



B.5.e. Turnaround Principles Model (Maryland's State Approved Model)

School Name and Number: Frederick Elementary, #260

LEA: Baltimore City Public Schools

Intervention Model: MARYLAND TURNAROUND PRINCIPLES MODEL

Annual Goals for Reading/Language arts on State assessments for “all students” group and for each subgroup.

SY 2017: Reading

At least 15% of all students, **including all subgroups**, in grades 3, 4, and 5, will meet or exceed expectations (Level 4/Level 5) on the English Language Arts/Literacy PARCC assessment.

All students, **including all subgroups**, who perform below grade level in reading Grades k-5 will increase proficiency by at least one and a half year's growth as measured by the EOY Amplify assessment for K-2 and by EOY iReady assessment for 3-5.

All students, **including all subgroups**, who perform on or above grade level in Grades k-5 will increase proficiency by at least one year's growth as measured by the EOY Amplify assessment for K-2 and by EOY iReady assessment for 3-5.

SY 2018: On the PARCC ELA assessment - Increase the percentage of students scoring Level 4 or Level 5 by 8% over SY17, and increase those scoring Level 3 by 6% for the combined student population of Frederick Elementary School and the closing Samuel F.B. Morse Elementary School. Frederick Elementary will use the Measure of Academic Progress (MAP) in grades 1-5 for its interim benchmark goals. Students will show growth on the MAP at or above the national average in each year of SIG implementation.

SY 2019: On the PARCC ELA assessment - Increase the percentage of students scoring Level 4 or Level 5 by 8% over SY18, and increase those scoring Level 3 by 6%. Frederick Elementary will use the Measure of Academic Progress (MAP) in grades 1-5 for its interim benchmark goals. Students will show growth on the MAP at or above the national average in each year of SIG implementation.

SY 2020: On the PARCC ELA assessment - Increase the percentage of students scoring Level 4 or Level 5 by 8% over SY19, and increase those scoring Level 3 by 6%. Frederick Elementary will use the Measure of Academic Progress (MAP) in grades 1-5 for its interim benchmark goals. Students will show growth on the MAP at or above the national average in each year of SIG implementation.

Quarterly Milestone Goals for Reading/Language arts on interim assessments for “all students” group and for each subgroup for SY 2017 only (to be updated annually upon renewal of the grant)

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

SY 2017: Mathematics

At least 15% of all students, **including all subgroups**, in grades 3, 4, and 5, will meet or exceed expectations (Level 4/Level 5) on the Mathematics PARCC assessment.

All students, **including all subgroups**, who perform below grade level in mathematics Grades 3-5 will increase proficiency by at least one and a half year’s growth as measured by the EOY iReady assessment for 3-5.

All students, **including all subgroups**, who perform on or above grade level in mathematics Grades 3-5 will increase proficiency by at least one year’s growth as measured by the EOY iReady assessment for 3-5.

40% of all 1st and 2nd grade students score on or above proficiency on the mathematics unit assessments.

SY 2018: On the PARCC: increase the percentage of students scoring Level 4 or Level 5 by 8% over SY17, and increase those scoring Level 3 by 6% for the combined student population of Frederick Elementary School and the closing Samuel F.B. Morse Elementary School. Frederick Elementary will use the Measure of Academic Progress (MAP) in grades 1-5 for its interim benchmark goals. Students will show growth on the MAP at or above the national average in each year of SIG implementation.

SY 2019: On the PARCC: increase the percentage of students scoring Level 4 or Level 5 by 8% over SY18, and increase those scoring Level 3 by 6%. Frederick Elementary will use the Measure of Academic Progress (MAP) in grades 1-5 for its interim benchmark goals. Students will show growth on the MAP at or above the national average in each year of SIG implementation.

SY 2020: On the PARCC: increase the percentage of students scoring Level 4 or Level 5 by 8% over SY19, and increase those scoring Level 3 by 6%. Frederick Elementary will use the Measure of Academic Progress (MAP) in grades 1-5 for its interim benchmark goals. Students will show growth on the MAP at or above the national average in each year of SIG implementation.

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup **for SY 2017 only** (to be updated annually upon renewal of the grant)

School Name and Number: Frederick Elementary, #260

Intervention Model: MARYLAND TURNAROUND PRINCIPLES MODEL (Approved by USED May 20, 2016)

Stakeholder Involvement:

Relevant stakeholders, including administrators, teachers, parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process through community meetings; community association meetings; staff meetings; school-wide events; parent meetings; parent and student focus groups; parent, student and community surveys; meetings with nonprofit and church leaders; Frederick-Morse Merger Committee Meetings; Frederick-Morse Parent Planning Committee Meetings; tours of other Baltimore Curriculum Project schools; tours of the Frederick Elementary construction site; e-mail communication; robo-calls; flyers sent home in student backpacks; and information sharing on the Frederick Elementary website, and twitter page.

Frederick Elementary and BCP leadership staff have made themselves available for small group and individual meetings with community members and families who are unable to attend scheduled meeting.

Interventions selected for the SIG Cohort IV implementation plan will mirror, with some adaptations based on community input and selection of new leadership, the interventions described in BCP’s application to operate Frederick Elementary as a public charter school, which was approved by the Baltimore City Public Schools Board of School Commissioners on July 12, 2016.

The Family League of Baltimore City has selected Bon Secours as the Community School Lead Agency for Frederick Elementary. Bon Secours will be hiring a Community School Coordinator sometime in early 2017. This coordinator will support efforts to ensure that the community and all families are aware of the school's identification as SIG Cohort IV.

In addition to the activities described above, BCP and Frederick Elementary have been working closely with Baltimore City Schools to plan a harmonious merger of the Frederick Elementary and Samuel F. B. Morse school communities. A series of community "school merger" meetings have been held to discuss the merger. These meetings presented additional opportunities for stakeholder involvement in the SIG IV process.

A list of completed stakeholder involvement activities, and a list of planned activities yet to occur, is below.

COMPLETED ACTIVITIES

- **SWCOS Needs Assessment:** A Frederick Elementary Needs Assessment Survey was administered by SWCOS from May-June, 2014 and included 221 participants (Parents-66, Staff-26, Community Residents-25, Students- 104) During the Frederick Elementary survey process, 45 Samuel FB Morse students, families and staff members (11 students, grades 1-6, 15 parents and 19 staff members) contributed their input through listening forums. SWCOS also held a Frederick Elementary School community input forum, which was attended mainly by existing and potential partners, which included Bon Secours Community Works, Baltimore City Police, Southwest District, The Keion Carpenter House/Shutdown Academy, The Frederick, McHenry and Franklinton Neighborhood Association and The Tabernacle of the Lord (Jones Tabernacle) Church. A total of twenty-two community members, parents and school staff attended the meeting. Participants had a lively discussion around the areas of focus and were interested in participating in the Planning Department's neighborhood program.
- **INSPIRE Student, parent and community survey and needs assessment:** Students and parents were surveyed to gauge the needs of students, families and the community through the Baltimore City Planning Department's INSPIRE process and the Family League of Baltimore City's Community Schools planning process. From August 2014 to August 2015, planning staff from the Baltimore City Planning Department worked with residents to better understand their neighborhood experiences, concerns, and needs. They heard from stakeholders through various means of engagement and were able to collect the feedback of over 110 residents and stakeholders. BCP and Frederick Elementary will utilize the existing data gathered through the above-mentioned surveys and other community engagement activities in order to gauge the needs of students, families and the community as they relate to the SIG IV grant and the school intervention model to be implemented. BCP will conduct further online and/or paper surveys and focus groups to collect additional data if necessary.

- **Morse Staff Meeting – 1/10/16:** BCP presented information about SIG IV grant to teachers at Samuel F.B. Morse Staff meeting at Samuel F.B. Morse Elementary (424 S Pulaski St, Baltimore, MD 21223).
- **Community Meeting 1/20/16:** BCP held a community meeting for Frederick Elementary parents and community members at (Christian Community Church Of God, 2701 West Baltimore Street, Baltimore, MD 21223)
- **SWCOS Conference Call – 2/12/16:** BCP held a conference call with Becky Davis and Heidi Stevens from SWCOS to discuss their needs assessment of the Frederick and Morse communities.
- **Phone Meeting with City Planning Department – 2/23/16** – BCP held phone meeting with Kyle Leggs (City Planning Dept.), Marty Howe (Neighborhood Resident), Principal Tracey Pratt, Connie Fowler (Carrollton Ridge Community Association) to discuss the INSPIRE plan for Frederick Elementary.
- **Meeting with Father Paschal Morlino, St. Benedict’s Church – 3/3/16**
- **Door-Knocking – 3/11/16:** BCP and Frederick neighborhood resident Jennifer Jordan spent 1.5 hours door-knocking and speaking with residents about Frederick Elementary.
- **Meeting with Carpenter House – 3/14/16:** BCP met with the leadership of The Carpenter House, a Frederick partner that provided mentoring and after-school programming.
- **Mill Hill Community Association – 4/7/16:** BCP President Laura Doherty spoke at the Mill Hill Community Association meeting.
- **INSPIRE Planning Meeting – 4/21/16:** The Baltimore City Planning Department held an INSPIRE Planning Meeting at Kedesh House of Prayer Christian Church on April 21, 2016 at 6:00 PM to present a draft recommendation report and to listen to and collect community members’ feedback. The Baltimore City Planning Commission adopted the Frederick Elementary School INSPIRE Plan on January 12, 2017. The report can be downloaded from http://planning.baltimorecity.gov/sites/default/files/Frederick%20Plan_FINAL.pdf
- **Merger Meeting – 5/21/16:** Meeting with Nicole Price (BCPS), Principal Tracey Pratt (Morse), Principal Yozmin Draper (Frederick) and Larry Schugam (BCP) to discuss strategies to facilitate harmonious merger of two school communities.
- **Frederick Back to School Community Fun Day – 8/26/16:** BCP hosted information table and talked with parents and students.
- **Frederick/Morse Transition Planning Meeting – 10/4/16** with the two school principals, BCPS and BCP.
- **Gwynns Falls Community Association Meeting – 10/6/16:** BCP presented an update on BCP’s work with Frederick at this meeting at Academy of Success, 525 Hurley Avenue, 21223.

- **Morse Student Focus Group – 10/20/16:** Baltimore City Public Schools held a focus group with students from Samuel F. B. Morse Elementary on October 20, 2016.
- **Frederick Student Focus Groups – 11/23/16:** Baltimore City Public Schools co-facilitated focus groups with third and fourth graders from Frederick Elementary on November 23, 2016.
- **Facebook Page – 12/12/16:** BCP posted information about the school’s identification as SIG Cohort IV on the school’s official Facebook Page at www.facebook.com/frederickelementary on 12/12/16 at 12:11pm.
- **E-mail communication – 12/12/16:** Baltimore Curriculum Project (BCP) notified community stakeholders about Frederick Elementary’s identification as SIG Cohort IV in an e-mail sent to the “Friends of Frederick Elementary” e-mail distribution list on Monday, 12/12/2016 at 12:25 PM. This distribution list includes 83 stakeholders (teachers, parents, administrators, nonprofits partners, churches, elected officials, etc.).
- **Shipley Hill Community Association Meeting – 12/15/16:** BCP President Laura Doherty spoke about SIG IV grant at Shipley Hill Community Association meeting at Kedesh House of Prayer Christian Church (2500 W Lombard St, Baltimore, MD 21223)
- **Frederick Elementary Staff Notification – December 2016:** Frederick Elementary informed all staff members of the school’s identification as SIG Cohort IV in December 2016.
- **Morse Staff Meeting – 1/10/17:** BCP presented information about SIG IV grant to teachers at Samuel F.B. Morse Staff meeting at Samuel F.B. Morse Elementary (424 S Pulaski St, Baltimore, MD 21223).
- **Frederick-Morse Merger Committee Meeting – 1/19/17:** BCP presented information about SIG IV grant at Frederick Elementary/Samuel F. B. Morse Merger Committee meeting at Frederick Elementary (2501 Frederick Ave, Baltimore, MD 21223).
- **Frederick Elementary School - Lehman Street Solutions and Student Walking Path Follow Up Meeting – 1/27/17:** BCP participated in meeting with Baltimore City Planning Department and BCPS to discuss community concerns about a safe route for students to take to Frederick Elementary.
- **Morse Steering Committee -2/1/17:** BCP presented update about Frederick Elementary.
- **Backpack Flyers for Morse Information Session- 2/6/17 –** Flyers advertising information session were sent home in backpacks to all Morse families.
- **Parent Morning Information Session at Morse – 2/8/17, 8:30am-10:00am:** BCP presented information about the SIG IV grant at Frederick Elementary/Samuel F. B. Morse Merger Morning Information Session at Samuel F. B. Morse Elementary.
- **Frederick Elementary Staff Meeting – 2/14/17:** BCP presented information about SIG IV grant.

- **Frederick/Morse Merger Committee Meeting – 2/15/17:** BCP presented information about SIG IV grant.
- **SIG Parent Survey – 2/20/17:** BCP developed a SIG Parent Survey, which was sent home with all Frederick and Morse students during the week of February 20, 2017. Thirty-four parents/guardians returned completed surveys. Survey results are attached and may be viewed online at: <https://www.surveymonkey.com/results/SM-26G398HB/>
- **Frederick Resources Webpage:** BCP created a Frederick Elementary webpage with links to the needs assessment results and other relevant information at: <http://baltimorecp.org/frederick/>
- **Parent Morning Information Session – 2/21/17:** BCP presented information about SIG IV grant at Samuel F. B. Morse
- **Parent Afternoon Information Session – 2/21/17:** BCP presented information about SIG IV grant at Samuel F. B. Morse.
- **Parent Morning Information Session – 2/23/17:** BCP presented information about SIG IV grant at Frederick.
- **Crime and Grime Committee 3/2/17, 10:00am** at Bon Secours Community Works: BCP participated in Crime and Grime Committee meeting with community stakeholders and gave an update on Frederick Elementary.
- **Frederick-Morse Parent Planning Team Meeting – 3/8/17, 12:00pm-1:45pm:** Meeting to plan Frederick Morse Community Dinner. Meeting held at St. Thomas Evangelical Lutheran Church.
- **Frederick-Morse Parent Planning Team Meeting – 3/20/17, 12:00pm-1:30pm:** Meeting to plan Frederick Morse Community Dinner. Meeting held at St. Thomas Evangelical Lutheran Church.
- **Frederick-Morse Community Dinner- 3/28/17, 6:00pm-8:00pm:** Over 100 parents, teachers, students and community members attended this event to learn about SIG IV and other Frederick news.
- **Community Dinner Survey** – Students and parents attending the community dinner on 3/28/17 filled out surveys to gather additional data on school/community challenges and opportunities (see attachment).
- **Frederick-Morse Merger Committee Meeting 4/25, 4pm-5pm** at St. Thomas Evangelical Lutheran Church

Frederick Elementary and BCP plan to employ a variety of additional communication methods to inform all stakeholders (teachers, families, community members, school partners, etc.) of Frederick Elementary School's identification as SIG Cohort IV including: e-mail communication, robo-calls, flyers sent home in student backpacks, Parent Association meetings, School Family Council meetings, school-wide events, staff meetings, community association meetings, and posts on the Frederick Elementary website, and twitter page.

PLANNED ACTIVITIES

- **Frederick-Morse Merger Committee Meetings:** BCP will continue to hold monthly Merger Committee meetings to facilitate a harmonious merger of the school communities, address community concerns, and oversee the implementation of the SIG IV grant.
- **Parent Planning Committee Meetings:** BCP will continue to hold Parent Planning Committee meetings to plan events, which will facilitate a harmonious merger of the school communities and discuss community concerns.
- **Meet the Principal Breakfasts:** BCP will host two “Meet the Principal Breakfasts” for parents and community members on Meet the New Principal Breakfasts on Wednesday, May 10th and Thursday, May 11th from 8:00am-10:00am at Spirits West Country Club (2610 Wilkens Ave).
- **Meet the New Principal Pizza Night:** BCP will host a “Meet the Principal” Pizza Night for parents and community members on Thursday, May 25th from 6:00pm-8:00pm (location TBD).
- **Community Events:** BCP plans to host 2-3 large community events during summer 2017 to give parents and community members an opportunity to get to know the principal, Frederick Elementary staff and BCP staff.

Model Selection:

Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. Include in your description how the requirements of this model align to the prioritized needs of the school.

The LEA, in this case the Baltimore Curriculum Project (BCP) as the charter school operator, selected the Turnaround model because the requirements of this model matched our strategies for improving academic achievement. The Turnaround Model requires strong leadership (Component 1). BCP conducted an extensive national search for a new principal for Frederick Elementary and selected a dynamic new principal with clear vision, high standards, and an ability to create a cohesive staff working toward the same goal. Component 2, Effective Teaching staff, aligns perfectly with BCP practice of recruiting, training, and retaining high quality teachers. Approximately 80% of the teaching staff are new the school this year and were selected by Frederick’s principal and BCP. Teachers received 2-4 weeks of pre-service training this summer on curricular and climate tools, and instructional coaching began the first week of school. Component 3 requires extended learning time, which dovetails with BCP’s history of operating exemplary after school programs at two of our other schools. BCP has a 20+ year history of strengthening the instructional programs in schools (Component 4), which is accomplished by the use of effective, researched-based tools and the improvement of teaching practice. Component 5, using data for continuous improvement and to inform instruction, is aligned with BCP’s use of formative and summative data from a variety of sources, including weekly review of curriculum based assessments, frequent observational data, benchmark data, and standardized testing. The Turnaround Model’s Component 6, ensuring safe and supportive schools, aligns with BCP’s 10-year history of using Restorative Practices in our schools, in the use of CHAMPS to consistently teach expectations to our students, and in the use of instructional coaches to ensure that classrooms are positive and motivating. Our education model is committed to use of the Community School model, which goes a long way in meeting the requirements of Component 7 – ongoing mechanisms to support family and community engagement.

Modification of Practices or Policies to enable the school to implement this model fully:

Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. The LEA must describe practices and policies, including evidence-based implementation strategies that are necessary to meet this model’s requirements in the first full year of implementation.

In implementing the Turn-Around model, BCP has changed leadership; hired 80% new teaching staff; implemented an ELA curriculum with decades of evidence of effectiveness; hired several experienced, top-notch instructional coaches who were effective teachers using our instructional model; added a full-time math

coach, Restorative Practices facilitator, and Community School Coordinator, provided up to 4 weeks of pre-service training, placement tested all students in order to target foundational skills as necessary, and partnered with Literacy Lab for additional literacy support.

Alignment of Universal Design for Learning:

Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.

City Schools is improving sustainability efforts of effective UDL implementation. City Schools began the integration of the principles of Universal Design for Learning (UDL) into all content curriculum, materials, assessments, and professional development. Ongoing explicit professional development of the UDL principles continues to be a focus in order for teachers to demonstrate effective implementation in the classroom.

Alignment of Resources:

Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, Title I 1003(g) SIG, and other funding sources, etc. The LEA must ensure that the school receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

As a conversion charter school, Frederick Elementary is entitled to a contractual per pupil share of Baltimore City's funds determined by its Fair Student Funding formula. These funds, combined with the Title I funds it currently receives are all being used to get Frederick Elementary School fully staffed per BCP's instructional model, provide adequate instructional materials, provide ample professional development, and build a strong climate.

Family and Community Engagement:

LEA will describe how it will meaningfully engage families and the community in the selection and ongoing implementation of the selected intervention model. Frederick Elementary has partnered with Bon Secours Community Works in the implementation of a community school at Frederick Elementary. The community school coordinator has begun parent out-reach programs, including the formation of a "walking-school bus" to provide safe-passage to students who walk to school. Numerous "meet the principal" events were held throughout the spring and summer of 2017, culminating in a ribbon-cutting/community cook-out which was attended by over 500 people.

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
REQUIRED COMPONENT 1: STRONG LEADERSHIP			
The LEA must:			
<input type="checkbox"/> 1a. Review the performance of the current principal and track record and replace principal if such a change is necessary to ensure strong and effective leadership or	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1 - Coaching from an Executive Coach focusing on increasing capacity in leadership • Strategy 2 - Use of the evaluation process to identify areas for improvement that can become the focus of ongoing development efforts • Strategy 3 - Support from Operator toward building capacity in knowledge and understanding of the curriculum • Strategy 4 – Retention Stipends for Principal and Assistant Principal <p>Year 1: The Baltimore Curriculum Project hired a new principal, Harold S. Henry, Jr., for Frederick Elementary (starting SY18) after conducting an extensive national search. In year 1 of implementation, Mr. Henry will receive intensive training on the curricular components of the instructional model to be used at Frederick (Direct Instruction and Core Knowledge, and Restorative Practices) by:</p> <ol style="list-style-type: none"> 1. attending national training conferences; 2. participating in weekly data reviews with instructional coaches; 3. participating in on-going training and professional development throughout the school year. 	<p>Spring, planning year: The new principal of Frederick Elementary began planning for the new school year on May 1, 2017, and was approved on May 9, 2017 by the BCPS Board of School Commissioners for a July 1, 2017 start as principal.</p> <p>Summer, Year 1:</p> <p>1: Core Knowledge Training July 20; Direct Instruction school leadership training – July 24-28; Restorative Practices Training – August 21-23;</p>	<p>Year 1: Laura Doherty, President and CEO of the Baltimore Curriculum Project, and Jon McGill, Director of Academic Affairs.</p> <p>Year 2: Laura Doherty and Jon McGill</p> <p>Year 3: Laura Doherty and Jon McGill</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>He will also utilize an executive coach who will provide individual mentorship and school leadership coaching during Year 1.</p> <p>Furthermore, Mr. Henry will participate in the annual School Leader Effectiveness Evaluation conducted jointly by the Baltimore Curriculum Project and City Schools. This process consists of goal setting, interim feedback, and an annual evaluation.</p> <p>Year 2: Mr. Henry will continue to receive individualized feedback on his performance per the leadership evaluation process with City Schools. He, along with his leadership team, will also continue to receive training and support on the requirements of the curricular program, while adjusting practice based on the needs of the students.</p> <p>Year 3: Mr. Henry will continue to receive individualized feedback on his performance per the leadership evaluation process with City Schools. He, along with his leadership team will also continue to receive training and support on the requirement of the curricular program, while adjusting practice based on the needs of the students.</p> <p>A differential is given to the principal and assistant principal(s), for meeting more rigorous qualifications for experience and expertise and for taking on additional roles and responsibilities in an identified low performing school.</p>	<p>2. Data review meetings occur weekly and are led by the principal and instructional coaches.</p> <p>3. ongoing professional development - approximately 10 days during the school year per City Schools calendar.</p> <p>Executive Coach: monthly</p> <p>Evaluation: Fall Winter Spring, Year 1</p>	
<input type="checkbox"/> 1b. Provide the principal with operational flexibility in the	<p>Year 1: More than 20 staff members (approximately 2/3 of the projected staff needed for SY18) need to be hired as Frederick Elementary will welcome the Samuel FB Morse student population (approximately 300+ students) and will need to increase staff accordingly. This will give Principal</p>	<p>Staff recruitment is underway. We are meeting with and observing teachers</p>	<p>Harold S. Henry, Jr., Principal Jon McGill, Director of Academic Affairs, Baltimore Curriculum Project; Laura</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
areas of scheduling, staff, curriculum, and budget.	<p>Henry a unique opportunity to build a staff which meets his expectations. Mr. Henry will participate in all staff interviews and sample lessons, and will have the final say in all new-hires. The Baltimore Curriculum Project will assist Mr. Henry by screening applicants, conducting initial phone interviews, and by scheduling and attending sample lessons.</p> <p>Mr. Henry will work closely with the Baltimore Curriculum Project in creating a daily schedule which meets the needs of the students and priorities of the school. For example, although a STEM component of the school day was not part of the original charter application, this is a part of the Frederick leadership team's vision for Frederick so it will be built into the instructional schedule.</p> <p>The approved charter application specified an instructional program, for reading, language and math. Beyond this, budget priorities are the responsibility of the principal and his leadership team. The Baltimore Curriculum Project has collected a good number of surveys from parents to help shape priorities for Frederick Elementary for school day programming as well as after-school programming.</p> <p>Year 2: Principal Henry will adjust staff based on Year 1 performance as well as student enrollment shifts. Schedule and budget will also adjust to meet identified needs.</p> <p>Year 3: Principal Henry will adjust staff based on Year 2 performance as well as student enrollment shifts. Schedule and budget will also adjust to meet identified needs.</p>	<p>who are interested in working at Frederick. City Schools intends to allow mutual consent for surplus teachers when possible.</p> <p>Summer, Year 1: The school day schedule will be developed over the summer based on student placement results for reading and math, as well as educational priorities (e.g. STEM).</p> <p>Spring, planning year: The budget for Frederick Elementary core staffing has been submitted to City Schools.</p>	Doherty, President and CEO, Baltimore Curriculum Project.
REQUIRED COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION			
The LEA must:			

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>National DI Conference prior to the beginning of the school year.</p> <p>The City Schools Effectiveness Framework will be used to evaluate, and provide supports to teachers throughout year one. The Framework will also be used to support and encourage those staff who have met success in the transition, and/or those who show the capacity and willingness to continue to learn and grow to be proficient in their practice.</p> <p>Year 2: The City Schools Effectiveness Framework will be used to evaluate, and provide supports to teachers throughout year one. At the end of year 1, the Principal and Operator will make recommendations to City Schools regarding any nonrenewal or dismissals for eligible employees who have not responded to coaching and supports in an acceptable manner. The Framework will also be used to support and encourage those staff who have met success in the transition, and/or those who show the capacity and willingness to continue to learn and grow to be proficient in their practice.</p> <p>Throughout year 2, the coaching and supports from the ILT and Operator will continue. Using data from year 1 observations and work done with teachers, specific action plans and support plans will be developed to support all staff. Retention plans/strategies will be developed and executed for staff who have demonstrated efficacy in the DI model and are valuable contributors to the school community.</p>	<p>Spring, Year 1</p> <p>Year 2, ongoing</p> <p>Year 3, ongoing</p>	<p>Harold S. Henry, Jr., Principal</p> <p>Harold S. Henry, Jr., Principal; Laura Doherty, President and CEO; Jon McGill, Director of Academic Affairs</p> <p>Harold S. Henry, Jr., Principal</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	Year 3: Continuation of activities from years 1 and 2. Teachers who have not made progress in practice will be evaluated accordingly, and all available options will be sought to remove ineffective staff, while retaining and promoting staff who have improved and/or maintained effectiveness.		
<input type="checkbox"/> 2b Prevent ineffective teachers from transferring to priority and focused schools.	Years 1 -3: School Admin and Operator will work with the Human Capital Specialist as much as possible to have the option and ability to select staff to fill vacancies to avoid forced placements of ineffective staff. This will include advocating for the ability to hire from external candidate sources. <i>This action will be pursued provided that the district is no longer undergoing a reduction in force beyond year 1 of the grant.</i>	Spring, Years 2 and 3	Harold S. Henry, Jr., Principal; Laura Doherty, President and CEO; Jon McGill, Director of Academic Affairs
<input type="checkbox"/> 2c. Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1 – Support on-going teacher coaching through school, and Operator funded mathematics, literacy, RP, DI and Core Knowledge coaches. • Year 1: Work that has been done, and areas of need identified during the pre-implementation year will continue to be built upon in year 1 of implementation. Significant work		

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland’s Required Components of Maryland’s Turnaround Principles Model			
	<p>has been done with the current Frederick staff who will be transitioning, and that work will carry over into year 1. During the pre-implementation year, BCP supported a pilot implementation of DI and Core Knowledge in grades K-3. The pilot allowed a handful of teachers to become familiar with the new curricula, and gave the Baltimore Curriculum Project a better sense of the strengths and needs of the students and the staff for the upcoming implementation years.</p> <p>Teachers and staff will be invited to attend 3 weeks of paid summer training and PD offerings throughout July and August in year 1; this is an additional 2 weeks from what is normally allotted under the district calendar. During these weeks, BCP Coaches will provide intensive training on the DI instructional model; along with a session from representative from the Core Knowledge Foundation. In addition, staff will receive official training in the Restorative Practices (RP) program, provided by a representative from the International Institute for Restorative Practices (IIRP), as well as the CHAMPS behavior management model. As an added support and development opportunity, staff, who would like to attend, will be sponsored for the National Institute for Direct Instruction National Conference in Eugene, OR.</p> <p>Some of the needs identified in the pre-implementation year – such as, ensuring that objectives are aligned to standards and tasks; differentiation based on student need; and gradual release – are areas that will also be a focus in year 1.</p>	<p>Planning year</p> <p>Summer, Year 1</p> <p>Fall, Year 1</p>	<p>Harold S. Henry, Jr.,Principal; Laura Doherty, President and CEO; Jon McGill, Director of Academic Affairs</p> <p>Harold S. Henry, Jr.,Principal; Laura Doherty, President and CEO; Jon McGill, Director of Academic Affairs</p> <p>Harold S. Henry, Jr.,Principal; Laura Doherty, President and CEO; Jon McGill, Director of Academic Affairs</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>Teachers will have opportunities to collaboratively plan as a result of the number of resource classes that will be offered. This planning will be done in teacher teams based on grade and content level. Teachers will also form communities of practice through the weekly data meetings.</p> <p>Years 2 and 3: An assessment of the effectiveness of the professional development experiences from year 1 will inform the development and planning of training in year 2. Teachers will be asked to reflect on their experience and provide input into the developmental experiences they would like to see in place going forward. The ILT will also complete a self-reflection to assess the effectiveness of the PD plan and activities. Adjustments and adaptations will be made based on the feedback from these two groups.</p> <p>Direct coaching and embedded supports will continue with appropriate adjustments based on feedback.</p> <p>In addition, teachers will have opportunities to create Communities of Practice and Action Inquiry groups for self-directed professional development experiences. The groups will focus on areas of development identified by staff based on observation and review of data, and be aligned to school goals identified/adapted after year 1. This will encourage ownership of both the learning process and the outcomes achieved by all.</p>	<p>Summer, Years 2 and 3</p> <p>Fall, year 1; Years 2 and 3, ongoing</p> <p>Spring/Summer, Year 2</p>	<p>CEO; Jon McGill, Director of Academic Affairs</p> <p>Harold S. Henry, Jr.,Principal;</p> <p>Harold S. Henry, Jr.,Principal; Laura Doherty, President and CEO; Jon McGill, Director of Academic Affairs</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>benefit students performing below grade, as well as those performing above grade level by accelerating growth.</p> <p>As part of the daily schedule, students will receive instruction in reading and writing, based on their current performance level. Students will be reassessed each week for proper placement based on teacher recommendation and curriculum-based measures. Student placement within an instructional group is flexible and is intended to give each student a reasonable challenge each day and accelerate student growth.</p> <p>Additional support for this time will come from volunteer tutors who are trained in small group interventions, but will also be trained in the DI model as well, to support the curriculum in place.</p> <p>Do the Math will be continued as an intervention in year 1 due to its compatibility with the district-sponsored math curriculum. The program will be continuously monitored and assessed for effectiveness.</p> <p>An afterschool program will be developed to support students in need of additional intervention, as well as offer additional non-academic experiences to enrich learning. The program will be targeted in year 1 as intervention only; expanding to include more students in years 2 and 3.</p>	<p>Year 1, ongoing</p> <p>Year 1, ongoing</p> <p>Year 1, ongoing</p> <p>Summer, Year 1</p>	<p>Harold S. Henry, Jr., Principal; Assistant Principal, TBD</p> <p>Harold S. Henry, Jr., Principal</p> <p>Harold S. Henry, Jr.,Principal; Laura Doherty, President and CEO; Jon McGill, Director of Academic Affairs</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>Year 2: The intervention block in the daily schedule will be continued; additional partnerships will be vetted in year 1 and implemented in year 2 to support this time.</p> <p>The afterschool program will be fully developed over the course of year 1 to be responsive to the needs identified through observation, assessment, review of student data, feedback from students and families; and be aligned to amended/updated school-wide goals.</p> <p>In addition, we will offer free summer learning opportunities for students in year 2.</p> <p>Year 3: Assessment of effectiveness of prior years' activities to improve and/or expand opportunities based on the need.</p>	<p>Year 2, ongoing</p> <p>Summer, Year 2; Year 3, ongoing</p>	<p>Harold S. Henry, Jr.,Principal; Laura Doherty, President and CEO; Jon McGill, Director of Academic Affairs</p> <p>Harold S. Henry, Jr.,Principal; Laura Doherty, President and CEO; Jon McGill, Director of Academic Affairs</p>
REQUIRED COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM			
The LEA must:			
<input type="checkbox"/> 4a. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> Strategy 1 – Strengthen core instruction through on-going coaching, PLC's, teacher teams, and professional development. 		

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
aligned with State academic content standards.	<ul style="list-style-type: none"> • Strategy 2 - Identify and implement research based academic interventions for Tier II and Tier III students. • Strategy 3 - Develop a 1:1 device model to better allow for student voice and choice. • Strategy 4 – Implementation of the Literacy Lab <p>Frederick has been approved to be a conversion charter school operated by BCP. The charter school application was approved featuring Reading Mastery Signatures Language Arts curricula as well as Core Knowledge read-aloud curricula for content and vocabulary building. This approval was based on ample research demonstrating the effectiveness of Reading Mastery in teaching literacy, as well as research demonstrating the need for intensive, coordinated, quality content instruction beginning in the lowest grades as provided by the Core Knowledge Curriculum. Both programs are fully aligned with State standards. During the pre-implementation year, BCP piloted Reading Mastery in grades K-3, and Core Knowledge in grades PreK-4. The charter application also included the possibility of using Singapore Math as our core math curriculum. Year 1 of the implementation will be used, in part, to assess the need for a change in math curriculum.</p> <p>Planning for STEM programming to take advantage of the physical resources provided by the new facility will be ongoing throughout year 1. We will evaluate and pilot the SABES curriculum in the intermediate grades and use the evaluation of this initiative to determine how to expand the program to all grades. We will partner with organizations who have demonstrated effectiveness in developing Science and STEM programming in school; Teaching Institute for</p>	<p>Year 1: Starting September 2017 and continuing throughout year.</p> <p>Years 2-3: on-going</p>	<p>Harold S. Henry, Jr.,Principal; Laura Doherty, President and CEO; Jon McGill, Director of Academic Affairs</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>Excellence in STEM (TIES) and the Science Leadership Academy (SLA) schools in Philadelphia have been consulted for support and partnering.</p> <p>Year 1: Implement Direct Instruction Reading Mastery ELA program; Core Knowledge Listening and Learning strand; assess effectiveness of math curriculum in use and decide on possible change to another a different curriculum in year 2. Decision will be based on teacher feedback on current curriculum, direct observation of curriculum across grade levels; performance data from MAP benchmark tests, comparison to MAP and PARCC data from other Baltimore Curriculum Project schools who are using Singapore Math; and learning walks at schools using Singapore Math. Use student performance data on MAP, PARCC and curriculum based measures to determine adjustments to instruction.</p> <p>A partnership will be formed with Literacy Lab. The Literacy Lab embeds rigorously-trained, full-time early literacy tutors in elementary schools serving high-need populations. Each partner school receives 2 full-time tutors, who each serve a caseload of about 18 children from grades K-3. Children on caseload receive 20 minutes of daily 1:1 intervention and are progress monitored weekly. The intervention is practice-based and designed to support students building mastery in skills that have already been taught in class. Tutors are supported by an Internal Coach (a school staff member who receives training and support from The Literacy Lab) and a Master Coach (Literacy Lab staff member) to ensure fidelity of implementation and drive student achievement. The Literacy Lab's work benefits from an extensive evidence</p>		

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>base, including a randomized control trial conducted by the University of Chicago.</p> <p>Year 2: Strengthen implementation of Direct Instruction and Core Knowledge; focus on math coaching and implementation strategies for current math program or Singapore math if the change was made.</p> <p>Year 3: Refine and improve implementation of ELA and math curricula.</p>		
REQUIRED COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION			
The LEA must:			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<p><u>Prioritized Strategies</u></p> <ul style="list-style-type: none"> • Strategy 1 – Use of interim assessments using the MAP assessment and the DI checkouts in order to tier students for intervention • Strategy 2 – Use of formative assessments such as math intervention unit tests and DI-related formative assessments <p>A combination of formative, interim and summative data will be used and shared to accelerate achievement and meet the needs of individual students during Years 1-3 of implementation.</p>	<p>Fall, planning year: Placement tests administered in May-June 2017. Instructional groups will be formed over the summer, year 1, combining the two school populations.</p> <p>Curriculum-based assessments: Weekly, starting September 2017.</p>	<p>Harold S. Henry, Jr. – principal; Assistant Principal, TBD; Testing Coordinator: TBD</p> <p>BCP Coaches, TBD</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>Year 1: In the spring of 2017, the PreK – 5th grade students at Samuel FB Morse will be given curriculum based placement tests to ensure their proper instructional placement in the Signatures Reading Mastery Program. This information will be combined with placement information for the students at Frederick Elementary School to form ELA instructional groups which give every student a reasonable challenge each day and provides the teachers with an effective and efficient means of moving instructional groups forward. Frederick will be using City Schools math program in its first year and will use existing math student performance data, combined with teacher recommendations for instructional groups in math.</p> <p>Once the school year begins, teachers will turn in curriculum based student performance data each week for review during their team meetings as well as during data review meetings with the leadership team. Student mastery will be examined, as well as appropriate progress through the curriculum, using Lesson Progress Charts (LPCs) and Student Test Summary forms (STSs). Data will be examined in order to find problems as they are emerging so that appropriate interventions can be implemented immediately. Opportunities for acceleration are also examined during this weekly review. The data can determine program placement, individual goal-setting, teacher interventions, even discussion of potential special needs analysis.</p> <p>Instructional solutions can be either whole group, small group, or individual, based on the nature of the problem.</p>	<p>MAP data: September – October 2017; January-February 2018; May 2018.</p> <p>PARCC: May 2018</p> <p>Year 2: June 2018 instructional groups refined.</p> <p>Curriculum-based assessments: Weekly, starting September 2018.</p> <p>MAP data: September – October 2018; January-February 2019; May 2019.</p> <p>PARCC: May 2019.</p> <p>Year 3: June 2019 instructional groups refined.</p>	

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>Follow-up on each problem occurs during the following week's meeting. Thorough notes from each week's data sets are written by the instructional coaches and are shared with teachers, as well as the follow-up notes from previously identified problems.</p> <p>Curriculum based measures from the LPCs and STSs will be used to assess short term goals. Teachers will set goals for progress through the curriculum at acceptable mastery levels. We will look at teachers' progress each quarter to assess whether students are making appropriate progress towards their goals.</p> <p>The Measure of Academic Performance (MAP) will be administered in the fall, winter and spring to assess incremental progress and on-going student growth. After the fall administration, school-wide data will be shared with staff through staff-meetings and professional development days to provide clarity on current student performance levels and establish growth goals for the schools as well as for individual students. NWEA will provide staff development on how to use MAP data effectively in shaping instructional practice and skill development.</p> <p>PARCC will be used to assess long term and incremental progress. PARCC data from SY17 will be</p>	<p>Curriculum-based assessments: Weekly, starting September 2019.</p> <p>MAP data: September – October 2019; January-February 2020; May 2020.</p> <p>PARCC: May 2020.</p>	

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>shared with the full staff in the fall of SY18. School wide performance goals will be shared at this time with staff.</p> <p>Mandated state assessments will be collected in the manner directed by the district and state. All other assessments that are classroom and school-based will be regularly collected by teachers, team leaders, instructional coaches and administrators.</p> <p>Years 2 and 3: Continuation of the use of data monitoring in the form of the DI checkouts, LPCs and STSs, as well as the MAP to monitor, reflect, and adapt teacher practice and professional development efforts where necessary.</p>		
<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data.	<p>PARCC data will be shared annually and discussed upon the return of staff to the school the following school year during the pre-service professional development days. The above-mentioned achievement goals will be shared and discussed. MAP data will be shared individually with each teacher, as well as shared with the whole staff in the fall, winter, and in the spring after each assessment at monthly staff meetings as well as at weekly team meetings. The weekly curriculum based data that is gathered every week will be summarized by instructional coaches and shared with individual teachers during weekly team meetings and weekly instructional leadership team meetings with the</p>	<p>Years 1, 2, and 3: PARCC data: Shared and discussed along with school-wide goals during pre-service days in August; MAP data: Shared and discussed at staff meetings in October, February and June. Also shared with individual teachers during team meetings</p>	<p>Harold S. Henry, Jr., Principal; Assistant Principal, TBD</p> <p>Instructional Leadership team: TBD.</p> <p>Laura Doherty: BCP President and CEO.</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>goal of identifying trends, making recommendations for professional development efforts – both for individual teachers and school-wide, as well as to foster an environment of shared accountability within teacher teams and across the entire staff. The weekly data shared with teachers will provide a roadmap for specific areas of improvement and guide future coaching efforts.</p> <p>Year 2: The same kinds of data will be collected in year 2 of implementation, used, and shared in the same manner as Year 1. Goals will be revisited and updated based on 2018 performance data.</p> <p>Year 3: The same kinds of data will be collected in year 3 of implementation, used, and shared in the same manner as Years 1 and 2. Goals will be revisited and updated based on 2019 performance data.</p>	<p>in October, February and June.</p> <p>Curriculum-based assessments and lesson progress will be discussed each week during team meetings starting in September and continuing throughout the year.</p>	
REQUIRED COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS			
The LEA must:			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student	<u>Prioritized Strategies</u> <ul style="list-style-type: none"> • Strategy 1 – Implement Restorative Practices • Strategy 2 – Implement Cultural Awareness training for staff 		

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>The RP Lead will also chair the SST team and be responsible for coordinating weekly meetings to develop plans of support for students who have been identified through the referral process for greater supports around attendance, behavior, and/or academic achievement. The Team will consist of the RP Lead, IEP Chair, Social Worker, a mental health practitioner (either school psychologist or other support from the community mental health partnership), a general educator, and a special educator. The team will be monitored by the Principal.</p> <p>In addition, staff will participate in cultural awareness training; a concept comprised of self-awareness, cultural awareness, and emotional intelligence. Trainings were developed by the Principal and delivered as part of a leadership development program at Teachers College, Columbia University. These modules are designed to foster critical reflection in adults in order to confront and overcome bias, foster empathy, and activate shared construction of meaning in support of a positive staff, and overall school culture. Year 1 will be an introductory year; staff will engage in the initial learning experiences and plan for expansion and implementation of a full program in years 2 and 3. Opportunity will also be provided for a small group of staff to attend the annual conference and training on the RULER program at the Yale Center for Emotional Intelligence.</p>	<p>Year 1, ongoing</p> <p>Fall Year 1; Summer year 2</p>	<p>Harold S. Henry, Jr., Principal; Ed Associate/Teacher, TBD</p> <p>Harold S. Henry, Jr., Principal</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>CHAMPS will be implemented school wide as the classroom management plan. Teachers will receive training on successful implementation of the model.</p> <p>There will also be the development of school-wide shared values that will drive the culture and climate. These values will be inculcated in all staff, students, families, and partners who engage in work with Frederick Elementary School. They will include elements of all of the programs and strategies mentioned prior, embodied in common words, phrases, images, and behaviors that represent the school's vision. They will be the identity of the school. To develop this identity, we will contract with, a vendor specializing in supporting schools with identity development, branding, and establishing positive and empowering school communities. The vendor will also develop and publish the school handbook; support with branding – logo design, color scheme, etc.; and website design through other partner vendors.</p> <p>The daily schedule will include an advisory period where students will reinforce the shared values and also build community amongst themselves and the staff who sponsor advisory sections The same vendor will also be engaged to develop the advisory program.</p> <p>To incorporate technology in the identity and branding efforts, as well as continual promotion of the school culture and image – both internally and externally, we will employ the services of technology and social media host to create,</p>	<p>Year 1, ongoing</p> <p>Summer Year 1</p> <p>Spring, Year 1</p> <p>Fall Year 1</p>	<p>Harold S. Henry, Jr.,Principal; Ed Associate/Teacher, TBD</p> <p>Harold S. Henry, Jr., Principal</p> <p>Harold S. Henry, Jr., Principal</p> <p>Harold S. Henry, Jr., Principal; Ed Associate, TBD</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>maintain, and monitor a positive presence on social media via announcements, highlights, and posts. This individual may be a teacher or contractor.</p> <p>Further, in year 1, staff will engage in a book study of The Leader in Me, from the Franklin-Covey Institute, to consider becoming a partner school in a later year. Leading up to that process, elements of the program will be incorporated in the values and identity work as a foundation and preparation for the application process.</p> <p>Year 2</p> <p>Review and assess the effectiveness of all year 1 activities for adaption, additions, or omissions to support strengthening school culture and climate.</p> <p>Expand on The Leader in Me foundational work done in year 1 to apply to become a partner school.</p> <p>Also expand, where appropriate, the RULER program elements. Although we will not apply to become a partner school, there are elements of the program that can be introduced to staff and students, from those who attended the training, to further the conversations around emotional intelligence.</p>	<p>Spring Year 1</p> <p>Summer, Year 2</p>	<p>Harold S. Henry, Jr., Principal; Ed Associate, TBD</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>Begin development and planning for a student advisory committee for the primary grades; piloted in year 2 and full implementation in year 3.</p> <p>Year 3</p> <p>Full implementation of comprehensive school culture program, incorporating all elements of years 1 and 2.</p>	Year 3, ongoing	
REQUIRED COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT			
The LEA must:			
<input type="checkbox"/> 7a. Evidence of the strongest commitment which demonstrates how families and communities are meaningfully engaged in the implementation of the intervention to support student learning	<p>Year 1:</p> <p>(1) Community School Strategy</p> <p>a. Bon Secours Community Works (BSCW) will serve as the Community School Lead Agency for Frederick Elementary. BSCW will employ a full-time Community School Coordinator who will be based at Frederick.</p> <p>b. The Coordinator will be responsible for increasing parent involvement and community engagement at Frederick. The Coordinator work closely with Frederick and BCP leadership to support current engagement strategies, as well as develop and implement new strategies to meaningfully engage</p>	Beginning Summer 2017	BSCW Community School Coordinator, TBD

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>families and communities in the implementation of the intervention to support student learning.</p> <p>c. The coordinator will recruit and manage family and community volunteers.</p> <p>d. The Coordinator will build school partnerships with local businesses and organizations.</p> <p>(2) Merger Committee</p> <p>a. BCP will continue to convene monthly Merger Committee meetings with a variety of family and community stakeholders. The committee will review t</p> <p>(3) Parent Planning Committee</p> <p>a. BCP and BCSW will continue to convene monthly Parent Planning Committee meetings to plan engagement events.</p> <p>b. This committee will also provide guidance and support for a rebranding and communications initiative.</p> <p>(4) Parent Meetings with the Principal</p> <p>a. Frederick will host 4-5 informal meetings with the Principal to hear updates, offer input, and ask questions. Meetings will be held in the mornings and in the evenings, prior to PTO meetings. Meeting days and times will be staggered to accommodate the schedules of families.</p> <p>(5) Parent Education</p> <p>a. BCP will work with BCSW to offer monthly parent workshops. Parents will learn about what their children are learning during the school day and find out how to best support their learning at home.</p>	<p>Monthly, beginning Fall, Year 1</p> <p>Year 1, Ongoing</p> <p>Fall - Spring, Year 1</p>	<p>BSCW Community School Coordinator, TBD; Larry Schugam, Executive Vice President, BCP</p> <p>BSCW Community School Coordinator, TBD; Larry Schugam, Executive Vice President, BCP</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>(6) Community Events</p> <p>a. BCP will work with BCSW to host 2-3 large community events during summer 2017, so that families and community members can get to know Frederick leadership, teachers, BCP leadership, and one another.</p> <p>b. BCP will work with BCSW to host quarterly community, so that families and community members can get to know Frederick leadership, teachers, BCP leadership, and one another.</p> <p>(7) Strengthen Parent-Teacher Organization (PTO)</p> <p>a. BCP will work Frederick leadership, teachers, families, and the BCSW Coordinator to establish a fully-functioning PTO that can serve as an additional conduit for community engagement.</p> <p>(8) Community Associations</p> <p>a. BCP will provide updates on school performance and the school intervention implementation at meetings of the Shipley Hill, Carrolton Ridge, and Mill Hill Community Associations.</p> <p>(9) Communications Strategy</p> <p>a. BCP will utilize a variety of communications methods to engage families and communities including: e-newsletters, the Friends of Frederick e-mail list, E-mail blasts to all parents, robo-calls, door-knocking, distribution of door hangers in the neighborhood, text messages, Facebook posts, website announcements and direct mail.</p>	<p>Summer, Year 1</p> <p>Year 1, ongoing</p> <p>Beginning Fall, Year 1</p> <p>Year1, Ongoing</p> <p>Year 1, ongoing</p>	<p>BSCW Community School Coordinator, Tbd; Larry Schugam, Executive Vice President, BCP</p> <p>BSCW Community School Coordinator, TBD; Larry Schugam, Executive Vice President, BCP</p> <p>BSCW Community School Coordinator, TBD; Larry Schugam, Executive Vice President, BCP</p> <p>BSCW Community School Coordinator, TBD; Larry Schugam, Executive Vice President, BCP</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>(10) After School Program</p> <p>a. The proposed after school program will include activities that engage families and community members.</p> <p>Year 2:</p> <p>(1) Continue implementation of Community School Strategy in collaboration with Bon Secours Community Works in order to increase family/community engagement.</p> <p>(2) Continue Merger Committee meetings.</p> <p>(3) Continue Parent Planning Committee meetings.</p> <p>(4) Continue parent meetings with Principal.</p> <p>(5) Continue Parent Education workshops.</p> <p>(6) Host Community Events during Summer 2018.</p> <p>(7) Continue to support PTO.</p> <p>(8) Continue to provide updates on intervention at local Community Association meetings.</p> <p>(9) Continue utilizing a variety of communications methods to engage families and communities</p> <p>(10) Continue providing After School Program with activities that engage families and community members.</p> <p>Year 3:</p> <p>(1) Continue implementation of Community School Strategy in collaboration with Bon Secours Community Works in order to increase family/community engagement.</p> <p>(2) Continue Merger Committee meetings.</p>	Year 2, ongoing	<p>Larry Schugam, Executive Vice President, BCP</p> <p>Consulting Firm</p> <p>Larry Schugam, Executive Vice President, BCP</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>Church and St. Thomas Evangelical Lutheran Church.</p> <p>(3) Collaboration with Baltimore City Schools</p> <p>a. BCP will continue to work closely with staff from the Baltimore City Schools Office of Academic, 21st Century Schools Program and Title I office on family and community engagement efforts.</p> <p>(4) BCP Board of Directors</p> <p>a. BCP recently recruited two new Board Members from organizations serving the Frederick Elementary area: Dr. Danisha Allen (Pathologist, St. Agnes Hospital) and Debbie Ramsey (Executive Director, Unified Efforts Youth Center).</p> <p>(5) Potential Partnerships</p> <p>a. BCP is exploring potential partnerships to meet students' social, emotional, and health needs including: Big Brothers Big Sisters of Central Maryland, AARP Experience Corps – an organization that trains senior citizens to be literacy tutors and interventions supports in schools, and Holistic Life Foundation.</p> <p>(6) Trauma-informed Instruction and Care</p> <p>a. BCP is exploring the possibility of additional trauma-informed instruction training for staff and trauma-informed care for students.</p> <p>Year 2</p>	<p>Year 2, ongoing</p> <p>Years 2 and 3, ongoing</p> <p>Summer, Year 2</p>	<p>Larry Schugam, Executive Vice President, BCP</p> <p>N/A</p> <p>BSCW Community School Coordinator, TBD; Larry Schugam, Executive Vice President, BCP</p> <p>BSCW Community School Coordinator, TBD; Larry Schugam, Executive Vice President, BCP</p>

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>(1) BCSW Community School Coordinator will continue to engage families and community organizations as key partners in creating a culture of achievement and addressing students' social, emotional and health needs. BCP will continue to work closely with the Coordinator to support these efforts.</p> <p>(2) BCP will continue to convene meetings of the Merger Committee and Parent Planning Committee.</p> <p>(3) BCP will continue to work closely with staff from Baltimore City Public Schools on family and community engagement efforts.</p> <p>(4) BCP Board Members from the Frederick Elementary area will continue to provide support and feedback.</p> <p>(5) BCP will continue to support efforts to form and cultivate partnerships to meet students' social, emotional, and health needs including.</p> <p>Year 2</p> <p>(1) BCSW Community School Coordinator will continue to engage families and community organizations as key partners in creating a culture of achievement and addressing students' social, emotional and health needs. BCP will continue to work closely with the Coordinator to support these efforts.</p> <p>(2) BCP will continue to convene meetings of the Merger Committee and Parent Planning Committee.</p>		

Name of School: Frederick Elementary			
Maryland Turnaround Principles Model	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
	<p>(3) BCP will continue to work closely with staff from Baltimore City Public Schools on family and community engagement efforts.</p> <p>(4) BCP Board Members from the Frederick Elementary area will continue to provide support and feedback.</p> <p>(5) BCP will continue to support efforts to form and cultivate partnerships to meet students' social, emotional, and health needs including.</p>		
Other Actions the LEA will take in addition to the above Required Turnaround Principles			
Maryland Turnaround Principles	<u>Strategies and Activities</u> LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)

