

<p>School Name: High Point High School School Number:00102 Phone#: 301-572-6400</p>	<p>LEA Point of Contact (POC): Dr. Debra Mahone Name & Position: Director, State & Federal Programs Phone#: 301-618-8390 Email Address: dmahone@pgcps.org</p>
<p>Principal: Sandra Jimenez Nicole McClure Phone #: 301.572.6400 Email Address: nicole.isley@pgcps.org</p>	<p>Area Instructional Director: Carletta Marrow Phone #: 301-808-8150 Email Address: carletta.marrow@pgcps.org</p>
<p>Grade levels enrolled (SY16-17): Grades 9-12</p>	<p>Number of Students Enrolled (SY16-17): 2,427 (projected)</p>
<p>Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment</p> <ol style="list-style-type: none"> 1. ESOL students are the second lowest performing group of students in the school; however, due to the fact that many in this population of students enter into the school “over age,” this is the population of students with the lowest graduation rate. 2. Ninth grade promotion is a causal relationship to graduation four years later. 3. Math is a significant challenge to our students. 4. Significant academic improvement is needed in order for students to reach the level of College and Career Readiness, as now required by state law. 5. We need support for restorative justice as a peer mediation and an alternative to suspension strategy.. 	<p>Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017</p> <ol style="list-style-type: none"> 1. ESOL Initiative - Accelerating the Over Aged Interrupted Education Students 2. 9th grade FOCUS classes 3. Algebra I Intervention 4. 11th Career & College readiness Initiative 5. Restorative Justice/Practices
<p align="center">Funding Summary (Amount of funds to support implementation of intervention strategies in 2016-2017)</p> <p>X Title I, Part A (from Priority School reservation, up to 20%) - \$309,114 (see budget narrative for specific details) 1003(a) School Improvement Funds- <input type="checkbox"/> School Improvement Grant (SIG) Funds</p>	

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: High Point High School		LEA: PGCPS	
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><u>Principal Evaluation</u> The school-based administrator self-assessment, student achievement data, and other supporting documentation relevant to each school site will be used by the administrator and the evaluator as the basis for establishing annual performance goals. Throughout the evaluation period, the administrator will receive informal feedback and coaching from the evaluator, based on evidence from school site visits, timeliness in systems operations, reports from others, personal observations, school documents, school projects and activities and other sources.</p> <p>The school-based administrator evaluation system utilizes multiple measures to assess the effectiveness of employees. The administrator evaluation tool is comprised of two parts: 50% professional practice measures and 50% student growth measures. Measured by a system of data points which guide continuous improvement of performance and accountability, the PGCPS evaluation system includes the following: Professional Practice Measures (8 Leadership Standards):</p> <ul style="list-style-type: none"> ● Setting high expectations 	July 2016 - June 2017	Instructional Director Associate Superintendent

	<ul style="list-style-type: none"> ● Setting school-wide instructional achievement goals ● Monitoring effective instructional practices ● Building a shared vision and goals ● Commitment to excellence, equity, and innovation ● Human Resources and managerial leadership ● Strong external leadership ● Use of technology and data <p>Student Growth Measures (<u>may</u> include):</p> <ul style="list-style-type: none"> ● Student Learning Objectives (SLOs) ● Student Attendance ● State Assessments (when applicable) ● Retention ● College and Career ● District Assessments ● VAL ED ● High School Assessment (HSA) SLO 		
<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	<p>The Instructional Director will work directly with the principal to provide support where needed to include building the capacity of principals to improve the conditions of teaching and learning in each area. The Instructional Director meets monthly with the principal to discuss needs and academic progress. The Instructional Director supports the principal with concerns regarding staffing, negotiating conditions with county offices, issues with community members and parents, as well as general oversight of the school.</p>	<p>July 2016 - June 2017</p>	<p>Instructional Director</p>
<p><u>COMPONENT 2: ENSURE EFFECTIVE TEACHERS TO IMPROVE INSTRUCTION</u></p>			
<p>The LEA and School must:</p>			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school. <p><i>Title I Component #3: Instruction by Highly Effective Teachers</i></p>	<p><u>Teacher Evaluations</u> The Charlotte Danielson Framework for Teaching (FFT), an observation-based evaluation system, provides the tool used for teacher observations. The teacher evaluation system gathers evidence of professional practice observed by an appropriate evaluator. Teachers are evaluated on their professional practice as well as their students' growth.</p>	<p>August 2016 - June 2017</p>	<p>Principal Instructional Director</p>

	<p>This approach to measuring teacher effectiveness is intended to provide a comprehensive view of how well teachers are preparing students to be college and career-ready. The model includes multiple measures of effectiveness in the areas of professional practice and student growth for instructional teachers responsible for students' academic progress in a Pre-K-12 public school setting. The PGCPS appraisal systems also support professional development and growth for all employees and ensure that each school has effective administrators, teachers, and support staff. The evaluation model utilizes multiple measures to assess the effectiveness of educators.</p> <p>Teachers are evaluated on their professional practice (50%) as well as their students' growth (50%), in accordance with Maryland's teacher evaluation model. Measured by a system of data points which guides continuous improvement of performance and accountability, the PGCPS evaluation system includes the following:</p> <p>Professional Practice Measures:</p> <ul style="list-style-type: none"> ● Classroom observations using the Danielson Framework for Teaching (FFT) ● A student perception survey ● An assessment of professional growth <p>Student Growth Measures:</p> <ul style="list-style-type: none"> ● Student Learning Objectives (SLOs) ● Locally Selected Assessments ● Local School Progress Index (SPI) ● State Assessment Data <p>The Student Learning Objectives will be developed annually by the teachers and school based administrators, with influence from both in their writing, monitoring and evaluation of their content. Final approval will be done after a teacher-administrator conference.</p>		
<input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	CNA, #9, Professional Development	July 2016 - June 2017	Principal

***Title I Component #4:
High Quality and Ongoing Professional
Development***

***Title I Component #5:
Strategies to Attract and Retain Highly Effective
Teachers***

Topic	Initiative	When and Frequency	Length	Targeted Audience	Funding Source	Participants
Focus Class Development	Focus Class	Summer	Four Full Days	Focus Teachers and Resource Staff	Priority	6
Focus Class Development	Focus Class	Fall	Bi-monthly (half-day sessions)	Focus Teachers and Resource Staff	Priority	6
Shmoop Integration	11th Grade College and Career (Reading English Language Arts - RELA)	Summer	Four Full Days	Targeted Eleventh Grade RELA Teachers	Priority	5
Shmoop	11th Grade College and Career (RELA)	Summer	Half Day	English 11 Teachers	Priority	5
Shmoop	11th Grade College and Career (RELA)	Fall	Half Day	English 11 Teachers	Priority	5
Tenmarks	Algebra 1	Summer	Half Day	Algebra 1 Teachers	Priority	12
Tenmarks	Algebra 1	Quarterly	Half Day for Two Quarters	Algebra 1 Teachers	Priority	12
Middlebury	ESOL Overage	Summer	Full Day	Targeted ESOL Teachers	Priority	5

Leadership Team
PGCPS ESOL Office

	Middlebury	ESOL Overage	Quarterly	Half Day for Two Quarter	Targeted ESOL Teachers	Priority	6	
	Performance Matters	Data-based Instruction	Summer	Four Half Day Sessions	Staff	Title 1	40 ind 80 for	
	Circle Process	Restorative Practice	Summer	Two Full Days	Staff	Title 1	23	
	Literacy - Close Reading	Data-Wise	Summer	Full Day	Staff	Priority	20	
	Literacy - Close Reading	Data-Wise	Fall	Two Half Days	Staff	Priority	15	
	Literacy - Close Reading	Data-Wise	Quarterly	Staff Development Days	Staff	County	Staff	
	Framework for Teachers (FFT)	Instructional Practice	Summer	Full Day	New Teachers	SBB	20	
	FFT	Instructional Practice			Staff	SBB	15	
	International Institute of Restorative Practices (IIRP)	Restorative Practice	Fall (September - Bethesda)	Five-Day Training	Counselors, Non-classroom-based Support People	Priority	7	
	Sheltered Instruction Observation Protocol (SIOP)	SIOP Training	Quarterly	N/A	Staff	County	Staff	
	<p>High Point has in place a “New Teachers Academy” for those new to the staff. During those monthly meetings teachers are provided with professional development on the curriculum, lesson planning, and support towards their understanding of the county’s goals and initiatives. In addition, new teachers are supported by the school’s resource and mentor teachers. Resource and mentor teachers provide support in the classroom modeling lessons and providing informal feedback as well as suggestions for best practices.</p> <p>In addition to the support to new teachers there are a variety of opportunities being offered to staff. All of the offerings listed in the professional development calendar are supplemental to county offerings</p>							

	(content area offices, Special Education offerings, ESOL offerings, etc.) and support the effective implementation of the 9th and 11th grade goals outlined in this plan (see the PD calendar above for PD topic, initiative, and intended audience).		
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COMPONENT 3: PROVIDE ADDITIONAL TIME FOR INSTRUCTION

The LEA and School must:

<p><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> <p><i>Title I Component #9: Activities to ensure that students having difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance</i></p>	<p>Dual-prong Extended Learning Opportunities (ELO) program (CNA #5, Instructional Program)</p> <p>All teachers engage in collaborative planning by-weekly. All content area teacher throughout the as as well as resource and intervention staff discuss and create content and language objectives and engagement activities to utilize instructional strategies and practices that will lead to student success. Many of the collaborative teams use the FFT (Framework for Teaching) expectations to design lessons and activities together. When needed, teachers identify the common strengths and weaknesses of students in that course or grade level based on the goals and indicators of MD State Curriculum Standards. An outcome of those discussion is that teachers make instructional decisions and adjustments based on those areas of need. If needed, there are additional funds with our Title I, Part A budget to support collaborative planning after school.</p> <ol style="list-style-type: none"> 1. After-school tutoring for homework support (Title I, Part A funds) An voluntary after-school tutoring program gives students from both the ninth grade, ESOL, and eleventh grade initiatives an opportunity to receive academic interventions and support with an individual tutor, providing one-on-one assistance to the students. <i>Students will be identified via teacher recommendation based on SLOs and/or common assessment areas of need.</i> 2. After school “quarter recovery” (Compass Learning PGCPS initiative) for grade recovery (requesting priority funds) - <i>Quarterly Learning Modules (packets) for students recovering a grade between 50% and 59%. The highest grade that can be prammed for a student who takes Quarter Recovery is 65%.</i> 	<p>October 2016 - May 2017</p>	<p>Principal</p> <p>ELO Coordinator</p> <p>ESOL Resource Teacher</p> <p>Advanced Placement (AP) Coordinator</p>
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	<p>Teacher Salaries Three weeks (1st and 2nd quarter) 8 teachers x 6 days x 3 hours x \$45/hr = \$6,480 (1st qtr) 8 teachers x 6 days x 3 hours x \$45/hr = \$6,480 (2nd qtr) 4 teachers x 6 days x 3hours x \$45/hr = \$3,240 (3rd qtr) TOTAL = \$16,200 (excluding fringes)</p> <p>Transportation for both ELO programs (requesting priority funds) 2 buses x 2 days x 2 hours x 20 weeks x \$80/hr = \$12,800</p> <p>School will apply for PGCPS Food Services free dinner program.</p> <p>Saturday School Expansion (requesting priority funds) Expand current Saturday School to include tutoring and AP/SAT development Teacher Salaries 4 teachers x 20 days x 4 hours x \$45/hr = \$14,400 (excluding fringes)</p> <p>Saturday School will provide additional support to the eleventh grade College and Career Readiness initiative by allowing students to receive intense instruction on college readiness skills (critical thinking, note-taking, critical reading, writing, etc.), preparation for their Advanced Placement course, and SAT preparation through online programs such as Shmoop and Khan Academy.</p>		
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COMPONENT 4: STRENGTHEN THE SCHOOL'S INSTRUCTIONAL PROGRAM

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-	<p>ESOL Initiative - Accelerating the Over Aged Interrupted Education Students (CNA, #3 - Student Achievement) Initiative to accelerate those students who enter High Point above the age-appropriate grade level for their grade. The program would be designed to</p>	August 2016 - June 2017	Principal Leadership

<p>based, rigorous, and aligned with State academic content standards (include Universal Design for Learning strategies and Multi-Tiered System of Support).</p> <p>Title I Component #2: Major Initiatives and Schoolwide Reform Strategies</p> <p>Title I Component #7: Plans for Assiting Children in Transition</p>	<p>accelerate our students learning process and would be focusing on the four domains of English Language. It will enhance their ability to aquire the language in their own pace and will help them to develop and accelerate their English skills in a more organized way through the 12 modules that the Middlebury interactive program provides.</p> <p>This class would be computer-based, using the Middlebury software program for reading and math.</p> <p>Budget Implications:</p> <ul style="list-style-type: none"> • Two teachers for accelerated ELL classes for students (Title I, Part A funds and SBB) • Chromebooks - 2 Chromebook carts, one for each of two teachers (Title I, Part A funds) • Middlebury online software for 300 students - \$34,450 (includes PD) - requesting Priority funds • Classroom materials - consumable workbooks for students (for homework support); headphones w/ microphones (300) - requesting Priority funds • Student Supplies - basic student supplies to support students enrolled in this class to include notebooks, paper, pens, etc. - requesting Priority funds <p>Algebra 1 Intervention (CNA, #4- Rigorous Curriculum)</p> <p>Purchase of instructional software to support authentic, real-world projects that will enable Algebra I students to apply their learning in virtual situations (similar to PARCC) and to have a solid background in order to build to comprehension and be able to successfully complete Algebra I and give them the fundamental skills to move through the next levels of high school mathematics courses.</p> <p>TenMarks is content-driven technology focused on learning, teaching, and sharing. The website provides visual, engaging, and rigorous content that includes projects and questions to extend learning for more advanced students and remediation recommendations to help struggling students catch up.</p> <p>Each lesson is aligned to a common core standard, contains a description of</p>		<p>Team</p> <p>ESOL Department Chair</p> <p>Math Department Chair (Algebra I)</p> <p>RELA Department Chair</p> <p>ESOL Resource Teacher</p> <p>College & Career Coordinator</p> <p>Mainstream Resource Teacher</p>
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	<p>the aligned learning objectives, and states prerequisite skills that are designed for easy reference and remediation. TenMarks has technology-enhanced questions that mirror the types of questions that are assessed on PARCC (such as graphing on a coordinate plane, drag and drop, reorder, check all that apply).</p> <p>Budget Implications: Chromebooks - four (4) chromebook carts to share among 12 teachers (including 4 special education teachers) - (SBB funds) TenMarks is an online differentiated Mathematics program for 1,000 students and Math teachers (software includes PD - one (1) day of on-site and two (2) sessions of online professional development) - \$22,500 (includes PD) - requesting Priority funds</p> <p>9th RELA - “FOCUS” classes (elective) (CNA, #3 and #7 - Student Achievement and School Culture & Climate) The ninth grade “Focus” class is designed to orient the ninth grade student to high school. The class also begins the process of developing College and Career Readiness through the integration and practice of goal setting and tracking measures for short, medium, and long term goals. Students will establish personal, academic, and career goals, which they will track and celebrate progress in achieving. The student “agenda book” is a tool that will be used to document students’ goals and track progress towards their attainment. Students will also communicate with their parents through the use of the agenda book so parents are engaged in students’ progress. Students will research information regarding their potential long-term academic and career goals in order to determine the plans necessary in order to accomplish these goals. They will establish their short term goals based on this research. Strategies from the College Summit program will be incorporated in order to support students’ organizational and problem solving skill development. Students will learn to manage their time through tracking of homework assignments, both in the short and long term time frames.</p> <p>The Focus class will also implement the MyOn computer program of reading interention in order to foster love of reading and to improve student</p>		
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	<p>fluency in reading. Once students begin to love reading and to explore in their selection of materials to read, their curiosity will lead them to read a variety of materials, thus recognizing the importance of the world outside of their immediate experience. This “expanded perspective” is key to understanding the importance of obtaining an education, beginning with a high school diploma. Students who have realized the context of the world they live in will begin to make better choices in preparing for their own success.</p> <p>Students’ progress will be tracked by data, and students will monitor their own progress on a daily basis. They will learn to calculate their progress, and to advocate for themselves as needed. In short, this Focus class builds a strong foundation of academic and skill based strengths to ensure students’ success in high school.</p> <p>Budget Implications: Three (3) teachers for FOCUS classes (Title I, Part A funds) Three (3) chromebook carts (Title I, Part A funds) MyOn (Title I central office funded) myON is a personalized literacy program that provides access to the largest integrated collection of digital books with reading supports, customized to a student’s interest and reading abilities. Created to enhance the reading experience, myON develops an individual profile for each student based on his or her interests and reading ability, and generates a recommended book list. Vocabulary.com (Title I central office funded) Vocabulary.com is an adaptive vocabulary tool that teaches students how to master new words. The program teaches students new words by systematically exposing them to a wide array of question types and activities that help students understand the meanings of words.</p> <p>11th grade College and Career Readiness Initiative (CNA, #3 - Student Achievement) Focus on College and Career Readiness (CCR) in the 11th Grade: which <u>may</u> include</p> <ul style="list-style-type: none"> • using online courses as study guides and mastery-based tools to 		
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	<p>improve skills [using Shmoop (RELA)]</p> <ul style="list-style-type: none"> • creating in-house online-assessments using PARCC stems (assessments will create data that can be easily read and analyzed). represented, and shared in a spreadsheet) • meeting to use the data to inform and adjust instruction (data days);m • collaborating on data and lesson plans through Google Apps for Education; • accounting for all learning styles and disabilities through SIOP strategies and blended learning • digital writing to improve skill and speed on online writing tasks such as the PARCC. <p>Budget Implications Twelve RELA (and SPED) teachers - SBB funded <i>Chromebooks are needed due to the extensive writing requirements for the College & Career Readiness assessments (PARCC, SAT, AccuPlacer, etc.)</i> Twelve (12) Chromebook carts (1 per teacher) - requesting Priority funds Technology-based software: Shmoop (online software license for Test Prep and College Readiness includes PD) - requesting Priority funds</p> <p>College and Career Coordinator (Title I, Part A funds)</p> <ul style="list-style-type: none"> • oversee the implementation of The College Summit • work with TCs/DCs to implement school-wide instructional strategies to ensure rigor in the classroom, building through differentiation strategies to PSAT-levels of instructional rigor • offer professional development ideas to the PD Coordinator for rigor in the classroom and SAT/PSAT preparation • monitor the school's SAT prep courses • oversee the development of the Freshmen Focus coursework to help incorporate college readiness skills for ninth graders • create a teacher guide and a student checklist of skills being tested on the SAT/PSAT so students and teachers can connect content skills/concepts to the college readiness tests 		
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	<ul style="list-style-type: none"> ● oversee the high school level, AP/SAT course curriculum for Saturday School (as allowed by the county) ● work with teachers to incorporate college and career components (career connections, content-specific vocabulary development, goal setting, etc.) ● work with guidance to enhance College and Career culture within the school community through a visible presence of college and career messaging throughout the school. <p>ESOL Resource Teacher (Title I, Part A funds)</p> <ul style="list-style-type: none"> ● work with teachers for purposes of learning to differentiate for the needs of ELL students. ● assist teachers in learning appropriate strategies of differentiation for second language learners, with implementing SIOP strategies into instructional practices, with lesson planning that incorporates differentiation, and in assessing students' abilities, talents, and strengths to plan and teach with those abilities in mind ● assist with the design and delivery of coherent lessons incorporating the components of the Framework for Teaching ● create professional development opportunities as needed for individual teachers and/or for school-wide PD ● communicate and promote SIOP professional development opportunities as provided by the county or school ● Facilitate peer learning opportunities for teachers to observe one another as a component of professional development to support the ELL-friendly classroom ● develop the implementation of Circle Practice within the classroom as a classroom culture-building tool <p>Mainstream Resource Teacher/Mentor Teacher (Title I, Part A funds)</p> <ul style="list-style-type: none"> ● work with teachers who are still learning to establish high levels of instructional rigor in the classroom ● develop coherent lesson plans that build towards the student-centered classroom ● assist teachers in the development of successful classroom management strategies, as needed and as articulated in action 		
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	<ul style="list-style-type: none"> plans and in support of FFT evaluations assist teachers with creating lesson plans, incorporating the components of the Framework for Teaching work with teachers to incorporate continuous formative assessment into instruction facilitate peer learning opportunities for teachers to observe one another as a component of professional development to support the student-centered classroom create professional development opportunities as needed (rigor in the classroom, classroom management, assessments, etc.) develop the implementation of Circle Practice within the classroom as a classroom culture-building tool 		
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COMPONENT 5: ENSURE THE USE OF DATA FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION

The LEA and School must:

<p><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> <p><i>Title I Component #8: Measures to include Teachers in Decisions regarding the analysis and the use of academic assessments</i></p>	<p>Develop and implement common assessments in math, Language Arts Focus class,, Grade 11 Language Arts, and ELL Language Acceleration class to review student progress and plan for instructional strategies for student improvement (and/or PGCPs unit assessments).</p> <p>Data Coordinator/Coach (Title I, Part A funds)</p> <ul style="list-style-type: none"> assist teachers in assessing students' abilities, talents, and strengths through data analysis assist teachers in developing common assessments to evaluate student performance on a daily/weekly/unit basis work with teachers to incorporate continuous formative assessment into instruction lead the initiative to work with teachers to help them implement the use of data in their classrooms integrate a professional development program of technology instruction capture data from national, state, local, and school assessments align instruction with data capture work with teachers in collaborative planning meetings to utilize the resulting data for a continuous planning and monitoring 	<p>August 2016 - June 2017</p>	<p>Data Coordinator/Coach</p> <p>Principal Leadership Team</p>
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	<p>process</p> <ul style="list-style-type: none"> • work with teachers to incorporate instructional strategies and/or content skills to assist with student progress • analyze student needs, including data-analysis for instructional decision making 		
<p><input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data to ensure a differentiated system of support for all students.</p> <p>Title I Component #5: Strategies to Attract and Retain Highly Effective Teachers</p> <p>Title I Component #8: Measures to include Teachers in Decisions regarding the analysis and the use of academic assessments</p>	<p>Ensure that the master schedule provides common planning time for all teams that are participating in focus areas (9th grade math, Focus teachers, 11th grade English, and ELL teachers).</p> <p>Quarterly Data U in 4 content areas -- Substitutes (Title 1 Part A)</p> <p>DataWise Leadership Institute, August 1-5, 2016 (online) - Priority funds requested</p> <p>The Data Wise Leadership Institute (Online) can help you and your team learn to use your data in an effective collaborative process, while in the comfort of your own school. During this intensive week, you will learn a step-by-step process for using wide range of data sources—from standardized tests to student work to observation of teaching practice—to improve instruction and student outcomes.</p> <p>Program Objectives</p> <ul style="list-style-type: none"> • UNDERSTAND the Data Wise Improvement Process as a way of organizing and bringing coherence to the core work of schools • CULTIVATE the habits of mind that can improve the effectiveness of teams and help foster a supportive culture of continuous improvement • EXPERIENCE more than 10 protocols that you will learn and can bring back to engage your faculty in collaborative inquiry • CREATE a plan for integrating the Data Wise Improvement Process into your daily work <p>Ongoing follow-up support will be provided by PGCPs Office of Continuous Systemic Improvement.</p>	<p>July 2016 - June 2017</p>	<p>Principal Leadership Team</p> <p>Master Scheduler</p> <p>Data Coordinator/Coach</p>

COMPONENT 6: ENSURE SAFE AND SUPPORTIVE SCHOOLS

The LEA and School must:

<p><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 to include specific plans for the Student Support Team</p> <p><i>Title I Component #5: Strategies to Attract and Retain Highly Effective Teachers</i></p>	<p>CNA, #7 - School Culture & Climate Restorative Justice Practices Conference, Sponsored by International Institute for Restorative Practice, September 19-22, 2016 (Bethesda, MD) - requesting Priority funding Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Participants will receive four books, which are related to each one of the four days (<i>The Restorative Practices Handbook, Restorative Circles, Restorative Justice Conferencing and Family Power</i>).</p> <p>Contracted Services Concentric Educational Solutions (CES) - requesting Priority funding CES will develop a close working relationship with school-based administrators, teachers, and counselors to provide ongoing support services for the Restorative Justice behavioral initiative. Restorative justice empowers students to resolve conflicts on their own and in small groups. The idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances. CES will provide Restorative Justice Support and integrate the concepts of RJP into the school culture.</p> <p>MSDE Breakthrough Center - Student Support Services (Lynne Muller) MSDE Breakthrough Center’s Student Services division will provide coordinated support for school student services staff through the use of tiered systems, which may include:</p> <ul style="list-style-type: none"> ● Culturally responsive interventions - Trauma Informed Care ● Counseling/mental health support ● Support for restorative practices strategies 	<p>August 2016 - June 2017</p>	<p>Principal Assistant Principals Student Support Services Team Concentric Educational Solutions (CES) Consultant MSDE Breakthrough Center (Lynne Muller)</p>
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	<ul style="list-style-type: none"> ● Support for processes and functioning of various student support teams (SIT, CARE, Attendance, PBIS) as needed ● Support for alternative credit recovery programs ● Response to Intervention (RtI) <p>(CNA, #8 - Students, Family & Community Support) We will create an “information center” staffed by a bilingual paraprofessional (Title I, Part A funds) who can address the needs of students. This person would not provide services to students, but would provide students with information about how to acquire information and/or would facilitate access to service by helping the student to obtain appropriate appointments with staff as needed, etc. The services provided would be tracked, and data would be collected on the level of use of the services. Additionally, a measure of user’s level of satisfaction with the services provided would be tracked in order to determine the effectiveness of the program. Students would assist in the Information Center during their Independent Study classes, and/or before and after school on a volunteer basis.</p> <p>Bi-lingual Paraprofessional Job Description</p> <ul style="list-style-type: none"> ● “Man” student service center to provide resource support for students ● Collaborate with Community Outreach Assistants to provide support for parents ● Collect and have available resource material from guidance and other key departments throughout the building to meet student needs ● Work with student volunteers before and after school to handle extra demand (for service learning hours) ● Refer students to direct services, as needed ● Direct students to key stakeholders, as needed ● Council with students who are seen in the hallway (without passes, etc.) ● Register student access to the Student Support Center ● Collect data on referrals/services provided to students ● Assist students to problem solve concerns 		
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	<ul style="list-style-type: none"> • Direct parents to POAs 		
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COMPONENT 7: ENSURE ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT

The LEA and School must:

<p><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</p> <p><i>Title I Component #6: Strategies to Increase Parent Involvement</i></p>	<p>CNA, #8 - Student, Family & Community Support Parent Book Club—Parents read a book a week, meet to share and support one another. This is a nine week program that would be repeated twice within the school year. <i>Parents will receive literature to support their child’s achievement which they can read with their student, during each Parent Involvement Night, to include self-help resources, such as “How to help your child with Homework” and “12 ways to help your Teen Succeed in High School”, These resources are printed in English and Spanish. (Title I, Part A funds)</i></p> <p>“Reunifying Families” is a program to support students who are getting to know their adolescent students from whom they have been separated for many years (sometimes a decade or more). Parents also learn about normal adolescent development. This is a monthly program of support for these families. (Title I, Part A funds)</p>	<p>July 2016 - June 2017</p>	<p>Parent Engagement Assistant</p> <p>Community Resource Coordinator</p> <p>Professional School Counselors</p>
<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>	<p>CNA, #8 - Student, Family & Community Support Community partnerships</p> <ul style="list-style-type: none"> • The TNI (Transforming Neighborhoods Initiative), sponsored by the County Executive, Rushern Baker, is a comprehensive program to tie the school system to services provided by the County Government. All students and parents within the High 	<p>July 2016 - June 2017</p>	<p>Principal</p> <p>Parent Engagement</p>

<p><i>Title I Component #10: Coordination and integration of federal, state, and local services and programs</i></p>	<p>Point community qualify to receive services of the TNI programs. These services include counseling services (therapy), as needed, provided Advanced Behavioral Health, and comprehensive family support services (wraparound services) provided by the Maryland Multicultural Youth Center. Additionally, a Community Resource Coordinator works full time at the school to leverage resources from other government organizations to address students and families in need. This partnership helps to eliminate barriers so that students and families are better prepared for learning and positive relationships with the school.</p> <ul style="list-style-type: none"> • We will continue our work with the Latin American Youth Center (called MMYC in Maryland). We have a new program focused on CCR, which guides students toward research around their career choice. It is a “no fault” program. This partnership helps to provide support to our ESOL population giving students real world opportunities to connect with college and careers. • We continue our partnership with the Army Navy Research Lab and Atkins Global Inc. These partners provide in-class presentations, field trip opportunities, and career fair presentations for 9th and 11th grade students. <p>All of the parent programs and partnerships provide parents and students with direct social services for parents and students and opportunities to work together to build positive relationships in order to be more successful at home and school and to eliminate barriers to being more involved in academics.</p>		<p>Assistant Community Resource Coordinator Professional School Counselors</p>
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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.

SY 2017: At a minimum, HPHS will increase by 5% the percentage of students scoring at “proficient” (level 3 or above) on the PARCC ENGLISH 10 assessment.

SY 2017: At a minimum, HPHS will increase by 5% the percentage of students scoring at “proficient” (level 3 or above) on the PARCC ALGEBRA 1 assessment.

NOTE: Specific annual goals by subgroup will be established once 2016 PARCC results are available.

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.

Unit test assessments in English classes will demonstrate that students are on target to increase level of proficiency (3 or greater) on the PARCC ENGLISH 10 assessment by 5% by the end of the year.

Unit test assessments in math classes will demonstrate that students are on target to increase level of proficiency (3 or greater) on the PARCC ALGEBRA 1 assessment by 5% by the end of the year.

2016-2017 Target Outcomes for Strategies in the Intervention Plan

Evidenced Based Strategy	Interim Target Outcomes Provide Interim Outcomes for Each Strategy in the Intervention Plan	Annual Target Outcomes Provide Annual Outcomes for Each Strategy in the Intervention Plan
1. ESOL Initiative	Students will complete the Middlebury online assessment in September and January. Students will show at least 5 point increase in their scores during each assessment. <i>Students will complete the Middlebury Interactive online, theme-based pre-assessment in September. In January, students will complete an interim online post-assessment for a theme previously completed before the interim</i>	Students will show at least a 5% increase from their September online assessment to end of year Middlebury online assessment (May/June 2017) <i>Students will complete the Middlebury Interactive online, theme-based pre-assessment in September. In May/June 2017, students will complete an online post-assessment for a theme completed after the January interim assessment</i>

	<i>assessment period For those students completing each full pre-and post-assessment by theme, 70% or more of students will show an overall score increase between the pre- and post-assessments in a minimum of two skills (reading, writing, listening or speaking).</i>	<i>period. For those students completing each full pre-and post-assessment by theme, 70% or more of the students will show at least a 5% overall score increase across all themes in a minimum of two skills (reading, writing, listening or speaking).</i>
2. 9th grade FOCUS classes	Students will complete the MyOn online benchmark assessments in September, December, and March. Students will show at least a 5 point increase in their Lexile scores during each assessment. <i>Students will complete the MyOn online benchmark assessments in September and January. Students will show an increase of at least 25 in their Lexile score during each assessment.</i>	70% of students participating in the FOCUS class intervention will increase their lexile score by 10% from the first to the last benchmark assessment. <i>In May 2017, students will complete the MyOn online end-of-year benchmark assessment. 70% of students participating in the FOCUS class intervention will increase their lexile score by at least 50 points from the first to the last benchmark assessment.</i>
3. Algebra I Initiative	Students will complete the TenMarks online assessment in October, January, and April. Students will show at least a 10 point increase in their scores during each assessment.	70% of students participating in the TenMarks online intervention will demonstrate a minimum of 20 points of increase in their proficiency scores on the online assessment.
4. 11th grade College & Career Readiness	<i>English eleven students will practice writing prompt responses/essays reflecting that they are on target to increase their writing scores by one level on the SAT scoring rubric, the PARCC 11 rubric, and/or the county's modified PARCC rubric.</i> Practice writing prompt responses/essays in eleventh grade English classes that will demonstrate that students are on target to increase their writing score by one level on the SAT scoring rubric, PARCC 11 rubric, county modified PARCC rubric by the end of the year.	<i>Eleventh grade students will increase their performance by one level on the SAT rubric, the PARCC 11 rubric, or the county-modified PARCC rubric.</i> Eleventh grade students will increase their performance on the SAT writing component by 1 rubric level.
5. Restorative Justice	The number of discipline referrals will decrease by 10% by January 2017 over the 2016 level .	The number of suspensions will decrease by 20% by June 2017 over comparable data from 2016.

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.

2016-2017 Timeline for LEA Monitoring of Priority School

School: High Point High School LEA: PGCPS

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 Associate Superintendent and Instructional Director will meet in July and August with the building principal to monitor progress on staffing, building preparation, and teacher readiness to effectively instruct students school on the first day.
	Describe how progress will be assessed Fully staffed building, readiness for opening, building walk-throughs, and meetings with the principal
	Provide the Quarterly Report submission date and who will submit to MSDE The LEA will submit a quarterly electronic report to MSDE by November 15, 2016.
Quarter 2 (SY 2016-2017, Nov.-Jan.)	Describe the LEA/school monitoring and oversight The Central Support Team (CST) will meet and receive monthly feedback from the Instructional Director and other departments, i.e. Curriculum & Instruction, SPED, ESOL, OCSI, Title I, etc., in order to review progress on specific priority strategies, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate aligned to the milestone goals and targeted outcomes for each of the strategies in the intervention plan.
	Describe how progress will be assessed Quantitative and qualitative data will be reviewed, i.e., scores from systemic assessments, attendance and discipline data, and staff observations and evaluations. Assess progress on teacher evaluations and staff that needs assistance.
	Provide the Quarterly Report submission date and who will submit to MSDE The LEA will submit a quarterly electronic report to MSDE by February 15, 2017.
Quarter 3	Describe the LEA/school monitoring and oversight The Central Support Team (CST) will meet and receive monthly feedback from the Instructional Director and other

<p>(SY 2016-2017, Feb.-April)</p>	<p>departments, i.e. Curriculum & Instruction, SPED, ESOL, OCSI, Title I, etc., in order to review progress on specific priority strategies, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate aligned to the milestone goals and targeted outcomes for each of the strategies in the intervention plan.</p> <p>Describe how progress will be assessed Quantitative and qualitative data will be reviewed, i.e., scores from systemic assessments, attendance and discipline data, and staff observations and evaluations, assess progress on teacher evaluations and staff that needs assistance.</p> <p>Provide the Quarterly Report submission date and who will submit to MSDE The LEA will submit a quarterly electronic report to MSDE by April 15, 2017.</p>
<p>Quarter 4 (SY 2016-2017, April- July)</p>	<p>Describe the LEA/school monitoring and oversight The Central Support Team (CST) will meet and receive monthly feedback from the Instructional Director and other departments, i.e. Curriculum & Instruction, SPED, ESOL, OCSI, Title I, etc., in order to review progress on specific priority strategies, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate aligned to the milestone goals and targeted outcomes for each of the strategies in the intervention plan.</p> <p>Describe how progress will be assessed Quantitative and qualitative data will be reviewed, i.e., scores from systemic assessments, attendance and discipline data, and staff observations and evaluations, assess progress on teacher evaluations and staff that needs assistance. The school will also complete a DataWise Journey presentation outlining their progress for the year.</p> <p>Provide the Quarterly Report submission date and who will submit to MSDE The LEA will submit a quarterly electronic report to MSDE by June 30, 2017.</p>

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:
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:

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: _____

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

<u>Evaluation of Consultant/Contractor Services</u>								
<u>Services:</u> Were item(s) or services delivered in accordance with contract specifications?			<u>Reports:</u> Were all reports required by the contract provided as required?			<u>Overall Evaluation of Contractor/Consultant:</u>		
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** _____