



2016-2017 Priority School Plan

Mary E. Rodman Elementary #204

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: Mary E. Rodman School Number: 204</p> <p>Phone#: 410-396-0508 Email Address: NA</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: Michele Broom</p> <p>Phone #: 410-396-0508 Email Address: MBroom@bcps.k12.md.us</p>	<p>Area Instructional Director: Sue Torr Phone #: 410-733-4482 Email Address: STorr@bcps.k12.md.us</p>
<p>Grade levels enrolled (SY16-17): Pre-Kindergarten through fifth grade</p>	<p>Number of Students Enrolled (SY16-17): 260</p>
<p>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</p> <ul style="list-style-type: none"> • Reading (Tier I, II, II) • Math • Coaching • Computers • Mental Health Services (social and emotional development) • Lead Teacher (2 people) • Guidance Counselor 	<p>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</p> <ul style="list-style-type: none"> • Double Dose of FUNdations and Just Words • Guided Reading small group intervention • Tutors for intervention groups • Power Hour • Real Time Coaching • Do The Math Intervention small groups • Literacy Lab

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

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

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2016-2017 Priority School Intervention Plan

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

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

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	<p style="margin: 0;">Priority Plan</p> <ul style="list-style-type: none"> • Strategy 4 – Retention Stipend for Principal and Assistant Principal <p style="margin: 0;">The current school leader follows the Baltimore City Public School System’s School Effectiveness Framework which includes the following:</p> <p style="margin: 0; padding-left: 40px;">Core Value: 4 Strategic Leadership</p> <ul style="list-style-type: none"> • 4.1 The school leadership manages progress towards clear goals through a cycle of planning, action, assessment, and adjustment. • 4.2 The school leadership allocates and deploys the resources of time, human capital, and funding to address the priority growth goals for student achievement. <p style="margin: 0;">The current principal believes that defining a school’s vision and mission are extremely important. Developing the school’s vision and mission are the two of the most important steps toward creating a successful program. My vision is to create</p>		

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	<p>an elementary school that produces major gains in student achievement, and helps make students Career and College Ready.</p> <p>The principal also follows Core Value 3: Vision and Engagement under the Leadership Framework.</p> <p style="padding-left: 40px;">3.1- The school leadership provides a clear vision and mission that promotes a welcoming and supportive learning environment for students, families, staff and all other stakeholders.</p> <p style="padding-left: 40px;">3.2 The school leadership cultivates and sustains open communication and decision-making opportunities with families</p> <p style="padding-left: 40px;">3.3 The culture of the school reflects and embraces student, staff, and community diversity.</p> <p>The artifacts of effective leadership include student work, test scores from assessments, all documentation logs that are kept such as communication logs, anecdotal records, Power Teacher Grade Book, lesson plan books, and other</p>		

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	documentation. When students are achieving and meeting assessment benchmarks and milestones, we are progressing.		
<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 •Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts •Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan <p>We follow all district initiatives as it pertains to teaching and learning. We are building systems to strengthen, support and measure effectiveness among teachers, school leaders and</p>	ongoing	Principal Instructional Leadership team

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	<p>schools.</p> <p>For school leaders, we are utilizing the new evaluation system for the 2016-2017 school year to strengthen and support effectiveness. It includes measures both of student academic growth and of school leaders’ professional practice that, when taken together, provide a comprehensive overall assessment. Administrators must follow Leadership Framework.</p> <p style="text-align: center;">Core Value 1: Highly Effective Instruction</p> <p style="padding-left: 20px;">1.1 School Leadership supports highly effective instruction</p> <p style="padding-left: 20px;">1.2 School leadership plans, assesses, and adjusts to ensure highly effective instruction</p> <p style="text-align: center;">Core Value 2: Talented People</p> <p style="padding-left: 20px;">2.1 School leadership implements systems to select and retain effective teachers and staff whose skills and beliefs meet those needs</p> <p style="padding-left: 20px;">2.2 School leadership develops its own capacity and</p>		

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	<p>that of faculty and staff by engaging in school-wide reflection and professional development</p> <p>2.3 School leadership makes full use of the evaluation system to both develop faculty and staff capacity and to hold them accountable for performance</p> <p>Administrators manage time by prioritizing instructional matters on a daily basis. Administrators manage resources efficiently by utilizing those resources that best help us to increase student achievement. School programs are measured based on student achievement data.</p>		
<u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Use of Baltimore City Evaluation System • Strategy 2 – Use of learning walk protocol to observe and improve instructional practice 	<p>Ongoing</p> <p style="background-color: red; color: black; padding: 2px;">September 2016- May 2017</p>	<p>Principal</p> <p style="background-color: red; color: black; padding: 2px;">Lead Teachers</p> <p style="background-color: red; color: black; padding: 2px;">CLN 6</p> <p style="background-color: red; color: black; padding: 2px;">Strategic Support Team</p>

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	<p>Walkthroughs and informal observations will be conducted throughout the school year to determine teacher effectiveness. The need still exists to recruit and retain experienced, highly qualified teachers.</p> <p>Staff will be evaluated through the established evaluation process:</p> <ul style="list-style-type: none"> -Staff Review of Evaluation Process -Individual Development Plan/Initial Conference -Formal Observation #1 -Mid-Year Evaluation Conference -Formal Observation #2 -Final Evaluation Conference <p>The principal recruits teachers at district held job and transfer fairs.</p> <p>Mary E. Rodman Elementary (MERE) currently uses the Instructional Framework and Professional Expectations to evaluate teachers. Baltimore City Public Schools identified an</p>		

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	<p>evaluation process with specific timelines. This is followed with fidelity at Mary Rodman. The Lead Teacher conducts informal observations to provide support and coaching to all teachers. Informal and Formal observations are conducted by the Principal and Assistant Principal. Ongoing coaching and feedback to teachers is an area of need to improve instruction and teacher effectiveness.</p>		
<input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Implementation of Cycles of Professional Learning • Strategy 2 – Professional development and coaching from Scholastic and Do the Math • Strategy 3 – Implementation of Literacy Labs <p>Teachers are engaged in systemic PD, as well as weekly grade-level team meetings. Teachers also participate in coaching opportunities by Scholastic and Do the Math.</p> <p>Mary E. Rodman implements Cycles of Professional Learning around identified needs and district mandates.</p>	<p>Ongoing</p> <p>September 2016- May 2017</p>	<p>Instructional Leadership Team</p> <p>Principal</p> <p>Lead Teachers</p> <p>CLN 6</p> <p>Strategic Support Team</p>

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	<p>The instructional leadership team developed a professional learning plan in June 2015 that focused on Word Study and effective implementation of small group instruction.</p> <p>Teachers are brought into the school in the summer to prepare for the start of the school year by participating in professional development 1 week prior to the first day of school. Teachers are trained in school programs and initiatives that will be major priority areas for the upcoming school year. Teachers receive stipends for participation in our summer PD.</p> <p>Teachers are provided with PD reflective of content, process, and context. The Cycle of Professional Learning allows teachers to learn new strategies and concepts, practice implementation, participate in learning walks centered on implementation, reflect on personal practice, and evaluate effectiveness. Teachers participate in professional development weekly, and the school has a shared expectation that strategies and concepts learned in PD are to be implemented consistently during instruction.</p> <p>Mary E. Rodman collaborates with the Strategic Team (Office of Transformation and Turnaround) to create a coaching plan</p>		

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	<p>and learning cycle based on the trends and data of the school. The Lead Teacher helps support and train teachers with weekly planning sessions and classroom coaching around the school’s initiative.</p> <p>The school leadership team (administrators, and Lead Teachers) monitor and observe teacher effectiveness of PD strategies in classroom instruction and planning. Learning walks include teachers, and consist of teacher feedback to peers and colleagues. Teachers are trained in the implementation of the Instructional Framework. Informal and formal feedback is centered on implementation of the Instructional Framework and teachers are able to participate in PD focused on specific “look-fors” from the Instructional Framework.</p> <p>New Teachers, first and second year teachers, receive individualized supports and attention, feedback, and strategies from a mentor teacher to cope with typical new teacher issues or challenges.</p> <p>Real time coaching is designated for developing and</p>		

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	<p>struggling teachers from the Lead Teacher.</p> <p>Teachers will receive job embedded Guided Reading Coaching throughout the school-year in order to build content capacity as well as to refine teaching strategies.</p> <p>The MSDE Breakthrough Center will work with Mary E. Rodman to identify the precise nature and magnitude of needs and assemble customized and strategic supports and interventions to address them. Strong emphasis is placed on building the capacity of the schools to not only achieve turnaround, but to also sustain it.</p>		
<u>COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 3a. Provide additional time for student learning and collaboration targeting students demonstrating the greatest needs and/or students at risk of being identified for Tier 3 intervention.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Implementation of Foundations and Just Words literacy intervention programs for Tier 3 students • Strategy 2 – Implementation of Guided Reading for 	ongoing	Principal Lead Teacher

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	<p style="text-align: center;">literacy support</p> <ul style="list-style-type: none"> • Strategy 3 – Implementation of Do the Math intervention for Tier 3 students <p>Teachers use data from I-Ready and Amplify to identify and target students in Tiers 2 and 3. Teachers are asked to group students based on data and determine what strategies they will use and what skills they will reinforce to address deficits.</p> <p>Mary E. Rodman follows the recommended instructional time for both literacy and math blocks.</p> <p>Informal observations are conducted on a regular basis. Teachers receive written and verbal feedback from the principal, assistant principal, and the lead teacher. Formal observations are conducted twice a year by the principal and assistant principal.</p> <p>Teacher formal observation data is charted by teach actions from the instructional framework to help the leadership team further develop teachers.</p> <p>Currently the FUNdations program is being used to support</p>		

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	<p>students with decoding skills in grades K-3. Building Vocabulary is also used to help address vocabulary skills in grades 4 and 5. Teachers use Intervention by Design to address comprehension and word study skills in grades 1-5.</p> <p>In order to expose the students to high-interest reading, the school will purchase a leveled bookroom in order to provide a variety and quantity of titles at each reading level. Teachers will receive training for effective implementation.</p> <p>Mary E Rodman will also partner with the Literacy Lab for the 1617SY. 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.</p>		

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<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 – Teacher coaching and professional development • Strategy 2 – Support from MSDE Breakthrough Center • Strategy 3 – Support from the Strategic Team within the Office of Transformation and Turnaround <p>Mary E. Rodman collaborates with the Strategic Team (Office of Transformation and Turnaround) to create a coaching plan and learning cycle based on the trends of the school.</p> <p>MERE teachers will align lessons/units to City Curriculum goals, State and National Standards (Maryland State Curriculum / Common Core.</p>	SY16-17	Lead Teacher Strategic Team

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	<p>Mary E. Rodman teachers currently use American Reading Company Reading Program and Explorations of Non-Fictional Writing during the literacy block of the day. The District Math Curriculum is used during the math block and for the Social Living portion of the day teachers following the District's unit of study along with supplemental materials. MERE completes daily phonics, word study, and vocabulary lessons using FUNdations and Building Vocabulary.</p> <p>Mary E. Rodman teachers and staff will continue to attend the District professional development sessions throughout the school year. Mary E. Rodman staff will complete all District mandated PLC's</p> <p>All teachers have access to PLC opportunities on and off site in their content area.</p> <p>MERE will offer additional PLC that will include during school and afterschool learning collaborative sessions. PLC will be differentiated based on experience and content needs: some PLC will be schoolwide, small groups or one-on-one.</p> <p>Students at MERE are performing on average of 1-3 grades</p>		

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	<p>behind grade level. More intense reading support is needed. Scholastic Guided Reading Program, Reading A-Z is an on-line reading program, and Intervention By Design are leveled reading program that uses small group instruction and developmentally appropriate leveled books. This approach recognizes that a wide range of reading ability exists within any grade level or age group, and that reading at the appropriate levels ensures success.</p> <p>Children at MERE have gaps in their understanding of math skills. Intervention support is needed for math: Do The Math is a quality approach designed to give children the understanding of number ideas and number relationships that is essential for success in math. MERE plans to work diligently to get students on grade level. (Particularly used as a remedial aid for children having difficulty with math.)</p> <p>Use of Achieve 3000 for differentiated instruction solutions that meet the specific needs of MERE students. This program to support common core. Provides non-fiction resources for differentiated work.</p> <p style="background-color: red; color: black;">Use of Universal Design for Learning Strategies for creating instructional goals, identifying instructional methods and</p>		

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	materials, as well as assessments will be discussed and developed during collaborative planning meetings with Lead Teachers.		
<u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Use of interim assessments such as Amplify, TRC, DIBELS, and iReady to tier students for intervention • Strategy 2 – Use of formative assessments such as literacy and math intervention unit tests <p>Mary E. Rodman uses data from Data Link, (BOY, MOY, EOY-Pre-k and K only and interim assessments 1-2 only) mclass, i-Ready, and SMS Power School (suspension data). Staff also uses formal and informal assessment data, learning</p>	ongoing	Instructional Leadership Team

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	<p>walk and trend data that is collected to meet the needs of academic students.</p> <p>Mary E. Rodman is currently utilizing Data Driven Instructional Teams to review data. The focus for the last two years was primarily on literacy instruction so that teachers were able to become familiar with the data teams cycle. Teachers in grades K-2 have access to data reports from Amplify and teachers in grades 3-5 have access to data reports for their students through i-Ready. Teachers are able to pull data any time after they have finished administering the assessments. We used data from MClass reports and i-Ready reports to place students in instructional groups. Teachers then have to meet to identify priority skills, and establish a SMART goal. Once the teachers have established a SMART goal, they have to identify a research-based instructional strategy to use to teach the identified skills. This took place during our school wide intervention block, Power Hour. The data teams meetings were scheduled to take place biweekly. This presented a challenge. We struggled to find coverage for every teacher so that every teacher participated and got trained in the DDIT process. Another challenge was identifying a</p>		

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	<p>common assessment to use in between testing to continuously monitor student progress. Amplify and i-Ready assessments take place at the beginning, middle, and end of the school year. The team needed to develop a schedule to review common assessments in between those district benchmarks to effectively monitor student progress and teacher effectiveness.</p> <p>Walkthroughs were conducted during Power Hour however they were not consistent enough to provide teacher support to improve instruction.</p> <p>The team at Mary Rodman did not continue to develop a cycle of professional learning around small group instruction however our teachers received and will continue to receive professional development and support around Guided Reading Instruction.</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><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Implement the DDI process during collaborative planning to analyze and understand student level data to plan for instruction adjustments 	SY1617	Instructional Leadership Team

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	<p>Our Instructional Leadership Team meets biweekly afterschool. The team consists of our Lead Teacher, The Assistant Principal, Kindergarten Teacher, First Grade Teacher, and our Third Grade Teacher.</p> <p>ILT meetings are held on the 2nd and 4th Thursday of the month. Each meeting 90 minutes long and are held after school.</p> <p>The lead teacher facilitates most meetings, however teachers are encouraged to facilitate meetings on different occasion.</p> <p>Collaborative planning time in the master schedule:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Every Tuesday during Planning Blocks</th> <th style="width: 50%;"></th> </tr> <tr> <th style="padding: 5px;">Grade</th> <th style="padding: 5px;">Time of meeting</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Second Grade</td> <td style="padding: 5px;">9:05 -9:50</td> </tr> </tbody> </table>	Every Tuesday during Planning Blocks		Grade	Time of meeting	Second Grade	9:05 -9:50		
Every Tuesday during Planning Blocks									
Grade	Time of meeting								
Second Grade	9:05 -9:50								

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	Third Grade	9:55 – 10:40		
	Fourth Grade	9:55 – 10:40		
	Fifth Grade	9:55 – 10:40		
	Pre-K	12:15 – 1:00		
	K	1:05 – 1:50		
	First Grade	1:55 – 2:35		
	Students with Disabilities	9:55 – 10:40		
	<p>Teachers have collaborative planning weekly by content embedded into the schedule. Teachers collaboratively plan in content teams weekly around their common subject area and analyze data. Grade level teams meeting weekly to discuss student supports, classroom management and offer parent conference time.</p>			

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<u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u>			
The LEA and School must:			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement such as: students’ social and emotional, and health needs. Identify evidence-based practices as a part of the Multi-Tiered System of Support.	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Implement PBIS with fidelity and use of Tiger Bucks • Strategy 2 – Fully engage SST process <p>School will work with the Office of School Supports to identify the precise nature and magnitude of needs and assemble customized and strategic supports and interventions to address them. Strong emphasis is placed on building the capacity of the schools to not only achieve turnaround, but to also sustain it.</p> <p>Our Student Support Team (SST) meets weekly on Fridays depending on the number of students referred by classroom teachers. The Assistant Principal chairs the meetings. Folders and minutes are kept for each student. The teacher has to</p>	SY1617	Principal

Maryland Turnaround Principles Model (DRAFT)

Name of Priority School:		LEA: Baltimore City Public Schools	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
	<p>complete a detailed referral form about the students' academics, behaviors, attendance, parent communication, and background. There is an intervention plan put in place for the student during the meeting then a follow-up meeting is scheduled to review student progress.</p> <p>Mary E. Rodman does not currently have a social-emotional program in place. Based on current office referral and suspension data, Mary E. Rodman needs a research-based socio-emotional program to support our efforts with a reduction in these areas. The current program we would like to implement is Positive Action Whole-School Reform primary plan. This program would provide MERE staff support around lesson plan implementation, on-going training, guidance, and coaching, engaging families and our community, and program fidelity. This program also includes a component that focuses on bullying.</p> <p>Currently our school is a PBIS school. We want to promote positive behaviors in a healthy school environment. One of our goals is to enhance student achievement by reminding our students to consistently follow our core values, R.O.A.R.S.</p>		

Maryland Turnaround Principles Model (DRAFT)

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	<p>We are <u>respectful</u> to ourselves, our teachers, and others; We are always <u>on-task</u>; <u>We have a positive attitude</u> every day; We are <u>responsible</u> for our behaviors; and We demonstrate <u>safety</u> at all times.</p> <p>Our staff members have been trained to identify office managed behaviors versus classroom managed behaviors. Those behaviors that are more severe and violate Baltimore City Public School's Code of Conduct level 3 and 4 receive office referrals. Those behaviors that are level 1 and 2 offenses are handled by the classroom teacher. These are behaviors that are recorded on minor incident report forms. Teachers are responsible for establishing a strong classroom management system to minimize level 1 and level 2 behaviors. In the event, these behavior persists then they become office referrals and our SST must assist the teacher with additional strategies to support the student and parent. Our climate committee developed a school wide discipline plan for every staff member to follow.</p> <p>Students who have difficulty demonstrating our core values will have their behaviors documented. Teachers will fill out</p>		

Maryland Turnaround Principles Model (DRAFT)

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	<p>minor incident reports for all classroom managed behaviors. The reports will be submitted to the assistant principal every Friday before the close of business. Teachers will be responsible for keeping a copy of the forms for parent conferences, classroom reinforcement, and incentive parties.</p> <p>Each teacher is responsible to keep record of where the minor incidents occur and any notes about the situation. Teacher can notify parents by sending home a copy of the form with the student.</p> <p>Any student that receives <u>3 minor incident reports</u> for the <u>same behavior</u> in a month or has a major infraction on an office referral will not participate in the monthly incentive activity.</p> <p>An office referral will be filled out by the teacher or the adult in charge and sent to the office. Immediate office referrals are MAJOR infractions (office managed behaviors) that warrant a child to be sent to the office (e.g. fighting, bullying, defiant behavior, destruction of peer/school property, stealing).</p> <p>Office referrals are used as documentation of acts of</p>		

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	<p>misconduct committed by a student. The referral also serves as a means to help the administrative team assess a situation, communicate with the student concerning the misbehavior, and communicate with the parent regarding the infraction committed and the consequence of the student’s infraction. When an infraction occurs that requires an office referral, it is extremely important that it is as detailed as possible. When possible the referral should include any interventions taken before the referral was written. This may include letters and dates of phone calls made to the student’s parent, or conferences that you held with the parent. It is also important that there is no form of judgment statements made on the referral form. When more than one child is involved in an incident, please use separate referral forms for each child excluding the names of the other students involved. Include written statements from any students involved in the incident.</p> <p>At the individual student level:</p> <p>Adults in the building acknowledge appropriate student behavior with TIGER BUCKS and/or positive, specific verbal praise</p>		

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Name of Priority School:		LEA: Baltimore City Public Schools	
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	<p>At the classroom level:</p> <p>As students clips are moved on the Tiger Ladder, teachers will record where students finish for the day on their record sheet. At the end of each week, teachers will tally the number of points students received for being on green, blue, purple, pink, or “off the charts. They will receive the appropriate amount of money for each day.</p> <p>Green= 2 points receives \$2 Blue= 4 points receives \$4 Purple= 6 points receives \$6 Pink= 8 points receives \$8 Off the Charts= 10 points receives \$10</p> <p>Staff will identify students who display character education qualities. The students will be recognized as Tiger of the Month and he/she will receive a Character Education certificate for the trait demonstrated each of the 4 weeks. The student will also be spotlighted on the morning announcements with a picture posted on the PBIS Character Wall of Fame. Character Education traits will be highly</p>		

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	<p>publicized over the intercom during morning and afternoon announcements (Words of Wisdom).</p> <p>Our established core values matrices are posted in every classroom, on every floor, in the gymnasium, and cafeteria to remind students of our expected behaviors.</p> <p>The leadership team utilizes a climate checklist developed by Baltimore City Public School System to guide our climate “look for’s” during walkthroughs. In addition, we created an informal checklist to give teachers specific feedback regarding classroom environment and expectations.</p> <p>The PBIS committee created a needs assessment for students in grades 3-5 to complete to help guide us in creating a positive school culture and climate. A needs assessment was created and completed by our school staff to provide additional supports and professional development for all staff members for a positive school culture and climate.</p>		
<u>COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u>			

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The LEA and School must:			
<input type="checkbox"/> 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the implementation of the intervention strategies to support student learning	<p><u>Prioritized Needs</u></p> <ul style="list-style-type: none"> • Strategy 1 – Leverage district-level supports to develop and implement a comprehensive family engagement plan <p>Mary E. Rodman will include student performances and demonstrations at STEM nights. We will invite parents to participate in school improvement planning sessions and in classroom activities.</p> <p>There is currently a PTO that parents attend and parents attend the SFC meetings. The service providers counsel individual students and selected classes on issues or concerns identified.</p> <p>We do not have any family or community programs.</p> <p>Currently MERE work with Villa Maria students with mental health issues and Continuous Growth for students with behavioral issues. For the 2016-2017 SY we would like an additional support program such as the University of</p>	Ongoing	Michele Broom Principal Community Resource Coordinator Teachers

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	<p>Maryland. Mary E. Rodman provides parents with the resources they need to make informed decisions with and for their children. We do this during parent-teacher conferences, School Family Council meetings, SST meetings, IEP meetings, and via phone conferences.</p> <p>Mary E. Rodman invites parents into a dialogue on activities, issues, and decisions facing the school during monthly SFC meetings. Mary E. Rodman provides advance notice to all upcoming events. We encourage both the parent and student to attend the event together. Mere encourages all parents to attend events and in some cases the teacher will reach out the parents who cannot attend.</p> <p>Teachers invite parents in to discuss student progress at several times during the school day. These times include before and after school, during their lunch and resource times.</p> <p>Community resources are identified by our partners in our partnership meetings and school family council meetings. All resources are directly linked to student achievement.</p> <p>Incentives are used to support our climate and culture initiatives. Community resources are also used to bring</p>		

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	various cultural enrichment programs to the school such as Bully No More and Fine Arts programs.		
<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 Needs</u></p> <p>Strategy 1 – Use of Continuous Growth to provide students coaching and mentoring</p> <p>Strategy 2 – Partnership with Villa Maria for students with mental health concerns</p> <p>Mary E. Rodman will establish an informative two-way dialogue between home and school to help build a sense of school community. We will continue to exchange information about upcoming events in the school or in a child’s life.</p> <p>MERE will enable parents and teachers to monitor a student’s progress and reinforce key messages about academics and behavior.</p> <p>The school currently provides class newsletters, school calendars, and upcoming event flyers. MERE also uses Parent Link to share information and we post information outside at</p>	Ongoing	Michele Broom Principal Community Resource Coordinator Teachers

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Name of Priority School:		LEA: Baltimore City Public Schools	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
	<p>the front door. We have a bulletin board dedicated to upcoming events. We also mail items home when necessary.</p> <p>Currently we have Villa Maria and will be looking into additional support through the University of Maryland. Mary E. Rodman has a partnership with a weekly fruit program.</p> <p>Mary E. Rodman helps encourage healthy food choices by implementing strategies during the Health instructional block which is embedded in the Social Living portion of the day. MERE also offers healthier food options during lunch such as fruit and salad bar. We encourage parents to bring in health food items for school events and classroom parties.</p> <p>Currently MERE does not have a family resource center in the 2016 – 2017 SY Mary E. Rodman will help support and build the confidence and capacity of parents by providing access to a parent resource center within the school; this center will include books, DVD’s, etc. It will be housed in a dedicated parent room.</p> <p>Community resources are identified by our partners in our partnership meetings and school family council meetings. All</p>		

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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)
	resources are directly linked to student achievement. Incentives are used to support our climate and culture initiatives. Community resources are also used to bring various cultural enrichment programs to the school such as Bully No More and Fine Arts programs.		

Annual Goals /Milestone Goals and Targeted Outcomes

2016-2017 Annual Goal and Milestone Goals for Reading and Math
<p>Provide the Annual 2016-2017 Goals for Reading/Language Arts and Math on State assessments for “all students” group and for each subgroup.</p> <p>For 2016-2017 SY reading and mathematics quarterly goals for all students and for all subgroups will be established and monitored based on the BOY assessments. Assessments data will be completed and analyzed by the end of September 2016. Based on the data goals will be set and discussed with students and parents during the first progress-reporting period. Goals will be revisited after the MOY assessments that will be completed by the end of December.</p>
<p>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.</p>

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For 2016-2017 SY reading and mathematics quarterly goals for all students and for all subgroups will be established and monitored based on the Quarter I interim assessments. Assessments data will be completed and analyzed within two weeks after assessment is completed. Based on the data goals will be set and discussed with students and parents during the first grading period. Goals will be revisited after the interim assessments 2, 3, and 4.

2016-2017 Target Outcomes for Strategies in the Intervention Plan		
Evidenced Based Strategy	Interim Target Outcomes	Annual Target Outcomes
	Provide Interim Outcome for Each Strategy in the Intervention Plan	Provide Annual Outcomes for Each Strategy in the Intervention Plan
1. Explicit Teaching of Do The Math intervention	The percentage of proficient ₁ Mary E Rodman students, within their identified Do the Math Module of study, will increase at least 20 % points from the Beginning of Module (Baseline) Assessment to the Module 3 Assessment.	The percentage of proficient ₁ Mary E Rodman students, within their identified Do the Math Module of study, will increase at least 50% points from the Beginning of Module (Baseline) Assessment to the End of Module Assessment.
2. Explicit Teaching of Guided Reading small group intervention	The percentage of proficient ₁ Mary E Rodman students, within their identified Guided Reading Groups, will increase at	The percentage of proficient ₁ Mary E Rodman students, within their identified Guided Reading Groups, will increase at

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	least 25 % points from the Beginning of Year Assessment to the Middle of the Year Assessment, as measured by running records.	least 50% points from the Middle of the Year Module (Baseline) Assessment to the End of Year Assessment, as measured by running records.
3. Explicit Teaching of FUNdations and Real Time Coaching	The percentage of proficient ₁ Mary E Rodman students, within their FUNdations unit assessments, will increase at least 25% points from the Beginning of Year Assessment to the Middle of the Year Assessment.	The percentage of proficient ₁ Mary E Rodman students, within their identified FUNdations unit assessments, will increase at least 50% points from the Beginning of Year Assessment to the End of the Year Assessment.

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: Mary E. Rodman **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.