MARYLAND STATE DEPARTMENT OF EDUCATION

PREPARING WORLD CLASS STUDENTS

2016-2017 Priority School Plan

The Historic Samuel Coleridge Taylor Elementary #122

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 2016-2017school 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 Turnaround Principles Model (DRAFT)

School Name: The Historic Samuel Coleridge Taylor Elementary School **School Number: #122** **Phone#: 410-396-0783** **Email Address: Badams@bcps.k12.md.us**	**LEA Point of Contact (POC)** **Name & Position:** **Laurie-Lynn Sutton** **Director of School Turnaround and Transformation** **Phone#: (443) 838-6941** **Email Address: lsutton03@bcps.k12.md.us**
Principal: Principal Bettye Adams **Phone #: 410-396-0783** **Email Address: Badams@bcps.k12.md.us**	**Area Instructional Director: Sonya Goodwyn** **Phone #: 443-794-5942** **Email Address: Srgoodwyn@bcps.k12.md.us**
Grade levels enrolled (SY16-17): Pre K-5	**Number of Students Enrolled (SY16-17):**
Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment • **Culture and Climate** • **Extended Learning Opportunities for Students** • **Academic Intervention** • **Teacher Coaching and Professional Development**	**Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017** • **Continuous Growth** • **Mental and Emotional Health Support** • **Do The Math; Think Through Math** • **Implementation Professional Development**
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 <u>June 1, 2016.</u>

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				
COMPONENT 1: STRONG LEADERSHIP **The LEA and School must:**				
❑ 1a. Review the performance of the current principal and track record to ensure strong and effective leadership in the Priority School.	**Prioritized Strategies** • **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**		ongoing	Principal

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- **Strategy 4-Rentention Stipend for Principal and Assistant Principal**

At the Historic Samuel Coleridge Taylor Elementary School, we are committed to ensuring that every student achieves college or career readiness by providing and requiring grade level or above achievement through differentiated instruction and appropriate interventions that promote students' rigor and engagement in a collaborative and supportive environment.

We are a community of teachers, families, and students at the Historic Samuel Coleridge Taylor Elementary School who are dedicated to educating the mind, body, and spirit of every child in order to become responsible, caring, and high-achieving citizens in the global community.

Our mission and vision are posted on the website and throughout the school. Evidence of implementation includes professional development sessions, faculty meetings (SANE documentation), lesson plans and video and photograph artifacts and collaboration with ILED and CLN and artifacts from these activities.

Students are excited to learn and are making gains on assessments. Community partners that are committed and invested in working with our students. We have established enrichment club activities during the school day to expand the

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	"whole child".		
❑ 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	**Prioritized Strategies** • **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** The principal has worked to create a School Wide Collaborative planning schedule to allow all grade levels to meet vertically or horizontally. The principal has also recently hired new staff with expertise in teacher coaching and Language Arts for the coming year. The principal hopes to work with district staff in the areas of ELA and Math to identify areas of needs for support as well as consultation from Do the Math and Success for All to ensure implementation of these intervention models with fidelity. Staff have taken on leadership roles to attend professional development opportunities in order to learn and share best practices.	ongoing	Principal Instructional Leadership Team

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	The school's budget for the coming year has been maximized to ensure staff were hired to support fine art, library media and physical education in a full time capacity. However, there is anticipated staff turnover –there is no incentive for attracting high performing teachers in a low performing school. Use of Instructional Learning Walks, Instructional Leadership Team Collaboration and Student Support Team Meetings will support the ongoing implementation of the school's mission and vision. This includes professional development opportunities, student achievement data discussions, and mentor/coaching for novice teachers.		
COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION **The LEA and School must:**			
❑ 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	**Prioritized Strategies** • **Strategy 1-Use of the Baltimore City Schools observation platform and Evaluation System** • **Strategy 2-Partnership with Human Capital for strategic recruitment** • **Strategy 3- Use of learning walk protocol to observe and improve instructional practice.** On site teacher coaching is of great need for the staff as evidenced by the current staff's years of service. Development of a robust recruitment strategy is also necessary in order to	SY1617	Principal

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	bring onboard highly effective and motivated teachers. The BCPSS evaluation system is fully implemented with all components and is completed according to timelines outlined in the teacher union contract. This includes an initial planning meeting, mid-year conference, formal observations, professional expectation review and SLOs. Additionally, our school leadership would benefit from conferences and membership in professional organizations to ensure we are using best practices when leading the school, coaching teachers, and engaging parents.		
❑ 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	**Prioritized Strategies** • **Strategy 1-Provide opportunities for job-embedded PD during collaborative planning meetings, summer sessions and afterschool PD sessions** • **Strategy 3- Professional development and coaching from vendors aligned to interventions being implemented (i.e. SFA, Do the Math, Leveled Libraries, and Restorative Practices)** • **Strategy 3- Use of learning walk protocol to observe and improve instructional practice.** • **Strategy 4- Partner with the MSDE Breakthrough Center to improve teacher knowledge and practices in English/Language Arts instruction**	SY1617	Instructional Leadership Team

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	Job-embedded and ongoing professional development opportunities include: - Collaborative Planning - Consultants - District-led Professional Development - Faculty Meetings - Cycles of Professional Learning Additional needs include onsite coaching for specific related to improving specific teacher actions in classroom (i.e. small group instruction, differentiation, etc.) Structured professional development planning days prior to the start of the school year for unit and long range plan for the coming school year is also needed. Staff need time to engage in deep dives in classroom management strategies, content and interventions. Support from MSDE Breakthrough Center has a specific focus around English/Language Arts. Substitutes will be made available for release time for teachers to receive support. SANE documentation will be maintained for all professional development opportunities. Follow up classroom visits and informal observations will monitor the implementation of strategies provided through professional development. School leadership will also use Individual Development Plans to support teacher follow-up.		

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COMPONENT 3: PROVIDING ADDITONAL TIME FOR INSTRUCTION			
The LEA and School must:			
☐ 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.	**Prioritized Strategies** • **Strategy 1- Provide BELL After School Program for grades K-3.** • **Strategy 2-Provide after school program for students in grades 4 and 5 identified as needing Tier 2/3 interventions.** • **Strategy 2-Use of interventions for Tier 2/3 students within the scheduled content blocks and during pullout.** BELL After School Program currently manages the extended learning time for students. BELL Coordinator participates on the School Family Council and ILT and is involved in frequent data discussions, however, there is a need to norm around academic data tools. Additionally, BELL only services students in grades K-3, therefore there is an additional need to stipend teachers for afterschool support for students in grades 4 and 5. Due to multiple school renovation/construction programs and lack of air conditioning we are unable to provide onsite summer school. iReady, KRA, Amplify Data, SFA Member Center Data and Math interim assessments for 1st and 2nd	SY1617	Bell Afterschool Program Teachers

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	grade help to tier students for targeted intervention and after school programs. The school will work the intervention consultants as well as the educations socialists to provide ongoing coaching and support to allow for effective implementation of the Tier II/III interventions (Do The Math, Just Words, Fundations DD) 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.		

COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM

The LEA and School must:

❑ 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).	**Prioritized Strategies** • **Strategy 1-Intervention and enrichment through use of SFA and Do the Math** • **Strategy 2- Embedded PD and coaching** • **Strategy 3- Secure additional technology (i.e. laptop cart) to support the instructional programs and the implementation of interventions.** • **Strategy 4- Purchase leveled libraries with coaching to enhance the reading program** Due to the varied learning needs/styles of our students and the need for teachers to differentiate content and provide rigorous	SY1617	Principal Teachers

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	instruction for students we are in need of many items to support learning at the classroom level. Grade level lap top carts are needed to support online intervention programs. Desk top computers in each classroom, classroom Nooks, listening centers, and computer tables are necessary for implementing small group instruction and independent work stations. Smart Boards with LCD projector for each classroom, document cameras, classroom printers, poster maker, and laminator machines will support differentiated instruction for all students at all levels. The school will continue to work with the MTSS education specialists to provide coaching and PD for teachers around UDL strategies and MTSS; what it should look like in the classroom and how teachers should use the strategies when planning for instructions. 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.		
COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION			

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The LEA and School must:			
☐ 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	**Prioritized Strategies** • **Strategy 1- Use of interim assessments such as Amplify and i-Ready to tier students for intervention as well as SFA data** • **Strategy 2- Professional development for teachers on the analysis of student assessment data and the creation of formative assessments** • **Strategy 3- Support from the Strategic Team within the Office of Turnaround and Transformation** As a strategic support school this year, we were constantly looking at data and using it to drive our learning goals during our cycles. Data points are shared with staff and grade levels monthly using many data points. The district curriculum provides the formative assessments but grade level teams will become skilled at creating exit tickets that are used to measure interim progress during a unit of study to aid in planning whole group and small group. Use of academic interventions and vendor provided coaching and professional development around implementation of interventions will ensure the use of student data to meet the	SY1617	Principal

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	individual needs of students.		
❑ 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.	**<u>Prioritized Strategies</u>** • **Strategy 1- Weekly collaborative planning in content areas** • **Strategy 2- Support from the Strategic Team within the Office of Turnaround and Transformation** The goal is to have a high functioning Data Team that will be able to use collaborative blocks for rich, focused data discussions. Due to the number of novice teachers on staff, we need to provide summer and after school (stipend) PD for staff to engage in DDIT training. Professional development will be on-going throughout the school-year. We are also in need of support from consultants from intervention programs so that teachers are implementing with fidelity.	SY1617	Principal

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COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS

The LEA and School must:.

❑ 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.	**Prioritized Strategies** • **Strategy 1- Implementation of Restorative Practices, inclusive of staff professional development and on-site coaching** • **Strategy 2- Implementation of PBIS, inclusive of PBIS incentives** • **Strategy 3- Utilize Continuous Growth to provide support to provide mentoring to students** We lack the adequate social work and mental health services to accommodate the various needs of our students their parents, and the community at large. We have made gains in reducing chronic absenteeism this year but we have numerous transient students. Funds would support PBIS incentives and Continuous Growth to support climate and provide mentoring for students. The Community Schools match should be funded to continue to support the health of students and to work to decrease chronic attendance issues.	SY1617	Principal

COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNTIY ENGAGEMENT

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The LEA and School must:			
❑ 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the implementation of the intervention strategies to support student learning	**Prioritized Strategies** • **Strategy 1: Parent-Teacher Collaboration –Virtual Engagement by Living Tree providing a customized academic social networking platform that builds trust and relationships between staff, parents, students and extended community support. Platform will support two-way communication and volunteer management.** • **Strategy 2: National Network of Partnership Schools through Johns Hopkins University providing schools with training, coaching and support to help increase knowledge and develop skills to increase effective partnerships and programming to support parent involvement in student academic success.** • **Strategy 3: Interactive Home and Community Learning Kits from Lake Shore and Scholastic to support learning at home in the areas of literacy, math and science** • **Strategy 4-Implement the community schools strategy** We have had large success with parent participation with Back to School Night, American Education Week Activities and BELL After School Enrichment showcases. Parents are updated and invited to participate in the life of the	SY1617	Principal

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	school using multiple means to include school calendar and newsletter, text messages, school website, fliers, posters, invitations. We need the Community School Model to work in collaboration with Mid-Atlantic Consortium Capacity Building to increase parent involvement and increase parents in the decisions making process in our school community. Having a parent liaison on staff would assist in these efforts.		

Annual Goals /Milestone Goals and Targeted Outcomes

2016-2017 Annual Goal and Milestone Goals for Reading and Math
Provide the Annual 2016-2017 Goals for Reading/Language Arts and Math on State assessments for "all students" group and for each subgroup. At least 20% of all students in grades 3-5 will meet or exceed expectations on the English Language Arts/Literacy PARCC assessment.

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At least 10% of all SWD in grades 3-5 will meet or exceed expectations on the ELA/Literacy PARCC

At least 20% of all students in grades 3-5 will meet or exceed expectations on the Mathematics PARCC

At least 10% of all SWD in grades 3-5 will meet or exceed expectations on the Mathematics PARCC

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.

50% of students in grades 3 – 5 will perform on grade level or higher as measured by EOY iReady Diagnostic Assessment

Percentage of students performing at or above grade level will increase by 8% as measured by Success For All Assessments

20% of SWD in grades 3-5 will perform on grade level or higher as measured by EOY iReady Diagnostic Assessment

Percentage of students performing at or above grade level will be 15% as measured by SPIRE Assessments

2016-2017 Target Outcomes for Strategies in the Intervention Plan		
Evidenced Based Strategy	**Interim Target Outcomes** Provide Interim Outcome for Each Strategy in the Intervention Plan	**Annual Target Outcomes** Provide Annual Outcomes for Each Strategy in the Intervention Plan
1. Climate/Culture	Number of office referrals will decrease by 20% by mid-year	Number of office referrals will decrease by 35% by the end of year
2. Professional Development	learning walk and MOY evaluation data	EOY evaluations will show an increase in

		will show increase in teacher practices	effective and highly effective teachers
3.	Academic Interventions	Assessment data will have increase in reading comprehension and math as monitored by SPP	Assessment data will have increase in reading comprehension and math as monitored by SPP

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: __The Historic Samuel Coleridge Taylor Elementary #122_____ **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** • 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 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 *Priority* 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 • A review of *evidence of successful implementation* of the Maryland Turnaround Principles Model requirements will be conducted during *Priority* 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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	• Evidence that SY15-16 data, AMO targets has been shared with staff.
	• At least 15% of the grant funds will be expended by the first quarter.
	Provide the Quarterly Report submission date and who will Submit to MSDE • Submission by November 11, 2016 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
Quarter 2 **(SY 2016-2017, Nov.-Jan.)**	**Describe the LEA/school monitoring and oversight** • 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 *Priority* 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.
	Describe how progress will be assessed • A review of *evidence of successful implementation* of Maryland Turnaround Principles Model requirements will be conducted during *Priority* 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.
	Provide the Quarterly Report submission date and who will Submit to MSDE • Submission by January 27, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
Quarter 3	**Describe the LEA/school monitoring and oversight**

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(SY 2016-2017, Feb.-April)	• 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 *Priority* 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.
	Describe how progress will be assessed
	• A review of *evidence of successful implementation* of Maryland Turnaround Principles Model requirements will be conducted during *Priority* 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.
	Provide the Quarterly Report submission date and who will Submit to MSDE
	• Submission by April 7, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.
Quarter 4 **(SY 2016-2017, April- July)**	**Describe the LEA/school monitoring and oversight**
	• 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 *Priority* 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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	to grant outcomes. • Monthly FY17 budget status reports will be shared with business school leadership for accuracy and next steps.
	Describe how progress will be assessed • A review of *evidence of successful implementation* of Maryland Turnaround Principles Model requirements will be conducted during *Priority* 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.
	Provide the Quarterly Report submission date and who will Submit to MSDE • Submission by June 23, 2017 via the Office of Turnaround and Transformation and the Office of Data, Monitoring, and Compliance.

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

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

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

2. **Lead Consultant's /Contractor's Name(s) / Address / Phone / E-mail / Website:**

3. **Has the consultant/contractor been contacted for their availability of services?** _____Yes _____No

4. **Has the consultant/contractor tentatively agreed to provide the services to the school?** _____ Yes _____No

5. **What is the consultant's /contractor's fee?(Provide a summary breakdown):** _____

6. **Describe the specific evidenced-based services that will be included in the contract (include the following):**

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

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

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

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

Summary of Services			
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?** Y ES 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**_____

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

Additional Conditions for NOGA

1. LEA will use its Title I 1003(a) school improvement funds to implement fully and effectively the evidenced-based intervention strategies for the Maryland Turnaround Principles model.
2. LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators (*not sure about this*).
3. LEA will monitor and evaluate the actions a school has taken, to recruit, select and provide oversight to external providers to ensure their quality.
4. LEA will report to the SEA the school-level data required in a timely manner.
5. LEA will demonstrate its strong commitment and capacity to implement fully and effectively the intervention strategies in its Priority Schools by scheduling LEA Central Support Team meetings (monthly) and Turnaround Executive Support Team meetings (three times a year) with the Maryland State Department of Education's Title I Office to include the MSDE Breakthrough Center.

Maryland State Department of Education
Division of Student, Family, and School Support   March 29, 2016
Program Improvement and Family Support Branch

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