



# **2016-2017 Priority School Plan**

**New Era Academy, School # 422**

**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><b>School Name:</b> New Era Academy  <b>School Number:</b> 422</p> <p><b>Phone#:</b> 443-984-2154  <b>Email Address:</b> sasimmons@bcps.k12.md.us</p>	<p><b>LEA Point of Contact (POC)</b>  <b>Name &amp; Position:</b>  <b>Laurie-Lynn Sutton</b>  <b>Director of School Turnaround and Transformation</b></p> <p><b>Phone#:</b> (443) 838-6941  <b>Email Address:</b> lsutton03@bcps.k12.md.us</p>
<p><b>Principal:</b> Sandra Howard-Simmons</p> <p><b>Phone #:</b>410-865-9028  <b>Email Address:</b> sasimmons@bcps.k12.md.us</p>	<p><b>Area Instructional Director: (ILED) Jacqui Hayden</b></p> <p><b>Phone #:</b> 1 202-486-9505  <b>Email Address:</b> Jhayden@bcps.k12.md.us</p>
<p><b>Grade levels enrolled (SY16-17):</b>  <b>6-12</b></p>	<p><b>Number of Students Enrolled (SY16-17):</b></p>
<p><b>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Increase Student Achievement (Tier II/III)</b></li> <li>• <b>Stabilize school culture and climate</b></li> <li>• <b>Coaching and professional development for teachers</b></li> <li>• <b>Build a college-going culture based on early college awareness</b></li> </ul>	<p><b>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</b></p> <ul style="list-style-type: none"> <li>• <b>Interventions for mathematics and reading remediation and enrichment.</b></li> <li>• <b>Coaching to build teacher capacity</b></li> <li>• <b>Programs to support school culture and climate</b></li> <li>• <b>Stipends for before and after school tutors</b></li> <li>• <b>15 additional apex licenses for over age under credit students, specifically for student who are transferred to NEA credit-poor</b></li> <li>• <b>3 additional laptop carts</b></li> </ul>

# Maryland Turnaround Principles Model (DRAFT)

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

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

# Maryland Turnaround Principles Model (DRAFT)

## 2016-2017 Priority School Intervention Plan

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

<b>Name of Priority School:</b>		<b>LEA: Baltimore City Public Schools</b>	
<b>Maryland Turnaround Principles Model</b>	<b>LEA/School Design for Implementation of the Evidenced Based Intervention Strategies</b>	<b>Timeline for Implementation</b>	<b>Name/Position of Responsible Person(s)</b>
<b>Components of Maryland's Turnaround Principles Model</b>			
<b><u>COMPONENT 1: STRONG LEADERSHIP</u></b>			
<b>The LEA and School must:</b>			
<input type="checkbox"/> 1a. Review the performance of the current principal and track record to ensure strong and effective leadership in the Priority School.	<u><b>Prioritized Strategies</b></u> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership</b></li> <li>• <b>Strategy 2-Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts</b></li> <li>• <b>Strategy 3-On-going support from the Office of Transformation and Turnaround in identifying strategies to ensure effective implementation of the</b></li> </ul>	SY1617	Principal  School Operator

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	<p style="text-align: center;"><b>Priority Plan</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 4-Retention Stipends for Principal and Assistant Principal</b></li> </ul> <p>New Era Academy’s current foci are imbedded in advancing our SPP goals, specifically in ELA, Mathematics, and the climate attendance goal.</p> <p>The Principal is in the third year with an effective rating. The goal this year is to increase the time coaching and providing instructional support and spending less time on management tasks. Our mission is to graduate scholars who are College/ Career ready with an improved GPA while increasing leadership practices in all teachers, staff and students.</p> <p>Our school moved to a 90 minute block schedule which is shared along with the mission and vision for all stakeholders in our handbooks. Our organizational chart is also posted in the main office.</p> <p>The school needs a marketing plan to rebrand the school to</p>		

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	<p>reflect the vision for SY16/17. The principal needs to attend local, state, and National conferences to bring back innovative practices that support leadership, differentiation, and scaffolding (i.e. NPLI, The International Disabilities Conference, etc.)</p> <p>Teachers need to attend on-going PD to facilitate instruction to improve GPA, increase student achievement in ELA and mathematics by 40%, and improve student attendance by a 10% decrease in ARCA.</p>		
<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	<p><b>Prioritized Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Coaching from the Instructional Leader Executive Director that focuses on the fundamentals of Leadership for the ILT</b></li> <li>• <b>Strategy 2-Use of an instructional coaching model to support the ILT with the instructional feedback cycles to teachers</b></li> <li>• <b>Strategy 3 – Establish collaboration with Urban Teacher Center to support teacher development</b></li> <li>• <b>Strategy 4-On-going support from the Office of</b></li> </ul>	SY1617	Principal  Instructional Leadership Team   School Operator

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	<p style="text-align: center;"><b>Transformation and Turnaround in identifying strategies to ensure effective implementation of the Priority Plan</b></p> <p>Our school needs to develop a staffing plan to address the implementation of the curriculum and determine the priorities for aligning resources. The majority of our staff has less than five years of instructional experience. Fifty percent are in programs to support them becoming HQ certificated.</p> <p>Our school needs in depth PD on pedagogy, classroom management, and content knowledge and delivery by attending local, state and National conferences. School needs Teacher Mentors to be assigned to address the large number of teachers with less than 5 years teaching experience. Use of Urban Teacher Center or other teacher mentor program.</p> <p style="background-color: yellow;">Principal will work with MIA board, SGA, PTO, and other community partners to rebrand school to reflect the transportation/logistics and other CTE programs for school</p>		



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	year 16/17. This team will meet monthly to monitor progress.		
<b><u>COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION</u></b>			
<b>The LEA and School must:</b>			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	<u><b>Prioritized Strategies</b></u> <ul style="list-style-type: none"> <li><b>Strategy 1-Use of the Baltimore City Schools observation platform.</b></li> <li><b>Strategy 2-Partnership with Human Capital for strategic recruitment</b></li> <li><b>Strategy 3 – Implementation of informal walkthroughs by ILT linked to instructional coaching cycles</b></li> <li><b>Strategy 4 – Collaborate with consultants (Teacher Created Materials, Agile Minds, Achieve 3000, think through Math, UTC) to support improved pedagogy</b></li> <li><b>Strategy 5 – Teachers will be identified based on</b></li> </ul>	SY1617	Principal  Instructional Leadership Team

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	<p style="text-align: center;"><b>formal/ informal observation and assessment data</b></p> <p>In addition to Baltimore City Public Schools Instructional Framework to support building the capacity of effective teachers, the school will benefit from stipends for staff to participate in school based PD from a variety of consultants.</p> <p>Training in DDIT, differentiated instruction, scaffolding, and using data to inform instruction will also be prioritized for the 1617 SY so that teacher are better prepared to meet the needs of all students as well as provide targeted interventions for the Tier I/II students.</p>		
<input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1 – Use of an instructional coaching model to support the ILT with the instructional feedback cycles to teachers</b></li> <li>• <b>Strategy 2 - Contract with academic intervention and PD vendors (Agile Minds, Achieve 3000, and Think through Math, TCM, UTC) to provide professional development and coaching support to select teachers</b></li> </ul>	SY1617	Principal  Instructional Leadership Team

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	<ul style="list-style-type: none"> <li><b>Strategy 3 - Implementation of weekly job-embedded professional development <b>the instructional lead will use data to provide PD to inform instruction to improve achievement by increasing differentiated practices, grouping, and aligning instruction to the curricular standards.</b></b></li> <li><b>Strategy 4 – Provide extended learning opportunities for teachers through summer and afterschool PD</b></li> </ul> <p style="margin-top: 20px;">New Era Academy currently has weekly collaborative planning sessions. In addition to this time, substitutes are needed to support Content and SPED training. The Urban Teacher Center is needed to support small group instruction.</p> <p style="margin-top: 20px;">Teachers will receive coaching from the Agile Mind consultant to support teacher practice and to build knowledge</p>		

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	of content for mathematics. The school will also purchase literacy interventions which will be supported by vendor professional development and ongoing coaching from the Education Specialists and community learning networks ACLs.		
<b><u>COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION</u></b>			
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.	<u><b>Prioritized Strategies</b></u> <ul style="list-style-type: none"> <li>• <b>Strategy 1 – Implementation of reading interventions (Achieve 3000) and math interventions (Intensified Algebra/Agile Minds and Think through Math) to support identified students</b></li> <li>• <b>Strategy 2 – Instructional coaching supports from Agile Minds to support math instructors</b></li> <li>• <b>Strategy 3 – Provide extended learning opportunities for students after school and during the summer. <u>Extended learning opportunities will be provided at least 3 x weekly after school to</u></b></li> </ul>	SY1617	Principal  Instructional Leadership Team

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	<p style="background-color: yellow; margin: 0;"><b>students who are identified at risk for failing by teachers.</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 4– Provide extended learning opportunities for teachers through summer and afterschool PD</b></li> </ul> <p>NEA has been successful in identifying students requiring interventions. The school is in need of Tier II/III intervention programs to support instruction (Do The Math, Think Through Math and Systems 44. Upon purchase of the interventions training of staff to implement interventions will be essential to ensure that implementation is happening with fidelity.</p> <p>The school schedule has been developed to support providing additional learning time for students to receive the interventions. Stipends are needed for staff to receive the</p>		

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	<p>additional training and professional development afterschool.</p> <p>NEA will offer an extended learning time for 1 hour per day/3 days per week for students to provide math and reading intervention. 10 teachers will be available to lead the work.</p> <p>Monitoring of facilitation of interventions for growth and fidelity will be key and an area of focus for school leadership and the education specialists supporting the school.</p>		
<b><u>COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM</u></b>			
<b>The LEA and School must:</b>			
<input type="checkbox"/> 4a. Strengthen the school's instructional program based on student needs and ensure that the instructional program is evidenced-based, rigorous, and aligned with State academic content standards (include Universal Design for Learning strategies and Multi-Tiered System of Support ).	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Interevnetions for Tier II/III students</b></li> <li>• <b>Strategy 2 - Use of an instructional coaching model to support the ILT with the instructional feedback cycles to teachers and the pacing and implementation of Agile Mind, i-Ready, My Coppin, and the LDC</b></li> <li>• <b>Strategy 3- Embedded PD from TCM and Agile Minds and coaching from ILT around UDL and</b></li> </ul>	SY1617	Content Specialist  Network Academic Content Liaison

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	<p style="text-align: center;"><b>MTSS</b></p> <ul style="list-style-type: none"> <li> <span style="background-color: yellow;">• Strategy 4 – Increased technology integration to align with academic interventions. <b>The long term goal is for every student to have access to a laptop daily in Mathematics to support the implementation of the Agile Mind program, and to allow students access at least 2 x weekly to build test stamina</b></span> </li> </ul> <p>NEA is at the initial phase of developing PLCs. The school needs PD on the pacing and implementation of Agile Mind, iReady, and the LDC to gain a better understanding of BOY, MOY, and EOY data as well as the implementation of instructional intervention programs.</p> <p>The school will be working with Teacher Created Materials coaching model to build teacher’s capacity. The model of coaching include a professional development input session followed by in class coaching, modeling, observation and</p>		

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	<p>feedback cycles.</p> <p>New Era will also need to provide technology to support student achievement and testing stamina across content areas. (Smart board, laptop and ipad carts, etc.) The school will be using UDL strategies in the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs.</p>		
<b><u>COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u></b>			
The LEA and School must:			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Coaching from the Instructional Leader Executive Director and Community Learning Network focused on the use of student data</b></li> <li>• <b>Strategy 2-Use of the CFIP process to triangulate student assessment data and identify next steps for teachers and leaders</b></li> <li>• <b>Strategy 3- Collaborating with the Office of</b></li> </ul>	SY1617	Instructional Leadership Team



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	<p><b>Transformation and Turnaround to reflect on student data and identify strategies to differentiate</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 4 – Implementation of specific academic intervention programs for identified students</b></li> <li>• <b>Strategy 5 – PD supports for educators around DDIT</b></li> <li>• <b>Strategy 6 – increase SST meeting to develop strategies such as; in classroom peer partners. Have teacher develop classroom management plan to decrease student behaviors that will cause removal from class, such as; rewards and incentives.</b></li> </ul> <p>Currently NEA monitors student data quarterly from report and progress reports, monthly from district test and weekly from student work samples shared in collaborative sessions. For the 1617SY NEA will provide training for staff on how to use formative, summative and interim assessments to inform and differentiate instruction. The schools leadership team will</p>		

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	publish student data results on data walls in and outside of classrooms with professional marketing artifacts made with the assistance of poster makers, laminators and attractive bulletin boards. The school will also develop interventions to reduce the amount of time out of instruction for behavioral concerns.		
<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.	<b>Prioritized Strategy</b> <ul style="list-style-type: none"> <li>• Strategy 1 – Create a schedule that provides teachers and ILT members with weekly collaborative planning</li> <li>• Strategy 2 -Coaching from the Instructional Leader Executive Director and Community Learning Network focused on the use of student data</li> <li>• Strategy 3 - Contract with academic intervention and PD vendors (Agile Minds, TCM, and Achieve 3000) to provide professional development and coaching support to select teachers to ensure fidelity of implementation of academic interventions, student data analyses of progress/needs, and planning for</li> </ul>	SY1617	Instructional Leadership Team

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	<p style="text-align: center;">differentiated support to students</p> <p>NEA will continue 90 minute weekly collaborative planning sessions with a focus on delivering content based standards using data to ensure a differentiated system of support for all students. Teachers will also have an opportunity to attend professional development afterschool and potentially in Saturdays.</p>		
<p><b><u>COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS</u></b></p> <p>The LEA and School must:</p>			

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<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><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li><b>Strategy 1-Collaboration with the BCPS Office of School Supports to identify areas of improvement with school safety, attendance, discipline, and student health needs</b></li> <li><b>Strategy 2 – Use of the Student Support Team process to remove barriers for students and identify areas for improvement and training for adults</b></li> <li><b>Strategy 3 – Fund use of Restorative Practices and PBIS incentives and training.</b></li> <li><b>Strategy 4 – Partner with Community Law Related Education peer mentoring services</b></li> <li><b>Strategy 5 – Expand PCG to support peer mentoring between students</b></li> <li><b>Strategy 6 – Increase family engagement strategies including partnering with Parent Teach Home Visit Project, Living Tree, and Pique parent workshops.</b></li> <li><b>Reimage cameras to refocus entrances and exits and the addition of new security doors that safely limit unauthorized access to the building.</b></li> </ul>	SY1617	Principal  School Operator

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	<p>NEA has a SST structure in place, students are given an orientation and overview upon entry and families understand consequences for negative behaviors. In order to recognize the accomplishments of the students, the school needs to have resources to fully implement the PBIS system.</p> <p>Many of our students come with experiences of trauma. NEA would like to partner with consultants to provide small group and individual counseling as well as increase the support of mental health consultants to one per grade level.</p> <p>It is the goal of NEA to create a safe school environment by implementing Mediation programs by Safe Streets, Continuous Growth, Peer Group Counseling and addressing urgent facilities issues such as rekeying of all rooms and ensuring that security cameras are in working condition.</p> <p>NEA would also like to implement Parent Teacher Home Visit Project to ensure that concerns in the community do not spill</p>		

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	<p>over into the school culture and to strengthen the relationship between parent and school staff. Partnering with the MSDE Breakthrough Center will also allow NEA to grow in the area of school supports for both students and families.</p> <p>NEA will implement the IIRP two year change model for Restorative Practice including trainings for all staff. NEA will also work with the Community Law Related Education Program to train students in peer mediation with a focus on the 10<sup>th</sup> and 11<sup>th</sup> grades.</p>		
<b><u>COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u></b>			
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><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>	SY1617	School Operator

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

March 29, 2016

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	<p><b>programs, college and career nights</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 2- Integrate family and community partnerships through Living Tree, Parent Teacher Home Visit Project, Pique Parent Workshops, and Restorative Practices</b></li> <li>• <b>Strategy 3 – Encourage the participation of all parents in the School Family Council and subcommittees</b></li> <li>• <b>Strategy 4 – Collaborate with MSDE Breakthrough Center</b></li> <li>• <b>Strategy 5 – begin community school process by continuing to grow the GED program, providing child care services and housing a community food bank.</b></li> </ul> <p>New Era Academy is seeking additional support around outreach programs and partnerships that support and promote healthy environments for students. It is the hope that the partnership with the MSDE Breakthrough Center will yield</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)
	<p>this support for our students.</p> <p>During the 1617SY, NEA will focus on developing partnerships with community organizations to better support families in supporting the student learning. At the school level, NEA will explore parent workshops to build parent capacity in supporting their child’s learning.</p>		
<input type="checkbox"/> 7b. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create school environments that meet students’ social, emotional, and health needs)	<p><b><u>Prioritized Strategies</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 1-Collaboration with the BCPSS 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</b></li> <li>• <b>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</b></li> </ul>	SY1617	Principal  School Operator



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<b>Name of Priority School:</b>		<b>LEA: Baltimore City Public Schools</b>	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
	<p><b>development</b></p> <ul style="list-style-type: none"> <li>• <b>Strategy 3 – Expand relationships with Cherry Hill Education Team, BCCC, local churches, College Bound, and Parent teacher home visit program</b></li> <li>• <b>Strategy 4 – Developing summer orientation programs for 6<sup>th</sup> and 9<sup>th</sup> graders</b></li> <li>• <b>Strategy 5 – Provide a food panty for students, families, and community members</b></li> </ul> <p>NEA has built a strong relationship with the Cherry Hill Education Team, BCCC, and community churches. Support includes initiating a speaker’s bureau based on parent’s interest, providing a summer and on-going orientation for students in grades 6, and 9, and those new to the school with a special component for their parents and creating a food pantry based on identified need from the community.</p> <p>In order to continue the focus on these partnerships, NEA will recruit and train additional parents through Parent-Teacher Home Visits consultants, identify additional partners to</p>		

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<b>Name of Priority School:</b>		<b>LEA: Baltimore City Public Schools</b>	
<b>Maryland Turnaround Principles Model</b>	<b>LEA/School Design for Implementation of the Evidenced Based Intervention Strategies</b>	<b>Timeline for Implementation</b>	<b>Name/Position of Responsible Person(s)</b>
	<p>support the vision of the school, specifically Intermodal Transportation Program and add the support of College Bound to inform parents and students of options beyond high school.</p> <p>NEA will be partnering with Coppin State University for participation in the Calculus Project.</p>		

## Annual Goals /Milestone Goals and Targeted Outcomes

<b>2016-2017 Annual Goal and Milestone Goals for Reading and Math</b>
<p><b>Provide the Annual 2016-2017 Goals for Reading/Language Arts and Math on State assessments for “all students” group and for each subgroup.</b></p> <p>At least 20% of all students in grade 10 will meet or exceed expectations (Level 4/Level 5) on the English Language Arts/Literacy Grade 10 PARCC assessment.</p> <p>At least 20% of all students in grade 9 will meet or exceed expectations (Level 4/Level 5) on the Algebra I PARCC assessment.</p>

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**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.**

70% of all students enrolled in mathematics course will achieve a passing grade as their final end of semester grade for those courses: Middle school math, Algebra I, Algebra II, Geometry, Calculus, and Probability and statistics. 40% of students assigned to an identified course will pass the end of semester course assessment.

70% of all students enrolled in English courses will achieve a passing grade as their final /end of semester grade for those courses: Middle school language arts, English I, English II, English III, and English IV. Or, 40% of students assigned to an identified course will pass the end of course assessment.

By June 2017, 100% of students will meet their annual grade level growth target in reading and mathematics as evidenced by iReady data.

<b>2016-2017 Target Outcomes for Strategies in the Intervention Plan</b>		
<b>Evidenced Based Strategy</b>	<b>Interim Target Outcomes</b>	<b>Annual Target Outcomes</b>
	Provide Interim Outcome for Each Strategy in the Intervention Plan	Provide Annual Outcomes for Each Strategy in the Intervention Plan
<b>1. Mathematics Intervention</b>	By January 2017, 50% of students will meet their annual target growth goal in mathematics as evidenced by iReady data.	By June 2017, 100% of students will meet their annual target growth goal in mathematics as evidenced by iReady data.

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<b>2. Reading Intervention</b>	By January 2017, 50% of students will meet their annual target growth goal in reading as evidenced by iReady data.	By June 2017, 100% of students will meet their annual target growth goal in reading as evidenced by iReady data.
<b>3. Teacher Coaching</b>	By January 2017, 50 % of the teachers will improve scholar learning by effectively executing active learning strategies to better engage scholars in the work as evidenced by the MOY formal observation data.	By June 2017, 75 % of the teachers will improve scholar learning by effectively executing active learning strategies to better engage scholars in the work as evidenced by the EOY formal observation data.

*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: New Era Academy

LEA: Baltimore City Public Schools

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

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

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

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

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

## 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"> <li>a) Number of professional development hours per day and per week committed to the school:</li> <li>b) Number of planning hours committed to the school:</li> <li>c) Proposed start/end dates:</li> <li>d) Type of professional development to be delivered (training sessions, classroom coaching, online sessions, job embedded, etc.):</li> <li>e) Type of support the consultant will provide to the school to monitor implementation of professional development:</li> <li>f) Type of support to the school to evaluate the success of the professional development:</li> <li>g) Monitoring tool and/or evaluation rubric:</li> </ul>

### 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: \_\_\_\_\_

<b><u>Summary of Services</u></b>
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Activity Dates	Service(s)	Expected Outcome/Data	Outcome Met/Not Met

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

**Briefly explain reasons for Overall Evaluation:**

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

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

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

**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.