



2016-2017 Priority School Plan

Lansdowne Middle School

Baltimore County Public Schools

2016-2017

Maryland Turnaround Principles Model

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 and School Improvement Grant (SIG) 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.

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<p>School Name: Lansdowne Middle School Number: 1351</p> <p>Phone#: 410-887-1411 Email Address: fdunlap@bcps.org</p>	<p>LEA Point of Contact (POC): Michele Stansbury Name & Position: Supervisor, Office of Title I</p> <p>Phone#: 443-809-3487 Email Address: mstansbury@bcps.org</p>
<p>Principal: Frank B. Dunlap III</p> <p>Phone #: 410-887-1411 Email Address: fdunlap@bcps.org</p>	<p>Area Instructional Director: Dr. Nardos King</p> <p>Phone #: 443-809-8750 Email Address: nking4@bcps.org</p>
<p>Grade levels enrolled (SY16-17): Grade 6,7,8</p>	<p>Number of Students Enrolled (SY16-17): as of 07/14/16 Grade 6: 244 Grade 7: 253 Grade 8: 245 Total: 742</p>
<p>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment:</p> <p><u>Behavior</u></p> <ul style="list-style-type: none"> • Setting clear expectations and accountability for all stakeholders • Building positive relationships with students and families <p><u>Instruction</u></p> <ul style="list-style-type: none"> • Effective use of collaborative planning time to develop professional learning communities • Opportunities for faculty to collaborate and utilize assessment data • Programs for students to develop deficit skills in reading and math <p><u>Community</u></p>	<p>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</p> <p><u>Behavior</u></p> <ul style="list-style-type: none"> • Implement a comprehensive PBIS program • Continue to develop Restorative Practices throughout the building • Create a commons system of expectations for all stakeholders <p><u>Instruction</u></p> <ul style="list-style-type: none"> • Implement block scheduling in order to enable common planning time • Establish expectations and outcomes for collaborative planning • Implement skill based interventions in reading and math, <p><u>Community</u></p>

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- Parent engagement in the school program
- Fostering a sense of pride within the school community

- Build upon positive communication with families to increase parent engagement
- Provide opportunities for stakeholders to promote a sense of school pride

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%) \$0**
- 1003(a) School Improvement Funds - \$100,570 per year**
- School Improvement Grant (SIG) Funds - \$0**

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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: Lansdowne Middle School		LEA: Baltimore County 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: ENSURE 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.	<p>The current principal has been the acting principal since January 2016 and was official appointed as principal in April 2016. This is his first position as a principal. The principal will participate in multiple systemic professional development opportunities:</p> <ul style="list-style-type: none"> • Executive Director/Community Superintendent will provide performance evaluation of current principal • Principal will attend Baltimore County Public Schools (BCPS) School Based Administrator Induction Professional Development (PD) each month • Principal will attend Middle School Principal meetings (PD)- four times per year • Principal will attend BCPS Principal meetings with Community Superintendent (PD)- four sessions per year • Principal will attend BCPS Principal meetings with Superintendent (PD)- four session per year <p>(no additional funding required)</p>	Starting June 2016	Community Superintendent Executive Director School Performance Director

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<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	<ul style="list-style-type: none"> Meetings will be held monthly with members of Central Support Team to address the areas listed. Meetings with Turnaround Executive Support Team held each quarter to address needs of school. Principal will work with mentor principal for strategies for first year success At least one administrator (principal or assistant principals) will attend all school- based professional development sessions. Principal will attend professional development workshops offered through the BCPS fiscal offices. <p>(no additional funding required)</p>	September 2016 November 2016	Community Superintendent Executive Director School Performance Director
<u>COMPONENT 2: ENSURE EFFECTIVE TEACHERS 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.	<ul style="list-style-type: none"> Human Resources and Department of Research, Assessment, and Accountability (DRAA) supply data regarding current staff certification and years of experience. This will be used by grade level teams, with support from specific curriculum office resource staff, to appropriately plan professional development that is differentiated for faculty based upon their years of experience. (no additional funding required) Conferences to be held with teachers to set academic goals for the school year based upon the School Progress Plan to support the plan for creating a Professional Learning Community around collaborative planning. (no additional funding required) Leadership team members will facilitate several book studies focused on the following: <ul style="list-style-type: none"> Creating a positive school culture Engaging stakeholders in school Positive reinforcement 	July 2016 – June 2017 August 2016 September – June 2016	Human Resources Curriculum Office Resource Staff Administration STAT teacher Administration

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		September 2016 – May 2017	
<u>COMPONENT 3: PROVIDE 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>School Day Interventions</p> <ul style="list-style-type: none"> • Ascend Math and the Accelerated Math Achievement (AMA) fellowship programs: <ul style="list-style-type: none"> ○ Using teacher recommendation and MAP assessments from the previous school year, students are identified for strategic Math and ELA intervention programs. Ascend Math and the AMA fellowship programs are math intervention programs designed to address used for students with deficit skills. Students participating in AMA are in need of intensive instructional support based on formative assessments, report card grades and teacher recommendations. AMA students receive an extra period of small group tutoring using Ascend Math, an online instructional program, and Moving with Math, a supplemental curriculum based program. This program will be monitored on the central office level. The Office of Mathematics collaborates with AMA fellows and reviews and monitors student data to inform future instruction. The Office of Mathematics also conducts formal classroom observations and provides teacher feedback and mentoring. 	<p>Over course of entire school year for identified students in grades 6 and 8 (50 students in each grade level) for 90 minutes every other day.</p> <p>September 2016 – June 2017</p>	<p>Office of Mathematics</p> <p>Tammy Rudolf, Supervisor</p>

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	<p style="text-align: center;">(AMA – operating funds, Ascend Math- Title I Part A funds)</p> <ul style="list-style-type: none"> • Grade 6 Reading Foundations programs (Grade 6): <ul style="list-style-type: none"> ○ Using teacher recommendation and MAP assessments from the previous school year, students are identified for strategic Reading intervention program. The Reading Foundations program is a reading intervention program designed to address the needs of students with deficit skills in reading. This is a blended program where students receive customized instruction that is driven by the i-Ready diagnostic assessment to determine individual student needs. There are three main strands of the Reading Foundations curriculum: comprehension strategies, word study, and the customized i-Ready component. Teachers will incorporate each strand into their instruction on a regular basis. In addition to being used as an assessment tool, i-Ready will be used as a component of meaningful independent work for students. Students must spend at least 45-minutes per week completing lessons as part of the independent i-Ready component to bolster their phonics and comprehension deficits. The i-ready data will be monitored by the classroom and/or special education teacher, and by a cooperative partnership between the central Secondary Language Arts office and representatives from i-ready. The Department Chair will also monitor through formal and informal observations (operating funds). • Reading (Grades 7 and 8): 	<p>Over course of entire school year for identified students in grade 6 for 90 minutes every other day.</p> <p>September 2016 – June 2017</p> <p>Over course of entire school year for</p>	<p>Janette Adams, ELA Department Chair</p>

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	<p>program, i-Ready will be used to individualize instruction in small groups and address deficit phonics, vocabulary and fluency skills and performance based assessments will be used to reinforce critical thinking, inquiry and higher level questioning. During the STEM portion of this program, students will apply reading, math, and critical thinking skills to real world application (1003a funds)</p> <ul style="list-style-type: none"> ○ Title I ELO Summer STEM Camp: Students will be identified for this program based on MAP scores and teacher recommendation. This program will take place during the month of July 2017. During the ELO STEM camp, students will participate in a rotation of math, reading, and STEM classes. Mathematics teachers will reinforce conceptual understanding, procedural skills and problem solving strategies. English Language Arts teachers will reinforce deficit phonics, vocabulary skills, fluency, critical thinking, inquiry and higher level questioning skills. (Districtwide Title I Part A funds) 	July 2017	<p>Office of Title I Administrators Hired ELO Staff</p>
<u>COMPONENT 4: STRENGTHEN 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	<p>Establish Collaborative Planning Teams among grade level department members.</p> <p>To improve upon the school’s instructional program, teachers will meet weekly during common planning time in grade level department teams to review student achievement data and collaboratively plan lessons to target deficit skills/extend learning where applicable. Common assessment data will be analyzed to make decisions for future instruction. (no additional funding required)</p>	<p>Weekly PLC Meetings</p> <p>Monthly Leadership Meetings</p>	<p>Content Department Chairs</p> <p>Resource Teachers</p> <p>STAT Teacher</p> <p>Administrators</p> <p>Curriculum Office</p>

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Universal Design for Learning strategies and Multi-Tiered System of Support).	<ul style="list-style-type: none"> ○ Weekly instructional planning grids will be submitted to department chairs and administrators and include objectives, activities, Universal Design for Learning (UDL) strategies and assessments. (no additional funding required) ○ Progress of the Collaborative Planning/PLCs will be monitored by administrators and department chairs through classroom observations, teacher feedback meetings, and ongoing review of student achievement data. Leadership will attend Collaborative Planning/PLC meetings periodically to monitor effectiveness and provide formal feedback to Collaborative Planning/ PLC teams. Leadership will meet with department chairs monthly to review progress and inform next steps for effective Collaborative Planning/PLC performance. (no additional funding required) ○ 		Staff
<u>COMPONENT 5: ENSURE THE USE OF DATA 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	Data Utilization Days <ul style="list-style-type: none"> ○ During common and collaborative planning time, teachers use formative and common assessment data to plan for targeted instruction. Support from central office staff and school-based resource teachers is provide to plan for instruction by analyzing student work samples and 	Quarterly	Administrators Math and Reading Teachers and Chairs

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meet the academic needs of individual students	establishing common expectations for student work performance.		
<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.	Block Schedule <ul style="list-style-type: none"> ○ The transition to the block schedule will allow for additional instructional time in the school day. This will also allow for common grade level planning time during which the PLC model will be implemented (see Component 4.) With the block planning schedule, instructional time within the core subject classes of English Language Arts, Reading, Math, Science, and Social Studies will increase from 18.75 hours per week to 21.5 hours per week. Curriculum offices will provide support and professional learning for teachers on the block schedule transition. (no additional funding required) 	August 2016 -June 2017	Administrators Math and ELA Curriculum Office Staff Teachers Administrators Resource Teachers
<u>COMPONENT 6: ENSURE 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:	<ul style="list-style-type: none"> • The community and school culture committees will facilitate the implementation of a comprehensive PBIS Program. The dean of students works closely with school staff to provide individualized professional development support and provide administrators with data and feedback on the implementation of the schoolwide PBIS program. (funded through Title I Part A and the school’s operating budget) • Utilize school resource officer and applicable programs to address the 	September 2016- June 2017	Ms. Murray School Culture and Climate Committee Dr. Huffman Ofc. Morris Ms. Frazier

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<p>students' social and emotional, and health needs. Identify evidence-based practices as a part of the Multi-Tiered System of Support to include specific plans for the Student Support Team</p>	<p>school climate concerns. (no additional funding required)</p> <ul style="list-style-type: none"> • Develop Restorative Practices throughout the school community (Staff attended training sessions at the end of the previous school year and implementation will begin during the 2016-2017 school year. Funded through schools operating budget) • Create a common system of expectations for all teachers and students. Teacher expectations are clearly defined as exhibiting Professionalism, planning for Engaging instruction, creating an Enticing classroom environment and being Ready to go everyday (PEER). Student expectations were developpe by students and are delineated in the Lansdowne Middle School ROAR code (Respectful to others; On time to school and class; Accountable for my work; Responsible for my actions. Each aspect of the ROAR code is further defined to provide students with a clear understanding of how to demonstrate each tenant in various school settings (classroom, hallways, cafeteria, etc). • Effect use of Students Support Team (SST) to identify and address students who have the need for interventions (no additional funding required) • Provide professional development for teachers to address class management concerns. The new teacher orientation group receives intensive classroom management support during new teacher orientation meetings. (1003a funding) • Social work services provided to address social-emotional concerns 		<p>Restorative Practices resource team LMS staff</p> <p>Admin. Team</p> <p>Student Support Team</p> <p>STAT teacher external BCPS offices</p> <p>Ms. Berg</p>

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	(social worker assigned to the school will be used in a way that addresses the specific needs of the students)		
<u>COMPONENT 7: ENSURE ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u>			
The LEA and School must:			
<input type="checkbox"/> 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the development and implementation of the intervention strategies to support student learning to include a designated parent liaison	<ul style="list-style-type: none"> • Provide opportunities for LMS staff and students to acknowledge student achievements within the school community, including magnet programs (1003a funds) • Established and maintain ongoing communication and collaboration among all stakeholders regarding student progress using technology. (Title I Part A funds) 	September 2016- June 2017 September 2016- June 2017 September 2016- June 2017 September 2016- June 2017	Admin. Team School Culture and Climate Committee LMS staff
<input type="checkbox"/> 7b. Partner with parents and parent organizations, faith- and community-based organizations,	<ul style="list-style-type: none"> • Identify and cultivate relationships with community partners in order to create and integrate a support services network (Title I Part A funds) 	September 2016- June 2017 Quarterly; September	Admin Team LMS staff

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health clinics, other State or local agencies, and others to create school environments that meet students' social, emotional, and health needs)		2016-June 2017	Mr. Dunlap

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>Based upon the data from the needs assessment 35% of all students will increase their performance on the PARCC assessment by one level as compared to their performance from the previous year.</p> <p>English Language Learners will increase their PARCC performance in Math by 10% and Reading by 10%</p> <p>Special Education students will increase their PARCC performance in Math by 10% and Reading by 10%</p> <p>Students receiving Free and Reduced Meals will increase their PARCC performance in Math by 35% and Reading by 35%; those taking Algebra will increase their PARCC Algebra performance by 15%</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.

The school will see a 9% increase from students on their MAP growth scores.

Sub groups

	Math	Reading
AS	47% to 56%	52% to 61%
BL	44% to 53%	47% to 56%
WH	48% to 57%	47% to 56%
MU	42% to 51%	38% to 47%
HI	40% to 49%	48% to 57%
FARMS-N	50% to 59%	52% to 61%
FARMS-Y	44% to 53%	46% to 55%
LEP-N	45% to 64%	47% to 56%
LEP-Y	46% to 55%	47% to 56%
SE-N	45% to 54%	48% to 57%
SE-Y	44% to 53%	45% to 54%

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GT-Y	47% to 56%	48% to 57%
GT-N	44% to 53%	47% to 56%

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. PBIS Program	Student referrals through first semester will show a decrease compared to SY15-16	Student referrals will decrease by 15% as compared to SY15-16 (3700).
2. Restorative Practices	Student suspensions through first semester will show a decrease compared to SY15-16.	Student suspensions will decrease by 15% as compared to SY15-16 (201).
3. Common Expectations	Administration walk-throughs will show that school expectations are posted in all classrooms	Administration walk-throughs will show that school expectations are posted throughout the building
4. Block Scheduling which allows for common, collaborative planning	Master schedule will demonstrate that all departments are able to plan collaboratively.	Master schedule will demonstrate that all departments are able to plan collaboratively.
5. Common, Collaborative Planning	Administration walk-throughs will show alignment of lessons among teachers of the same content and grade level.	Administration walk-throughs will show alignment of lessons and assessments among teachers of the same content and grade level.
6. Math and Reading Intervention	Winter MAP scores	PARCC scores

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7. Increase Parent Engagement	Attendance at parent/school events	Attendance at parent/school events
8. Foster school pride	School-based survey	BCPS stakeholder survey

The Central Support Team (CST) and the Turnaround Executive Support Team (TEST) 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: Lansdowne Middle School **LEA:** Baltimore County 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 central support team will complete school walk through visits and develop a plan to provided targeted support. Title I specialists will conduct weekly school visits to review priority plan implementation and provide support and technical assistance. Title I leadership team members will conduct biweekly visits to provide support and ongoing feedback.
	Describe how progress will be assessed <ul style="list-style-type: none"> Review of quarterly student data to assess growth and revise implementation and support as needed. Data collected from weekly school visits, monthly Family Forms and staff professional development sessions will be used to gather input on intervention implementation.
	Provide the Quarterly Report submission date and who will Submit to MSDE Submission by November 11, 2016 Dr. Felicia Lanham Tarason, director, Office of Title I
Quarter 2	Describe the LEA/school monitoring and oversight <ul style="list-style-type: none"> The central support team will complete school walk through visits and develop a plan to

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<p>(SY 2016-2017, Nov.-Jan.)</p>	<p>provided targeted support.</p> <ul style="list-style-type: none"> Title I specialists will conduct weekly school visits to review priority plan implementation and provide support and technical assistance. Title I leadership team members will conduct biweekly visits to provide support and ongoing feedback.
	<p>Describe how progress will be assessed</p> <ul style="list-style-type: none"> Review of quarterly student data to assess growth and revise implementation and support as needed. Data collected from weekly school visits, monthly Family Forms and staff professional development sessions will be used to gather input on intervention implementation. <p>At least 40% of the grant funds will be expended by the second quarter.</p>
	<p>Provide the Quarterly Report submission date and who will Submit to MSDE Submission by February 10, 2017 Dr. Felicia Lanham Tarason, director, Office of Title I</p>
<p>Quarter 3 (SY 2016-2017, Feb.-April)</p>	<p>Describe the LEA/school monitoring and oversight</p> <ul style="list-style-type: none"> The central support team will complete school walk through visits and develop a plan to provided targeted support. Title I specialists will conduct weekly school visits to review priority plan implementation and provide support and technical assistance. Title I leadership team members will conduct biweekly visits to provide support and ongoing feedback.
	<p>Describe how progress will be assessed</p> <ul style="list-style-type: none"> Review of quarterly student data to assess growth and revise implementation and support as needed. Data collected from weekly school visits, monthly Family Forms and staff professional development sessions will be used to gather input on intervention implementation. <p>At least 65% of the grant funds will be expended by the third quarter.</p>
	<p>Provide the Quarterly Report submission date and who will Submit to MSDE Submission by April 18, 2017 via the Office of Turnaround and Transformation and the Department of Research, Accountability, and Assessment</p>

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Quarter 4 (SY 2016-2017, April- July)	Describe the LEA/school monitoring and oversight <ul style="list-style-type: none"> • The central support team will complete school walk through visits and develop a plan to provided targeted support. • Title I specialists will conduct weekly school visits to review priority plan implementation and provide support and technical assistance. • Title I leadership team members will conduct biweekly visits to provide support and ongoing feedback.
	Describe how progress will be assessed <ul style="list-style-type: none"> • Review of quarterly student data to assess growth and revise implementation and support as needed. • Data collected from weekly school visits, monthly Family Forms and staff professional development sessions will be used to gather input on intervention implementation.
	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 30, 2017 Dr. Felicia Lanham Tarason, director, Office of Title I

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:

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

April 12, 2016

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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? <input type="checkbox"/> Yes <input type="checkbox"/> No
4. Has the consultant/contractor tentatively agreed to provide the services to the school? <input type="checkbox"/> Yes <input type="checkbox"/> 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 and school 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** _____