



2016-2017 Priority School Plan

KASA Baltimore College Preparatory #342

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: KASA Baltimore College Preparatory School Number: 342</p> <p>Phone#: (443) 642-2670 Email Address:</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: Tony Edwards</p> <p>Phone #: (410) 340-9512 Email Address: tedwards01@bcps.k12.md.us</p>	<p>Area Instructional Director: Jacque Hayden</p> <p>Phone #: (443) 642-2000 Email Address: jyhayden@bcps.k12.md.us</p>
<p>Grade levels enrolled (SY16-17): 6-12</p>	<p>Number of Students Enrolled (SY16-17): 450</p>
<p>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</p> <p>Climate & Culture</p> <ul style="list-style-type: none"> • Additional supports and services for students at risk of chronic attendance • Additional supports and services to meet the social/emotional/behavioral needs of students with disabilities • Additional planning, coaching and professional development surrounding the building of positive relationships with students as well as the restoring relationships 	<p>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</p> <p>Climate & Culture</p> <ul style="list-style-type: none"> • Implementation of Restorative Practices Program • Utilization of Continuous Growth to provide character education, student mentoring, support for in-school suspension, and climate monitoring. • Mindfulness training as a part of new teacher mentoring on healthy ways to deal with hardship and stress, as a way to improve teacher retention. <p>Extended Learning</p> <ul style="list-style-type: none"> • As a result of BTU contract constraints and current staffing

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<ul style="list-style-type: none"> • Improved mentoring programs for new teachers <p>Extended Learning</p> <ul style="list-style-type: none"> • Additional time for student interventions and enrichment. <p>Literacy Intervention & Professional Development</p> <ul style="list-style-type: none"> • Research based interventions for teachers to use, especially the large number of new teachers who may struggle to develop their own interventions. • Additional planning, coaching and professional development for staff surrounding literacy interventions. • Additional technology resources to support online interventions across grade levels, including schoolwide wireless access. <p>Math Intervention & Professional Development</p> <ul style="list-style-type: none"> • Research based interventions for teachers to use, especially the large number of new teachers who may struggle to develop their own interventions. <ul style="list-style-type: none"> • Additional planning, coaching and professional development for staff surrounding math interventions. • Additional technology resources to support online 	<p>levels, additional teachers will be needed to implement an intervention scheduling block during the academic day for tier 2 and tier 3 high school grades students.</p> <p>Literacy Intervention & Professional Development</p> <ul style="list-style-type: none"> • Achieve 3000 reading intervention and coaching for Tier 2 and 3 academic interventions. • Afterschool professional development, including stipends for teachers. • One week professional development over the summer to support instructional interventions for Tier 2 and 3 students. • Tiered support from the MSDE Breakthrough Center, including stipends and substitute funds. <p>Math Intervention & Professional Development</p> <ul style="list-style-type: none"> • Grades 6-12 will utilize Agile Minds with 10 days coaching from a consulting. • High school grades will utilize Intensified Algebra, including 10 days coaching from a consultant. • Think Through Math Online math intervention and coaching for Tier 2 and 3 academic interventions. • Afterschool professional development, including stipends for
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<p>interventions across grade levels, including schoolwide wireless access.</p> <p>College and Career Readiness</p> <ul style="list-style-type: none"> • Improved supports in the high school grades surrounding college access, college and career readiness, and interventions surrounding credit recovery and alternative options for struggling students. <p>Parent Engagement</p> <ul style="list-style-type: none"> • Additional strategies and supports to increase parent, community, stakeholder participation and support. 	<p>teachers.</p> <ul style="list-style-type: none"> • One week professional development over the summer to support instructional interventions for Tier 2 and 3 students. • Tiered support from the MSDE Breakthrough Center, including stipends and substitute funds. <p>College and Career Readiness</p> <ul style="list-style-type: none"> • AVID Program and corresponding staff member to facilitate its implementation • Early College/Dual Enrollment <p>Parent Engagement</p> <ul style="list-style-type: none"> • Community Schools Strategy • Parent Teacher Collaboration-Virtual Engagement through Living Tree
<p>Funding Summary (Amount of funds to support implementation of intervention strategies in 2016-2017)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I, Part A (from Priority School reservation, up to 20%) <input type="checkbox"/> 1003(a) School Improvement Funds 	

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2016-2017 Priority School Intervention Plan

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

Name of Priority School: KASA Baltimore College Preparatory		LEA: Baltimore City Public Schools	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
Components of Maryland's Turnaround Principles Model			
<u>COMPONENT 1: STRONG LEADERSHIP</u>			
The LEA and School must:			
<input type="checkbox"/> 1a. Review the performance of the current principal and track record to ensure strong and effective leadership in the Priority School.	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership • Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing educator development efforts • Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the 	2016/2017 school year	Administrative Team, Principal, Assistant Principal, Academic Content Leads

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	<p style="text-align: center;">Priority Plan</p> <ul style="list-style-type: none"> • Strategy 4 – Retention Stipend for Principal and Assistant Principal <p>Administration maintains a focus on instructional leadership through structures such as a continuous coaching and feedback supervisory model, as well as weekly Instructional Leadership Team (ILT) meetings. Staff are observed by administration at least bi-weekly and feedback is given in post observation conferences utilizing the instructional framework and school wide goals and area of focus. Teachers are encouraged to be a collaborative partner with administrators in this session to increase their own skills and learning</p> <p>The school’s mission and vision statements have been collaboratively developed with input from the entire staff. They are revisited each year for review and revision. In addition to being posted throughout the instructional and office spaces of the building, the mission and vision statements are published in the student, parent, and staff/faculty handbook.</p>		

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<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- Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership for the ILT Strategy 2- Use of an instructional coaching model to support the ILT with the instructional feedback cycles to teachers Strategy 3 -On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan <p>Administration maintains a focus on instructional leadership through structures such as a continuous coaching and feedback supervisory model, as well as weekly Instructional Leadership Team (ILT) meetings. Staff are observed by administration at least bi-weekly and feedback is given in post observation conferences utilizing the instructional framework and school wide goals and area of focus. Teachers are encouraged to be a</p>		

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	<p>collaborative partner with administrators in this session to increase their own skills and learning</p> <p>The Instructional Leadership Team (ILT) meets weekly and is composed of teachers for each discipline, special education, guidance, and administration. A teacher leader is assigned as the chairperson of the ILT team. The ILT analyzes data, determines next steps, develops interventions, and monitors instruction in a non-evaluatory way. The ILT regularly conducts learning walks to monitor areas of focus and uses this data to inform practice and schoolwide initiatives.</p> <p>Both administration and the ILT shares responsibility for monitoring of curriculum implementation and instructional practices linked to student growth. Administrations regularly monitor lesson plans to ensure that teachers’ instruction is aligned to CCSS standards, as well as conducts classroom observations to monitor the use of instructional practices related to the instructional framework and other targeted initiatives. Additionally, teachers were required to create and submit both a course long scope and sequence for each subject taught, as well as unit plans identifying CCSS standards to be</p>		

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	<p>addressed and specific instructional activities and strategies to be used. The ILY also helps monitor curriculum implementation and instructional practices through learning walks.</p> <p>The administration and ILT maintain high standards for a school culture focused on teaching and learning. These expectations are reiterated in weekly PD sessions, collaborative planning sessions, faculty meetings, and in the Daily Bulletin</p> <p>The administration and ILT regularly uses technology to analyze assessment data, including I-Ready results, PARCC assessment results, HSA results, monthly ILT reports, and middle and end of course assessments</p> <p>The ILT, school family council, and staff all have opportunities to help identify resources needed to increase student achievement. All stakeholders were invited to input sessions when the 2016-2017 budget was being developed and an additional session was scheduled to review the budget after its submission. Administration is responsible to maintaining and coordination the distribution of resources in alignment</p>		

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	with school goals and identified areas of need.		
<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-Use of the Baltimore City Schools observation platform. • Strategy 2-Partnership with Human Capital for strategic recruitment • Strategy 3 – Implementation of bi-weekly informal observations by ILT <p>Administration and ILT work collaboratively to actively recruit and retain effective staff. ILT members attend hiring fairs with administration, participate and interviews and provide feedback on potential staff members. In order to retain staff novice teachers are assigned a mentor teacher. Mentor</p>	2016/2017 School Year	Administrative Team members, ILT

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	<p>teachers are teachers rated as highly effective currently on staff.</p> <p>KASA uses a variety of practices to monitor instruction, provide coaching and feedback, and hold all teachers accountable for improved teaching and learning. Administrators observe teachers at a minimum of bi-weekly. After the observation, they meet with the teachers to discuss strengths, weaknesses, and next steps. Additionally, learning walks are conducted by the ILT and district office. Overall trends discovered through these learning walks are shared with teachers at weekly PD sessions. When administrative observations indicate a significant instructional or classroom management that is not improved through informal coaching and feedback, formal measures such as development, implementation, and monitoring of Performance Improvement Plans are taken. All teachers also receive two formal observations, a mid-year report, and end of the year evaluation. Ongoing conversations are also held regarding the various components of the teacher evaluation system, including student learning outcomes, professional</p>		

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	responsibility measures, and the instructional framework.		
<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 – Implementation of weekly job-embedded professional development • Strategy 2 - Use of an instructional coaching model to support the ILT with the instructional feedback cycles to teachers • Strategy 3 – Collaborate with MSDE Breakthrough Center • Strategy 4 – Contract with academic intervention vendors (Agile Minds) to provide professional development and coaching support to select teachers • Strategy 5 – Provide extended learning opportunities for teachers through summer and afterschool PD 	2016/2017 school year	Administrative Team, ILT, Content Leads

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	<p>KASA currently requires all teachers to attend weekly 60 minute PD sessions during their planning time. These PDs are aligned to both district instructional learning cycles and priorities, as well as student needs as identified by analysis of PARCC, i-Ready, MOC and EOC assessments, learning walk feedback forms and classroom observation. For the 2016-2017 school year, content based planning has been built into the master schedule for high school and team based planning has been built into the schedule for middle school. In addition to current supports for the 2016/2017 year, teachers will be provided with additional supports to include targeted coaching surrounding literacy and math interventions, restorative practices, additional after school professional development, as well as MSDE Breakthrough Center support for literacy and math.</p> <p>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</p>		

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	with school staff to customize advisor sessions to meet each teachers need. After each session, Advisors provide to the school leaders a written summary of session activities and outcomes, and recommended next steps to strengthen the implementation.		
<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- Adjusting schedule to increase seat time in core classes • Strategy 3-Use of interventions for Tier II and Tier III students <p>For the 2016-2017, KASA will be making changes to the schedule to meet new district requirements. For examples, all</p>	2016/2017 school year	Administrative Team members, ILT, Master Scheduler

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	<p>PARCC tested areas must be taught year long. Some content areas such as English I and Intensified Algebra will be taught for a double class period of 90 minutes all year long, while other content areas will be taught for 45 minutes all year long. Non PARCC testing areas will still be taught for 90 minutes for a semester and AP classes will still be taught for 90 minutes year long. In the middle grades for the 2016-2017 school year, Language Arts and Math will still be 90 minutes year long, science and social studies 90 minutes for a semester, but there will be a change to the resource period. Resource (art, gym, tech, and library) will be taught for 45 minutes and the other 45 minutes of that period will be an intervention/enrichment period to be taught by content teachers. In the high school grades various intervention courses are built into the schedule including intensified algebra, college readiness literacy and college readiness math.</p> <p>Currently, KASA utilized heterogeneous grouping for all classes in middle grades and high school. For the 2016-2017 school year, support will be needed to develop flexible groups based on student needs for intervention periods. In the middle grades flexible groupings will be used during the intervention</p>		

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	<p>periods built into the schedule. In high school, interventions will be embedded in core content areas and classes.</p> <p>For the 2016/2017 academic year, KASA will be utilize Achieve 3000 for students identified as Tier 2 and 3. These students will be identified through an analysis of PARCC and i-Ready data.</p>		
<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 - Use of an instructional coaching model to support the ILT with the instructional feedback cycles to teachers • Strategy 2-Interevnetions for Tier II/III students • Strategy 3 -Strategic scheduling to allow for additional learning time in core content areas • Strategy 4- Embedded PD and coaching • Strategy 5 – Collaboration with School Transformation and Turnaround Team to support the school's instructional action plan with standards 	2016/2017 school year	Administrative Team, ILT, Content Leads

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	<p style="text-align: center;">aligned instruction that incorporates UDL and MTSS</p> <ul style="list-style-type: none"> • Strategy 6 - Contract with academic intervention vendors (Agile Minds and Achieve 3000) to provide professional development and coaching support to select teachers <p>For 2016/2017 KASA will continue to utilize an instructional program in alignment with BCPSS curricular scope and sequence. This includes a focus on the district created LDC's in all English/Language Arts classes and Agile Minds in math across all grade levels. All classroom teachers will be required to complete course syllabi and create unit plans and corresponding daily lesson plans using UDL strategies. Across all content areas, unit and lesson plans are required to indicate elements and evidence of the instructional framework, including multiple checks for student understanding and evidence dependent questioning.</p> <p>The entire instructional staff is also assigned to a member of</p>		

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	<p>the administrative team for bi weekly observation, coaching and feedback designed to improve instructional practice. The ILT will also conduct bi-weekly learning walks and based upon data collected and schoolwide trends, create targeted improvement plans for teachers and identified academic areas.</p> <p>In addition to the ILT, network learning walks will continue and feedback provided aimed at target areas of improvement. In addition to tier I interventions to support areas of schoolwide improvement, at the start of the 2016/2017 academic year a variety of student data will be collected and analyzed, including i-Ready data, PARCC data, Read and Math 180 assessment data. This data will be utilized to place students across grade levels into appropriate targeted intervention and enrichment groups.</p>		
<u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u>			
The LEA and School must:			

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<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-Coaching from the Instructional Leader Executive Director and Community Learning Network focused on the use of student data • Strategy 2 – Implementation of specific academic intervention programs for identified Tier II/III students • Strategy 3 -Strategic scheduling to allow for additional learning time in core content areas • Strategy 4- Embedded PD and coaching • Strategy 5 - Collaborating with the Office of Transformation and Turnaround to reflect on student data and identify strategies to differentiate <p>A variety of data will be used to inform schoolwide decisions surrounding improved instruction include:</p> <ul style="list-style-type: none"> • the monthly ILT tool • daily and weekly attendance data 	2016/2017 school year	Administrative Team, ILT, Academic Content Leads

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	<ul style="list-style-type: none"> I-Ready data PARCC data Agile Minds Topic Assessment data MOC/EOC data LDC assessments, Intervention program assessment data from Intensified Algebra, Achieve 3000, and Think through Math Evidence from ILT and CLN learning walks <p>Data will be analyzed during collaborative planning sessions, weekly PD, after school professional development, and at monthly faculty meetings. In addition to these times, certain data, including attendance and discipline data is published daily in the school’s daily bulletin.</p> <p>Relevant data will be utilized to address school and district priorities. This includes decisions surrounding student grouping, interventions and enrichment, and the allocation of appropriate school resources and personnel.</p> <p>A variety of targeted learning walks are conducted by the ILT,</p>		

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	administrative team, network staff, and other stakeholders. Data from these walks are utilized to create intervention plans for staff, develop the school’s professional development calendar, and to provide feedback to teachers aimed at improved instruction and student outcomes.		
<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><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Implement a schedule that provides teachers and ILT members with weekly collaborative planning for contents in the high school and grade level in the middle school • Strategy 2 – Facilitate weekly ILT meetings afterschool • Strategy 3 – Provide extended learning opportunities for teachers through summer and afterschool PD • Strategy 4 - Contract with academic intervention and PD vendors (Agile Minds and Achieve 3000) to provide professional development and coaching support to select teachers to ensure fidelity of implementation of academic interventions, student 	2016/2017 school year	Administrative Team, ILT, Network Staff, and School Based Content Leads

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	<p style="text-align: center;">data analyses of progress/needs, and planning for differentiated support to students</p> <p>Teachers are provided with collaborative planning time across all grade levels. In the high school grades, collaborative planning time is content based. In the middle grades teachers have grade level collaborative planning time. In order to provide additional content based time, middle grades content based collaborative planning will also be provided during afterschool professional development and planning.</p> <p>The instructional leadership team will continue to meet weekly on Tuesdays at 3:15. A yearly calendar will be developed and published for all staff members. A schedule for collaborative planning will also be published for staff, as follows: Mondays-Math/Science, Wednesdays-ELA, Thursdays-Social Studies/ Foreign Language, Fridays-Special Education (Life Skills, Self -Contained), SPAR Teachers</p>		

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	Collaborative planning meetings are led by grade level team leaders, content leads. Members of the administrative team are also in attendance.		
<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.	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> Strategy 1-Collaboration with the BCPS Office of School Supports to identify areas of improvement with school safety, attendance, discipline, and student health needs Strategy 2 – Use of the Student Support Team process to remove barriers for students and identify areas for improvement and training for adults Strategy 3 – Use of PBIS Strategy 4 –Use of Restorative Practices Strategy 5 – Partner with Continuous Growth for mentoring services Strategy 6 – Partner with Holistic Life 	2016/2017 school year	Administrative team, ILT, SST members, SFC

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	<p>KASA utilizes a PBIS to support positive school climate. In our second year of implementation, the school was recognized as a Bronze Member. PBIS posters are posted around the building and an incentive system using KASA KASH for students to purchase rewards, participate in schoolwide activities, etc.</p> <p>For 2016/2017 KASA will also be implementing restorative practices for staff and students. Additional programs to provide socio-emotional health for students include Continuous Growth and Mindfulness Training for staff.</p> <p>Additional partners aimed at addressing student socio-emotional needs will include C&C Advocacy for mental health services, Roberta’s House for grief counseling, Sarah’s House for mental health services, Kennedy Krieger Trauma Based Counseling, and Treatment Resources for Youth for drug counseling services.</p> <p>Office referral forms have been modified to reflect elements of our PBIS program. Teachers are required to identify the</p>		

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	<p>function of the negative behavior, positive supports used to address the behavior in the past, in addition to actual descriptions of the behavior.</p> <p>Behavioral norms and expectations are posted in all classrooms, as well as in the student/parent handbook, and other frequently traveled areas of the building.</p> <p>Climate walkthroughs are utilized to address areas of need and to inform decision making surrounding the allocation of resources and staff. Members of the ILT, Administrative Team, and Network staff will participate in these walks.</p> <p>A robust SGA will also be developed with a few modifications from the 2015/2016 school year. This will include regular presentations to peers, parents, and staff, as well as a suggestion box.</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	<u>Prioritized Strategies</u>	2016/2017	Administrative

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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>how families and communities are meaningfully engaged in the implementation of the intervention strategies to support student learning</p>	<ul style="list-style-type: none"> Strategy 1-Partner with Family and Community Engagement Office of BCPS to enhance parent outreach programs that address mental health psychoeducational programming, ESOL, GED, Family planning, smoking cessation, workforce development, financial literacy, parenting programs, college and career nights Strategy 2- Integrate family and community partnerships through Living Tree, Parent-School Collaboration PD, Pique Parent Workshops, and Restorative Practices Strategy 3 – Encourage the participation of all parents in the School Family Council and subcommittees <p>For 2016/2017, KASA will be implementing a community schools strategy to create an integrated focus on academics, health, youth development and family community supports.</p> <p>Parent-Teacher Collaboration-Virtual Engagement from living</p>	<p>school year</p>	<p>Team, ILT, SST members, Community partners.</p>

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	<p>Tree will also be utilized to improve effective two-way communication between school and families, sharing of information with families, and increase school volunteerism.</p> <p>Based upon parent responses, KASA earned an overall score of 71.9 in the safety dimension of the parent satisfaction surveys administered last year.</p> <p>Parents are currently represented on the SST, PTO, and SFC. Partners aimed at addressing student socio-emotional needs will include C&C Advocacy for mental health services, Roberta’s House for grief counseling, Sarah’s House for mental health services, Kennedy Krieger Trauma Based Counseling, and Treatment Resources for Youth for drug counseling services</p> <p>In addition to teacher mandated parent-teacher conferences, events requiring parent and caretaker attendance are generally scheduled after the school day and on multiple dates and times to afford more flexibility.</p> <p>Community resources are generally identified with the assistance of staff, parents and district staff. The community</p>		

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	schools strategy for 2016/2017 will expand and improve upon this process.		
<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-Collaboration with the BCPS Office of Family and Community Engagement and Office of School Supports to identify strategies for engaging stakeholders with enhancing the school environment to meet the students' social, emotional, and health needs • Strategy 2 - Engage members of the school leadership team and SFC to lead the outreach efforts to increase collaboration with external organizations who can support students development • Strategy 3 – Expand relationships with C&C Advocacy for mental health services, Roberta’s House for grief counseling, Sarah’s House for mental health services, Kennedy Krieger Trauma Based Counseling, and Treatment Resources for 		

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	<p style="text-align: center;">Youth for drug counseling services</p> <ul style="list-style-type: none"> • Strategy 4 – Use of Continuous Growth to provide character education, student mentoring, support for in-school suspension, and climate monitoring <p>Partners aimed at addressing student socio-emotional needs will include C&C Advocacy for mental health services, Roberta’s House for grief counseling, Sarah’s House for mental health services, Kennedy Krieger Trauma Based Counseling, and Treatment Resources for Youth for drug counseling services</p> <p>Parent-Teacher Collaboration-Virtual Engagement from Living Tree will also be utilized to improve effective two-way communication between school and families, sharing of information with families, and increase school volunteerism.</p> <p>Utilization of Continuous Growth to provide character education, student mentoring, support for in-school suspension, and climate monitoring.</p>		

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	A parent/family room is maintained to provide parents access to parent portal, parent resources, and community opportunities.		

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.

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Reading Goals

Middle Grades

Overall-The percentage of middle grades students meeting or exceeding reading standards on the 2017 administration of PARCC will increase from 2.5% on the 2015 administration to 17.5%.

Subgroups-(Special Education) The percentage of middle grades students meeting or exceeding reading standards on the 2017 administration of PARCC will increase from 0% on the 2015 administration to 15%.

High School Grades

Overall-The percentage of high school grades students meeting or exceeding reading standards on the 2017 administration of PARCC will increase from 10.5% on the 2015 administration to 25.5%.

Subgroups-(Special Education) The percentage of middle grades students meeting or exceeding reading standards on the 2017 administration of PARCC will increase from 0% on the 2015 administration to 15%.

Math Goals

Middle Grades

Overall-The percentage of middle grades students meeting or exceeding math standards on the 2017 administration of PARCC will increase from 0% on the 2015 administration to 15%.

Subgroups-(Special Education) The percentage of middle grades students meeting or exceeding math standards on the 2017 administration of PARCC will increase from 0% on the 2015 administration to 15%.

High School Grades

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Overall-The percentage of high school grades students meeting or exceeding math standards on the 2017 administration of PARCC will increase from 0% on the 2015 administration to 15%.

Subgroups-(Special Education) The percentage of middle grades students meeting or exceeding math standards on the 2017 administration of PARCC will increase from 0% on the 2015 administration to 15%.

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

Overall- The percentage of high school students scoring proficient or advanced on the English II MOC assessments during the 2016/2017 school year will increase from 3.8% in 2015/2016 to 15%.

Math

Overall- The percentage of high school students scoring proficient or advanced on the Algebra II MOC assessments during the 2016/2017 school year will increase from 4.0% in 2015/2016 to 15%.

2016-2017 Target Outcomes for Strategies in the Intervention Plan

Evidenced Based Strategy	Interim Target Outcomes	Annual Target Outcomes
1. Achieve 3000	30% of targeted students will show an increase of at least one grade level as	60% of targeted students will show an increase of at least one grade level as

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	measured by midyear Achieve 3000 assessments.	measured by end of the year Achieve 3000 assessments.
2. Think Through Math	30% of targeted students will show an increase of at least one grade level as measured by midyear Think Through Math assessments.	60% of targeted students will show an increase of at least one grade level as measured by end of the year Think Through Math assessments.
3. Continuous Growth	The ARCA rate will decrease from 47.8% to 37.8% by mid-year, as measured by the monthly ILT Tool.	The ARCA rate will decrease from 47.8% to 27.8% by the end of the year, as measured by the End of the Year ILT Tool.

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: KASA

LEA: Baltimore City Public Schools

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

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

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

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

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

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

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

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

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

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

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

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

Summary of Services

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

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

Briefly explain reasons for Overall Evaluation:

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

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

Position _____ **LEA** _____

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

Additional Conditions for NOGA

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

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