academic needs. Our students are performing well below the district, state and national average. We have teachers with various levels of experience and they are eager to get high quality professional development in order to deliver high quality instruction, use data to drive instructional decisions, and understand the most effective ways to connect learning across academic disciplines. As an instructional staff, our weaknesses lie in making adjustments during the lesson to respond to the needs of students. We have worked to develop effective lesson plans that will expose students to grade level content while differentiating our content, process and product so that students will meet <del>the</del> with academic success.</p>		

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	<p>Student data shows that we have not met our School Performance Plan goals with our diagnostic assessments and when predicting success on the PARCC exam. Our PreK – 2 classes do not participate in PARCC exams and they are also not successful on benchmark testing. Instructors in this grade band-is are in high need of high quality professional development. Our school administration has delivered professional development on an ongoing basis to address many of the instructional needs in result of data analysis.</p> <p>For school year 2016-2017 we will implement research based intervention programs on all grade levels from PK-8 in both literacy and math. We will also be participating in a science grant for grade 1-5 through Johns Hopkins University (SABES). We will create time in the schedule to use these intervention programs to build foundational skills in our children. Science instruction will occur 5 days a week for 45 minutes daily.</p> <p>Schedules are made for each grade band and the needs of all learners are addressed. Within each schedule, teachers have the time to customize instruction. Through explicit teaching</p>		

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	<p>practices, teachers have time to address the needs of all learners regardless of grade level. We continue to provide ongoing supports to staff in terms of differentiating instruction to meet diverse learning needs.</p> <p>We offer professional development through weekly Collaborative Planning Meetings. During these meetings, teachers use the DDI process to review data, analyze it, and make academic decisions that promote student learning through rigorous instruction. Our school is designated as a Strategic Support School and we are working with the Office of Turnaround and Transformation to address our academic deficits. We have a Lead Teacher on staff whose primary job is to work with teachers to respond to student data effectively and build the capacity of teachers.</p> <p>It is vital to have a progress infrastructure that addresses many subjects and offers a managerial foundation that supports the initiatives that will improve student outcomes. The management of time is essential to our operational structure. I manage my time by reviewing the needs of the school and developing a priority list to maximize my effectiveness. Those areas that need</p>		

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	<p>my immediate attention I put higher on the priority list. For those areas that are not as demanding on my immediate attention, I put those items further down on my list. I review my personal calendar daily to ensure I am supporting my teachers and students on a daily basis. Now that the Principal has had a full year at the school during the summer months a goal is to meet with the Instructional Leadership Team in order conduct long range planning for next school year based on data analysis in order to strategically map out our school calendar to maximize instruction.</p> <p>We assess the needs of the school daily and request the input of teachers to communicate to me what materials, equipment and supplies are needed to implement the initiatives we are working through at the school. Our resources are managed and reviewed frequently to ensure we are using our resources as effectively as possible.</p> <p>All school efforts are measured against student outcomes. We are working to have a common sense of purpose at the school so all programs must enhance student achievement. We discuss outcomes with partners, and program coordinators so that all</p>		

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	<p>efforts when working with children are focused on the development of the child. If child development is not a program’s main drive, they cannot work with children at James McHenry Elementary Middle School.</p> <p>In order to fully implement this plan to address the stated needs in Strong Leadership, James McHenry will require the support of the MSDE Breakthrough center to allow collaboration with colleagues who are in Priority School Status as well as the community learning network (CLN) and transformation and turnaround tea. (OTT).</p>		
<b><u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u></b>			
<b>The LEA and School must:</b>			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	<u><b>Prioritized Strategies</b></u> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Use of the Baltimore City Schools observation platform and Evaluation System</b></li> <li>• <b>Strategy 2-Partnership with Human Capital for strategic recruitment</b></li> <li>• <b>Strategy 3- Use of learning walk protocol to observe</b></li> </ul>	August 2016-June 2017	G. Travis Miller, Principal  ILT  Sonya

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	<p style="text-align: center;"><b>and improve instructional practice.</b></p> <p>Our staff is working with the Office of Transformation and Turnaround (Baltimore City Public Schools) to build the capacity of the staff in order to strengthen the quality of instruction and improve student outcomes. We have developed quarterly action plans for SY15-16 and have worked to develop protocols and strategies to build common language, consistent teacher practices and measure our success against student outcomes. We review the action plan 4 times a year and make tactical adjustments based on data.</p> <p>We continue to build consistent instructional practices with a focus on analyzing data, building goals that will have a positive impact and reviewing assessment data in order to ensure that we are adjusting our practices so that we will have the greatest impact on student achievement. In order to continue to move our instructional practices, we need to have high quality professional development for our teachers from both in house resources and outside instructional experts. We have worked, and research supports our efforts, to develop a common language for students so as we transition to Standards Based Instruction, our students will receive lessons that serves as the instructional bridge</p>		Goodwyn

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	<p>between standards and assessments.</p> <p>Currently we are working to keep retention high so that in future years there is a minimal need to hire, train and retain new teachers. This school year we have worked with our Human Capital Department to identify qualified candidates that can replace several teachers who are leaving the school (retirement, resignation and non-renewal of certification). We also have identified qualified candidates through the participation in in-house Job Fairs and school to school communication.</p> <p>In future years, James McHenry works to become a teacher training school. We are a school that is an optimal location for ‘teachers in training’ to get high level experience. We continue to forge relationships with colleges (Morgan State University, Towson University, Coppin State University) and teacher training organizations (Urban Teacher Center, and Baltimore City Teaching Residency) to establish a relationship where we will have student teachers/interns that will work at the school, gain experience and in result, develop a pipeline of qualified candidates that want to begin their professional careers at James McHenry Elementary Middle School.</p>		

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	<p>The evaluation system is a tool that is explained to the staff and we use the evaluation system to determine professional development needs of teachers and staff. Teachers can review the evaluation tool at any time during the year and the school is available to discuss its components with their colleagues and with the administration.</p>		
<input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	<ul style="list-style-type: none"> <li>● <b>Strategy 1-Provide opportunities for job-embedded PD during weekly collaborative planning meetings, monthly staff meetings and afterschool PD sessions</b></li> <li>● <b>Strategy 3- Professional development and coaching from vendors aligned to interventions being implemented (i.e. Guided Reading, DO the Math, System 44, Leveled Libraries, Foundations, and Agile Minds)</b></li> <li>● <b>Strategy 3- Use of learning walk protocol to observe and improve instructional practice.</b></li> <li>● <b>Strategy 4- Lead teacher serving as an instructional mentor and instructional coach</b></li> </ul> <p>Currently we have weekly Collaborative Planning Meetings to address the professional development of teachers. Agenda topics</p>		<p>Clarissa Beckles, Lead Teacher</p> <p>G. Travis Miller, Principal</p> <p>ILT</p>

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	<p>are based on responses to student data, instructional needs based on observation data (formal and informal), and research based best practice topics. We also utilize our monthly staff meetings to provide professional development to staff as well as our ILT meetings.</p> <p>Our plan for SY 15-16 is to review data from multiple sources and use the DDI (Data Driven Instruction) tool to process the data from collection to goal setting to effectiveness of (used) strategies. This is cyclical in its development with its primary purpose to build a consistent response to data and have a mechanism that will allow objective review of the implementation strategies.</p> <p>For SY16-17, we will have monthly professional development themes and create a protocol to implement and review the implementation strategies. Teachers will have the opportunities to work with outside content experts to have their capacity built and will be able to use those experiences to build their instructional capacity. As part of our PD plan, we will have workshops for teachers held afterschool that will further assist teachers who are</p>		

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	<p>implementing instructional programs, intervention programs and behavior management programs and want to become more effective in their implementation. Teachers will receive stipends to attend afterschool PD.</p> <p>We determine the focus based on the review of multiple data points. The ILT reviews the data from student assessments and evaluation results and develops the focus as a result of this data review. In a collaborative effort, we attempt to achieve gains in all grade levels.</p> <p>We have implemented a variety of strategies to professionally develop our teachers and improve teacher quality. We also have gone to other schools who have demonstrated the effective use of the practice we are working on. During these walkthroughs, we continue to review our practices and cultivate school based goals that will move teacher practices to an effective level.</p> <p>Our Lead Teacher serves as an instructional mentor and instructional coach; however we would also like to bring in intervention related expert consultants to continue to support</p>		

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	<p>refined implementation of interventions as well as professional development sessions after school hours.</p> <p>The leadership team participates in the professional development that is presented to the teachers and we work through obstacles together. We continuously align our efforts to our overall mission and vision of the school to ensure consistency. Those conducting the professional development activities are evaluated after each encounter to ensure alignment with the Action Plan goals and objectives. Presenters also review the teacher practices during informal observations and adjust the professional development topics. All work done at James McHenry Elementary Middle School is to ensure we are using a common language and use common tools to ensure students are hearing one message and skills will be built in a reliable manner.</p> <p>In order to implement the Priority School Plan effectively, James McHenry will require Professional Development/coaching delivered by consultants from the intervention programs that we will be using (Foundations Reading Program, Just Words, Read 180, System 44, Do the Math and Do the Math Now) and also</p>		

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	<p>the MSDE Breakthrough Center. We will also need to purchase materials to support full implementation.</p> <p>Professional development sessions should occur afterschool and on the weekends (if necessary) and teachers should be compensated during this time. The use of consultants will allow teachers to collaborate with vendor specific professionals who will work with teachers to plan, instruct and review data to ensure implementation is completed with fidelity and the school can maximize its resources through an efficient use of available professionals.</p> <p>Our school uses the Agile Mind Math Program and in our efforts to increase the implementation of grade level material for all students, the middle school teacher who is responsible for leading the day to day instruction could benefit from coaching with an Agile Mind trainer. Job embedded coaching for Agile Mind will support teachers through modeling, co-teaching, and by providing immediate 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</p>		

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	<p>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. The Priority Plan should include funding to provide for classroom coverage when the James McHenry math teacher (or other teachers) is out of the building for peer observation at another school or attending off campus professional development.</p> <p>Additionally, we require the replenishing of intervention materials (teacher kits, student consumables) for all intervention programs. In order to build consistency for students to warrant high student achievement, the materials that work best with the research based programs should be replenished so that common tools are used.</p> <p>All listed intervention programs have an online component. The school is in need of some additional technology to support full implementation of the interventions for our Tier II/III students.</p>		
<b><u>COMPONENT 3: PROVIDING ADDITONAL TIME FOR INSTRUCTION</u></b>			
The LEA and School must:			

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<input type="checkbox"/> 3a. Provide additional time for student learning and collaboration targeting students demonstrating the greatest needs and/or students at risk of being identified for Tier 3 intervention.	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1- Provide stipends for teachers to provide extended learning time afterschool to students requiring Tier2/3 interventions.</b></li> <li>• <b>Strategy 2-Use of interventions for Tier 2/3 students within the scheduled content blocks, during pullout and in after school sessions</b></li> <li>• <b>Strategy 3: Utilization of Literacy Lab tutors</b></li> </ul> <p>Currently, because of the status of our current budget, we have not been able to provide teachers with additional time for instruction. We offer professional development through Collaborative Planning and we encourage teachers to participate in BCPSS led professional development to bridge the gap. Our class schedule gives teachers the required time to deliver instruction with an emphases on explicit teaching. Teachers have been working to use small group instruction as a way to meet the needs of their learners.</p> <p>Additionally, all teachers offer after school coach class for students who may need additional support and have the ability to</p>	August 2016-June 2017	G. Travis Miller, Principal  Clarisa Beckles, Lead Teacher  Joan Smothers, IEP Chair  Teaching Staff

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	<p>stay after school. Our data shows that a majority of our students are not meeting proficiency on grade level assessments so we understand the need for additional teacher time and we continue to carve out ways to ensure students have the opportunity to get the instruction that they need.</p> <p>We use Amplify data for literacy and Math Unit Assessment data for math for all students in PreK through 2<sup>nd</sup> grade. We use iReady data for literacy and math for all students in 3<sup>rd</sup> through 8<sup>th</sup> grade.</p> <p>Although these data tools are not reviewed in isolation, we also review classroom data (in class assessments, exit tickets, teacher notes and observation results) to determine the data needed to identify a student on Tier 2 or Tier 3.</p> <p>As an identified Strategic Support School, we have purchased intervention programs to implement to address student instructional needs. Teachers use these intervention programs for Tier 2 and Tier 3 students during their scheduled content times. Teachers must allocate time in the schedule to implement these programs. For next year (as part of the Priority School funding)</p>		

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	<p>we look to bring the consultants from the intervention programs to the school to conduct professional development as a supportive measure to build teacher capacity.</p> <p>We conduct walkthroughs with the Office of Turnaround and Transformation, informal and formal observations and reviewing data on implementation and effectiveness is a consistent practice.</p> <p>We measure success by student outcomes. All efforts at the school are structured to see an improvement of student outcomes. If there is not an improvement in student outcomes, we review and revise our efforts to get the greatest impact on student achievement.</p> <p>In order to implement the Priority School Plan effectively, James McHenry will require the participation of a school based afterschool program with the cost of the program to be funded by the grant. This type of program will be a targeted program for students whose test data demonstrate a need to participate in a Tier II and Tier III interventions program outside of the school hours. Moreover, our day schedule will be a block schedule where we will have a block of time where teachers can address</p>		

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	<p>those students with Tier II and Tier III intervention needs.</p> <p>James McHenry ELMS will also partner with Literacy Lab. The Literacy Lab embeds rigorously-trained, full-time early literacy tutors in elementary schools serving high-need populations. Each partner school receives 2 full-time tutors, who each serve a caseload of about 18 children from grades K-3. Children on caseload receive 20 minutes of daily 1:1 intervention and are progress monitored weekly. The intervention is practice-based and designed to support students building mastery in skills that have already been taught in class. Tutors are supported by an Internal Coach (a school staff member who receives training and support from The Literacy Lab) and a Master Coach (Literacy Lab staff member) to ensure fidelity of implementation and drive student achievement. The Literacy Lab’s work benefits from an extensive evidence base, including a randomized control trial conducted by the University of Chicago.</p> <p>In order to expose the students to high-interest reading, the school will purchase a leveled bookroom in order to provide a variety and quantity of titles at each reading level. Teachers will receive training for effective implementation.</p>		

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<b><u>COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM</u></b>			
<b>The LEA and School must:</b>			
<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 ).	<ul style="list-style-type: none"> <li>• <b>Strategy 1-Intervention and enrichment through small group instruction</b></li> <li>• <b>Strategy 2- Embedded PD and coaching</b></li> <li>• <b>Strategy 3- Secure additional technology (i.e. laptop cart) to support the instructional programs and the implementation of interventions.</b></li> <li>• <b>Strategy 4- Purchase leveled libraries with coaching to enhance the reading program</b></li> <li>• <b>Strategy 5-Partner with Literacy Lab to provide individualized intervention</b></li> <li>• <b>Strategy 6- Support from the Strategic Team within the Office of Turnaround and Transformation</b></li> </ul> <p>For school year 2015-16, our coaching plan has been centered on several factions consisting of 1). Collaboration with the Office of Transformation and Turnaround, 2). Informal and formal observations, 3). Anecdotal notes from qualitative sources. We have developed a plan that has been built to support teacher development and has set goals to review the effectiveness of</p>	August 2016-June 2017	G. Travis Miller, Principal  Clarisa Beckles, Lead Teacher  Joan Smothers, IEP Chair  Teaching Staff

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	<p>listed strategies. Our coaching plan is based on the findings uncovered in our Educational Walks and data analysis. Although we do not have a coaching plan for each individual teacher, our plan responds to a teachers needs based on several data points.</p> <p>Each cycle of support is approximately 6 weeks where we use input information in the DDI process and maneuver through each stage (through reflection, discussion and productive discourse) to make certain that our goals connect to increased student achievement and ultimately connect to the schools mission and vision statements.</p> <p>We use the Baltimore City Schools curriculum as our primary instructional program. Our teachers have been working to fully incorporate the Explicit Teaching Model to address the needs of all children. Students can get intervention or enrichment through small group instruction and the participation in Tier 2 and Tier 3 intervention for those students who require that level of response.</p> <p>Routine writing was a PLC that Baltimore City Public Schools</p>		

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	<p>initiated during SY15-16. We have addressed routine writing as a PLC during the 1<sup>st</sup> semester of the school year.</p> <p>During SY 16-17 we would like to facilitate additional PLCs. We would like to request Priority funding to be able to purchase texts as well as materials and stipends for staff.</p> <p>We are becoming a staff that uses data to address students' instructional needs. As we continue to assess children, we respond to the data with a focus on 'what' will improve student outcomes. Our data resources include both formative and summative assessments.</p> <p>We have not identified any students during this school year who may participate in the EGATE academic program. After reviewing student data, we will follow district protocols to identify and respond to the needs of our (identified) gifted students.</p> <p>We would like to provide an after school program utilizing Priority Funds for extension purposes for our Gifted Students during SY 16-17. We would like for the gifted afterschool</p>		

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	<p>program to be funded by the Priority Grant. This type of program will be a targeted program for students whose test data demonstrate that they are Gifted or Advanced.</p> <p>We are looking to increase our implementation of Personalized Learning starting in SY16-17. During SY15-16, we reviewed student data and attempted to respond to the data with differentiated instructional practices in attempt to connect the students with effective instructional strategies. For SY16-17, we want to grow more diverse in our academic efforts through the use of technology (use of technology with our intervention programs to support the implementation of the program). We will continue to use data to enhance instruction as it is our mission to create more opportunities for students.</p> <p>In order to implement the Priority School Plan effectively, James McHenry will require technology to directly support the schools instructional program. These technological components will support our efforts to facilitate the Multi-Tiered System of Supports. As we move into standards based instruction, and data driven instruction so that we will be able to use multiple data</p>		

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	<p>points to support our instructional decision making. Teachers will be able to increase the grade level content, all students will have the option to choose the most appropriate process and delivery of a diversified product demonstrating mastery of content objectives.</p> <p>Additionally, to enhance our reading program specifically around the area of reading, classrooms are in need of leveled libraries. These in class libraries would be funded by the grant and offer 3 days of coaching with a Leveled Library consultant to ensure proper implementation of this great classroom enhancement.</p> <p>James McHenry ELMS will also partner with Literacy Lab. The Literacy Lab embeds rigorously-trained, full-time early literacy tutors in elementary schools serving high-need populations. Each partner school receives 2 full-time tutors, who each serve a caseload of about 18 children from grades K-3. Children on caseload receive 20 minutes of daily 1:1 intervention and are progress monitored weekly. The intervention is practice-based and designed to support students building mastery in skills that have already been taught in class. Tutors are supported by an</p>		

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	<p>Internal Coach (a school staff member who receives training and support from The Literacy Lab) and a Master Coach (Literacy Lab staff member) to ensure fidelity of implementation and drive student achievement. The Literacy Lab’s work benefits from an extensive evidence base, including a randomized control trial conducted by the University of Chicago.</p> <p>In order to expose the students to high-interest reading, the school will purchase a leveled bookroom in order to provide a variety and quantity of titles at each reading level. Teachers will receive training for effective implementation.</p>		
<b><u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u></b>			
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	<b><u>Prioritized Strategies</u></b> <ul style="list-style-type: none"> <li><b>Strategy 1- Use of interim assessments such as Amplify, TRC, DIBELS and iReady to tier students for intervention</b></li> <li><b>Strategy 2- Implement DDI process to review and</b></li> </ul>	August 2016-June 2017	G. Travis Miller, Principal  Clarisa Beckles,

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	<p><b>analyze student data</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 3 – Present data for review and discussion during collaborative planning meetings, staff meetings, ILT meetings and School Family Council meetings</b></li> </ul> <p>Our response to student needs are based solely on the use of student data. As part of the DDI process we review and analyze data from different areas and create goals for children. During the implementation of instruction, we continuously review the outcomes from students and adjust our instructional practices accordingly.</p> <p>Our biggest need is that we continue to try and build the professional culture in the school where the use of data is the instructional engine to close the achievement gap. We incorporate a variety of data (formative assessments, iReady Assessment Data, Math Unit Assessments, Agile Mind unit assessment data, LDC, Foundations data, and Amplify language assessment data) in collaborative planning, PLC’s, and other professional meetings.</p> <p>Data is presented to staff during Collaborative Planning meetings.</p>		<p>Lead Teacher</p> <p>Joan Smothers, IEP Chair</p> <p>Teaching Staff</p> <p>Central Office Staff</p>

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	<p>It is during this time that teachers collaborate with the analysis of assessment results and discuss a plan to address the needs of children. We also have visual displays of data in both individual classrooms and through the Data Wall in our Data Room. There all school level data is in one place so that we can address trends and have open dialogue and discourse around instructional practices.</p> <p>We also present data during the ILT meetings, staff meetings and during the School Family Council meetings. These meetings are important to improving student outcomes as we are able to review our practices and its impact on student learning.</p> <p>All staff access the same data tools. These tools consist of online tools from the assessment instruments, school based data mechanisms and district level data reports. They are required and encouraged to review data on a consistent basis and adjust teacher practices accordingly through a thorough review of data and the development of a tactical response to the data.</p> <p>We use a 6 step data cycle that consists of:</p> <ol style="list-style-type: none"> <li>1. Collection and charting of data</li> </ol>		

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	<ol style="list-style-type: none"> <li>2. Analysis and prioritization of data results</li> <li>3. Setting Goals in response to data</li> <li>4. Selection of strategies to affect positive change</li> <li>5. Determine how effective the strategies are</li> <li>6. Monitoring and evaluation of results to determine effectiveness.</li> </ol> <p>It is not an embedded practice during SY15-16 to use this cycle with fidelity. Our school was building the culture of using data as a method to address instruction. As we grow as a staff, we will continue to build customized protocols to use make the 6 step decision making process more effective. The data will be used to guide our work. As we fully implement core instruction, and intervention programs, we will use the data cycle as our main practice to ensure consistency and professional development practices.</p> <p>This practice will be monitored by our principal, Lead Teacher and teacher teams. Our Lead Teacher will be in charge of</p>		

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	<p>guiding the discussion and facilitating the next steps for teachers to ensure all instructional efforts are based on student level data.</p> <p>Our assessments have the options of giving us next steps as it pertains to student groups and areas of focus. We review the options and compare it to current teacher practices and align support accordingly. As a Strategic Support School, we will be implementing intervention programs for the ELA and Math content areas. The implementation of these programs is based on student data and we will continue to review the data to ensure the staff instructional efforts are consistent and based on student need.</p> <p>Walkthroughs are important tools as they allow for individuals to see instructional practices being used and can give timely feedback as a building block of improving teacher practices and student outcomes.</p> <p>We are building a culture where data drives all that we do. As we review data and compare it to teacher practices, we have hard conversations about teacher practice. Through these conversations, we are able to identify areas that could be used as</p>		

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	<p>professional development topics. Professional development is done through collaborative planning, and consultant presentation. At James McHenry, we continue to connect all staff practices to the mission and vision of the school so that our children are getting the best instruction possible.</p>		
<p><input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data to ensure a differentiated system of support for all students.</p>	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1- Schedule that allows for collaborative planning time</b></li> <li>• <b>Strategy 2- Implement DDI process to review and analyze student data</b></li> <li>• <b>Strategy 3 – Present data for review and discussion during collaborative planning meetings, staff meetings, ILT meetings and School Family Council meetings</b></li> </ul> <p>Our school currently allows for time through our Collaborative Planning schedule. It is at this time that teachers and school-based leaders are provided time to review data. We look to increase the collaborative planning time next year so that we can increase the time and level of development of our teachers to more appropriately address student data. We would like to use</p>		

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	<p>Priority Funds to bring in a Technology teaching Contractor who will provide supplemental art instruction so that we can provide additional collaborative planning time for our teachers.</p> <p>Our ILT is scheduled to meet on Thursday’s afterschool. Our members consist of administrators, Lead Teacher, grade level teachers (various years of experience), special educators, and resource teachers.</p> <p>Our Collaborative Planning takes place on Tuesdays. Teachers meet during their Resource Time. Our school has a Lead Teacher (with the support of the Office of Turnaround and Transformation) who leads the Collaborative Planning meetings with Principal oversight. The specific content, agenda’s and notes are developed in advance of the meetings and once the meetings are conducted, the Lead Teacher and administration has a debrief session to review areas that are effective and areas that are ineffective.</p> <p>To maximize the use of data from several sources, it is essential that the staff receive ongoing training and professional development. Our school based personnel will collaborate with</p>		

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	the professional developers from Reading and Math programs, and The MSDE Breakthrough Center to build high quality school practices for data analysis and its instructional implications.		
<b><u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u></b>			
The LEA and School must:			
<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Strategy 1- Continue implementation of Restorative Practices, including additional training</b></li> <li>● <b>Strategy 2- Partnership with the University of Maryland School of Social Work to run mentoring groups</b></li> <li>● <b>Strategy 3 – Partner with Villa Maria to support the social-emotional health of students</b></li> <li>● <b>Strategy 4- Partner with MSDE Breakthrough Center for supports with climate</b></li> </ul> <p>We are working to become a Restorative Practices school with full support and development from the University of Maryland Baltimore partnership. The school focus this year has been on developing positive, productive relationships with students and between students. As a school we also promote those students</p>	August 2016-June 2017	G. Travis Miller, Principal  ILT  Climate Committee

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	<p>with good behavior, and improved attendance.</p> <p>Currently, our Assistant Principal runs our SST on Thursdays. All documentation is kept at the school and on the BCPS Student Management System. Our school budget for next year has made us make the difficult decision of potentially not having an Assistant Principal to manage the school building so for SY16-17, the school will look to other personnel to run the SST meetings. For School year 2016-17, we will be working with Lynne Muller from MSDE to make the SST process more efficient and effective.</p> <p>In response to school culture and climate issues within our middle school population, James McHenry has developed a partnership with the University of Maryland Baltimore School of Social Work to run a mentoring girls group to address the increase in bullying, threats of violence and violence. James McHenry works in partnership with Villa Maria to support the social-emotional health of students.</p> <p>Additionally, this year we shaped a partnership with the University of Maryland Baltimore Family Connections to address</p>		

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	<p>the emotional needs of students and families. Our school serves as the bridge between students with observable needs and an organization that supports the health of the entire family.</p> <p>We do not have a violence prevention program.</p> <p>We would like to contract with the Continuous Growth mentoring program to help to reduce violence and to provide an alternative to out of school suspensions.</p> <p>Through the use of Restorative Practices and its components to build a positive school culture, our staff received training on how to build a strong classroom/school culture with a positive environment that supports student learning. Restorative Practices allows for students to resolve conflicts and ‘restore’ themselves to whole as the issue to addressed and resolved.</p> <p>We have an Office Referral form that teachers can use to refer students for inappropriate behavior. If behaviors are chronic, and consistent, teachers are encouraged to submit a referral to SST so the behaviors can be addressed by a team of staff and family using our positive, results driven protocol.</p>		

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	<p>Our plan is based on a hierarchy of consequences and rewards for demonstrating positive behavior. We have not outlined a specific plan to address behavior but we have begun to implement Restorative Practices schoolwide. As a school, we continue to struggle with buy in from the staff but for those who use it with fidelity, they have experienced an increase in positive classroom culture as evidenced by the reduction in the number of Office Referrals and Out of School Suspensions from the teacher. For SY 16-17, we plan to implement PBIS schoolwide. This behavior initiative will be the format for our behavioral management plan in conjunction with the tenants of the Restorative Practices program, we believe that these will be very impactful to the culture and climate of the school.</p> <p>We will partner with the district to provide PBIS training for all staff. We communicate behavioral expectations in the classroom and throughout our communication with students (school newsletter and letters that go home when necessary). We have not been successful at posting school wide behavioral expectation throughout the school.</p>		

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	<p>During our walkthroughs we use a protocol that specifies the purpose of the activity. The walkthrough participants are able to have a clear sense of purpose in their activity thus when giving feedback, it is actionable and specific to the needs of the school.</p> <p>Student voice is vital to the impact of community culture. We have developed several focus groups (grade level and gender specific) to address their concerns and when appropriate, they are able to develop a response so that their needs can be articulated. For SY16-17, students will participate in Student Government Association activities and become the engine behind the positive school culture initiatives.</p> <p>To enhance the work to increase the safety of the children, staff families and the community, via our Priority Plan we will need training, coaching and support for Restorative Practices (all necessary trainings that will allow the school to be certified in the use of the entire RP Program).</p> <p>Along with the use of Restorative Practices, we want to ensure a safe school by creating a positive school culture. We want our efforts around safety, support and positivity to be connected to</p>		

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	<p>the PBIS program. Our students need to be able to work toward a goal of positive behavior and a reduction in inappropriate behavior directly correlated to increased ‘in class’ time thus a student is able to maximize his classroom time and they have a greater chance at improving student outcomes. It is imperative that supports and incentives be a part of the fabric of the school and planned in advance so that students can build their individual efficacy. James McHenry EMS will set the allotment for educationally based student incentives to \$30 per child. This will help to ensure all students the opportunity to grow and become productive citizens.</p> <p>James McHenry EMS has not achieved the minimum state attendance percentage of 94% in the past 3 years. Research shows that when students attend school on a regular basis, student outcomes improve. To support the schools efforts in increasing on time attendance, we will need the backing of a culture and climate organization who are well versed and experienced at working with school staff on improving school attendance (walking school bus, home visits, mentoring and/or professional</p>		

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	development).  As a collaborative partnership, we will use the resources from the MSDE Breakthrough Center. We will need for the Priority Schools Grant to fund the use of classroom coverage so that teachers can participate in a professional development during school hours (on campus or off).		
<b><u>COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u></b>			
The LEA and School must:			
<ul style="list-style-type: none"> <li>● 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the implementation of the intervention strategies to support student learning</li> </ul>	<b><u>Prioritized Strategies</u></b> <ul style="list-style-type: none"> <li>● <b>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.</b></li> <li>● <b>Strategy 2: National Network of Partnership Schools</b></li> </ul>	August 2016-June 2017	G. Travis Miller, Principal  Community Resource Coordinator  Teaching Staff

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: James McHenry 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><b>through Johns Hopkins University providing schools with training, coaching and support to help increase knowledge and develop skills to increase effective partnerships and programming to support parent involvement in student academic success.</b></p> <ul style="list-style-type: none"> <li>● <b>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</b></li> <li>● <b>Strategy 4-Partner and plan with the Priority Schools family community engagement (FCE) support to identify effective engagement strategies</b></li> <li>● <b>Strategy 5: Implement a Community School Program.</b></li> </ul> <p>During SY15-16, we have offered families the opportunities to engage in their child’s work by participating in the Community Schools Planning Meetings, participation in the School Family Council, participation in the Family and Community Engagement Committee. Additionally, parents have the opportunity to volunteer in the school to assist with the daily management of the school day. There are opportunities for parents to be used in</p>		<p>Family and Community Engagement Committee</p> <p>Parent Liaison (tentative position)</p>

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	<p>several areas in the building in effort to build a stronger connection with the school staff, other parents, partners and the broader community.</p> <p>As a school we have identified that our greatest area of need is the timing of our announcements to parents so they can plan their participation accordingly. We will adhere to a communication protocol developed by the school to ensure we are showing a greater respect for their time and attention to their child’s school matters.</p> <p>Our parent-engagement plan involves the incorporation of parental input into the management of the school. Based on parent feedback, climate data and survey results, James McHenry looks to build the capacity of our parents in a multitude of areas as research shows that it has a positive impact on children. We offer informal meetings monthly (Muffins for Moms, Donuts for Dads) where parents can meet, discuss the status of the school and offer support where needed. In response to their participation, we offer workshops on topics that parents have articulated a desire to participate in. Additionally, we have</p>		

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	<p>worked with our local neighborhood association and other community partners to encourage students, parents, and staff to use it as a relationship/bonding experience. Parents are sent information regarding student outcomes and can attend sessions such as PARCC Night, Parent Teacher Conferences and after school events that build family bonds and also increase parental engagement at the school site.</p> <p>The data from the latest parent survey show that parents are satisfied with many of the areas/questions that were asked of them. The school will work to increase the satisfaction rate of the parents in the areas of the survey that were identified as areas of need. Parents are also represented on the following committees: School Family Council, Attendance Committee, Family and Community Engagement Committee, Community School Planning Team.</p> <p>We offer guidance to 8<sup>th</sup> grade students who are looking to apply to schools that are a good fit for their skills, have high quality academic and enrichment offerings and will support their academic goals for their high school careers.</p>		

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	<p>We also collaborate with the following family and community education programs: Family Connections (UMB), Positive Schools Center (UMB), Villa Maria. In addition, we also partner with Villa Maria counseling and Family Connections to support struggling students.</p> <p>If an activity is school-wide, we invite parents to support our efforts to recognize students. Teachers are encouraged to communicate grade level and classroom activities to parents and invite them to participate if available. As a school we welcome parents at all events.</p> <p>It is the school protocol that if parents want to discuss their concerns with teachers, they are to schedule an appointment with the teacher in advance of their visit. During dismissal, teachers frequently discuss student progress with families. It is an informal environment but the conversation is completed and if there are additional concerns, they can schedule another time to meet to continue the conversation.</p> <p>We also provide PARCC Night as well as other evening events where parents can learn strategies to support at home learning as</p>		

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	<p>well as to monitor their child’s progress; in addition we regularly send home a newsletter with helpful ideas.</p> <p>Community resources are sought after to connect the student’s experiences to real life application. We have many resources within our community and through developing partnerships, we are able to use the community resources to advance the learning of students and use it as bridge to conceptual understanding. We will be a community school next year through The Family League and SWCOS (UMB – Social Work Community Outreach Service) and we have begun to identify community resources that can enhance our school programs.</p>		
<ul style="list-style-type: none"> <li>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).</li> </ul>	<p>This school year has experienced a decline in the number of organizations and faith based partners that support our school. The school has experienced transitions in leadership over the past 4 years and many partners have declined to participate until the leadership was stabilized. This school year, through the out-reach efforts of the principal and administration, we have begun to restore those relationships and welcome new ones as we are re-</p>	<p>August 2016-June 2017</p>	<p>G. Travis Miller, Principal</p> <p>Teaching Staff</p> <p>Community</p>

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	<p>establishing ourselves as a major community focus. The principal and school leadership have met with many neighborhood and corporate leaders and have welcomed them to the school in an attempt to establish focused partnerships that are sustainable and beneficial to both the organization and the students.</p> <p>Through the Community School planning process, we invited parents and community leaders to offer feedback to the school. Outside organizations have the opportunity to sit with school leaders to discuss the offerings they have and how those offerings can support the development of children. Outside of the Community Schools Planning process, the administration has worked with the UMB Community Engagement Center, Hollins-Roundhouse Association, and Southwest Partnership, to collaborate, give and receive feedback.</p> <p>The school has connected with community organizations and has offered to include them in our school newsletter, we also post community events on our Community/Parent bulletin board. We use several means to inform the community which include</p>		<p>School Coordinator</p> <p>Parent Liaison</p> <p>Family and Community Engagement Chair</p>

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	<p>notices, websites, and newsletters.</p> <p>We do not currently have an active socio-emotional program in place but during the SY16-17, our Community School designation will involve developing a socio-emotional program that will offer services to students while at school and in their communities.</p> <p>Other than our School Family Council and Family Community Engagement Committee we do not currently have an active outreach program in place but during the SY16-17, our Community School designation will involve developing an outreach program that will offer services to students while at school and in their communities.</p> <p>We do not currently have any active partnerships that support and promote healthy environments for all students in place but during the SY16-17, our Community School designation will involve developing a program that will offer services to students while at school and in their communities.</p> <p>We do not currently have a family resource center for families in</p>		

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	<p>place but during the SY16-17, our Community School designation will involve developing a school based avenue that will offer services to students and parents while at school and in their communities.</p> <p>We work closely with community organizations in collaboration with promoting a safe and healthy community for children. Through constant communication and opportunities for feedback, we bring in community resources as needed to supplement our school programming. We work together to ensure student's needs are addressed.</p> <p>We will continue to build a relational bridge with families and communities. During SY16-17 our efforts to increase family engagement will support our initiatives to increase student achievement. For this plan to be successful we will encourage the participation of families in (family) workshops that address many needs faced by our parents. We need to employ the services of companies who conduct workshops with parents to engage them in their child's learning. To support the Priority Plan, we ask for a funds to hire a person for the position of Parent Liaison who will be receive stipends from this grant to work with the school and parents. For our Organized Parent Group, we</p>		

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	<p>require this grant to supply materials and guest speakers for promote the group as an asset in the partnership between school and family.</p> <p>To fully implement the Community Schools process, we request that the Priority Schools grant fund the ‘match funds’ required by The Family League of Baltimore to ensure the programming needed to have a successful community is not impacted by budgetary shortfalls of the SY16-17 School budget.</p>		

### Annual Goals /Milestone Goals and Targeted Outcomes

2016-2017 Annual Goal and Milestone Goals for Reading and Math
<p><b>Provide the Annual 2016-2017 Goals for Reading/Language Arts and Math on State assessments for “all students” group and for each subgroup.</b></p> <p>At least 20% of all students in grades 3-8 will meet or exceed expectations on the English Language Arts/Literacy PARCC assessment. <i>In the African American subgroup, 20% of males will meet or exceed expectations on the English Language</i></p>

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*Arts/Literacy PARCC assessment. In the **Free and Reduced Meals** subgroup, 20% of this subgroup will meet or exceed expectations on the English Language Arts PARCC Assessment. At least 10% Student receiving **Special Education Services** will meet and exceed expectations on the English Language Arts PARCC Assessment.*

At least 20% of all students in grades 3-8 will meet or exceed expectations on the Mathematics PARCC assessment.

*In the **African American** subgroup, 20% of males will meet or exceed expectations on the Math PARCC assessment. In the **Free and Reduced Meals** subgroup, 20% of this subgroup will meet or exceed expectations on the Math PARCC Assessment. At least 10% Student receiving **Special Education Services** will meet and exceed expectations on the Math 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.**

ELA - Students in grades 3-8 will show an overall average of .3 years growth as measured by the iReady MOY assessment to be administered in December, 2016.

Math - Students in grades 3-8 will show an overall average of .3 years growth as measured by the iReady MOY assessment to be administered in December, 2016.

ELA - Students in grades 3-8 will show an overall average of a minimum 1.0 years growth as measured by the iReady EOY assessment to be administered in June, 2017.

Math - Students in grades 3-8 will show an overall average of a minimum of 1.0 years growth as measured by the iReady EOY assessment to be administered in June, 2017.

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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
<p><b>1. Coaching – use of Consultants (Intervention programs and MSDE Breakthrough Center) to improve program implementation and teacher practice</b></p>	<p><b>By January 2017, teachers will increase the effective use of instructional strategies as evidenced by the use of Data Driven Instruction in response to student assessment results.</b></p>	<p><b>By June 2017, teachers will demonstrate the effective implementation of content specific intervention programs as evidence by the timely administration of assessments created by various intervention programs.</b></p>
<p><b>2. Climate -</b></p>	<p><b>By January 2017, James McHenry will demonstrate a decrease in suspensions as evidenced by the use of Restorative Practices, PBIS and increase in positive classroom and school culture.</b></p>	<p><b>By June 2017, James McHenry will show a reduction in the suspension rate. Fewer students will receive out of school suspensions because of interventions and trainings participated in by staff and the implementation of both Restorative Practices and PBIS.</b></p>
<p><b>3. Parent Involvement</b></p>	<p><b>By January 2017, parents will be more active participants in their child’s learning as evidenced by the increased number of participants at our Parent Workshops, Parent Information Nights, and student led events.</b></p>	<p><b>By June 2017, parents will be more active participants in their child’s learning as evidenced by the participation in parent workshops, PARCC Night, and student led events.</b></p>

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*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: James McHenry 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.

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

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

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

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

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## 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.*

<b>1. Consultant /Contractor Company Name / Address / Phone / E-mail / Website:</b>
<b>2. Lead Consultant's /Contractor's Name(s) / Address / Phone / E-mail / Website:</b>
<b>3. Has the consultant/contractor been contacted for their availability of services?      _____ Yes      _____ No</b>
<b>4. Has the consultant/contractor tentatively agreed to provide the services to the school?      _____ Yes      _____ No</b>
<b>5. What is the consultant's /contractor's fee?(Provide a summary breakdown): _____</b>
<b>6. Describe the specific evidenced-based services that will be included in the contract (include the following):</b>  a) <b>Number of professional development hours per day and per week committed to the school:</b> b) <b>Number of planning hours committed to the school:</b> c) <b>Proposed start/end dates:</b> d) <b>Type of professional development to be delivered (training sessions, classroom coaching, online sessions, job embedded, etc.):</b> e) <b>Type of support the consultant will provide to the school to monitor implementation of professional development:</b> f) <b>Type of support to the school to evaluate the success of the professional development:</b> g) <b>Monitoring tool and/or evaluation rubric:</b>

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## 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>
<b>Quantity?</b>	YES	NO	<b>Timely?</b>	YES	NO	Would you recommend this contractor in the future?  <b>YES</b> <b>NO</b>
<b>Quality?</b>	YES	NO	<b>Accurate?</b>	YES	NO	
<b>Timeliness?</b>	YES	NO	<b>Submitted in correct format?</b>	YES	NO	

**Briefly explain reasons for Overall Evaluation:**

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

**Name Printed:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Position** \_\_\_\_\_ **LEA** \_\_\_\_\_

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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.