



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

School Name and Number: Mary E Rodman #204

LEA: Baltimore City Public Schools

TURNAROUND PRINCIPLES MODEL

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

The average scale score for all subgroups Grades 3-5 will increase by 5% in comparison to the SY17 PARCC English Language Arts/Literacy assessment.

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)

By January 2018, 25% of the total number of students testing at Tier 3 intervention level (2 or more grade levels below) on the BOY iReady assessment will progress to the Tier 1 and Tier 2 intervention level as measured by the EOY iReady assessment.

By June 2018, 50% of the total number of students testing at Tier 3 intervention level (2 or more grade levels below) on the BOY iReady assessment will progress to the Tier 1 and Tier 2 intervention level as measured by the EOY iReady assessment.

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

The average scale score for all subgroups Grades 3-5 will increase by 5% in comparison to the SY17 PARCC Mathematics assessment.

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)

By January 2018, 25% of the total number of students testing at Tier 3 intervention level (2 or more grade levels below) on the BOY iReady assessment will progress to the Tier 1 and Tier 2 intervention level as measured by the EOY iReady assessment.

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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 SIG IV plan seeks to support the priority around reading and math at the school. To that end, the SIG IV plan increases opportunities for intervention, addresses training and development of staff that will support intervention work, and targets reading and math initiatives through both programming and development. Additionally, The SIG IV plan seeks to enhance the overall culture in the school by increasing staff collaboration, implementing structures for students that focus on consistent expectations and de-escalation strategies, and building relationships with families and the community through family events, communication, and ongoing touch points that breed familiarity and increase comfort between school and home.

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 order to fully implement the Lab school model the LEA applied for a waiver to allow students and teachers to begin a week earlier than other traditional schools in Maryland. By having the schools start a week early there will be additional time during the school year that allows for focused professional development outside of the LEA professional development days. Additionally, students have an extended day, 4 days a week, to allow for an earlier release day 1 day per week to support on-going, collaborative professional development.

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.

The SIG IV schools receive Title I, Part A and 1003(g) SIG grant funds in addition to the regular school allocations. The regular school allocation (Fair Student Funding) is formula driven based on the enrollment of the school. The Fair Student Funding formula is the same for all schools in the district, including the SIG IV schools. All funds from the different accounts will align with the SIG IV Plan. All funds will be utilized to support central strategic pillars involving staffing, programming, culture, professional development, and outreach with families/community. Each of these pillars help to support the priorities of the SIG IV Plan. When analyzing the needs associated with each of the schools, all funds will be streamlined, and it will be determined what aspects of the plan will be covered by each funding source.

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.

Family and community engagement is essential for the success of this model. In an effort to continuously engage families and to keep them informed of the progress, as well as to get input, monthly parent events will be held that will include updates on the current status of SIG implementation and meeting goals. Monthly School Family Council (SFC) meetings will analyze measures associated with SIG implementation. Additionally, the school will establish a Climate Survey collection process that yield results in 50% return rate. The school will also establish and implement a parent grievance process that encourages feedback being shared with the school about SIG implementation.

The Engagement Office will provide strategic guidance to include evidenced based, professional development, coaching, tools and technical assistance to ensure schools are authentically engaging their school communities in the turnaround and transformation strategy. Based on stakeholder feedback collected through focus groups, surveys, one-to-one interviews and community forums, interventions and supports should focus on:

- Building the capacity of school communities around family and community engagement linked to learning
- Community and neighborhood engagement – reforming schools from the ground up through community organizing, partnerships, advocacy and transparent two-way communication
- Community Schools – ensuring all school fall along the community school continuum (*e.g. engage, partnership or full service community school*)

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

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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	The principal of Commodore will meet weekly with the principal to review performance and evaluate progress of school measured against annual goals. These regular meetings will also be an opportunity for the principal to receive coaching, feedback, and support based on needs. The ILED of Community Learning Network #4 will also conduct regular observations and evaluations to determine next steps to ensure the principal is strong and effective in leadership or to replace the principal if such a change is necessary.	August 2017-June 2018	ILED
<input type="checkbox"/> 1b. Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.	By having an adjusted schedule with students and increasing the number of staff for enrichment blocks (art, coding, etc.) and intervention the principal is able to create changes in schedule, professional development time, and small group blocks to support the coordination and implementation of services that target students at a Tier III intervention level.	August 2017-June 2018	ILED

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	<p>Through a strategic budgeting model, funds are being used through the grant to support intervention services and supports allowing for funding to be available through other funding streams.</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>		
REQUIRED COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION			
The LEA must:			
<input type="checkbox"/> 2a Review the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort.	<p>As a school identified with the School Improvement Grant (SIG) Turnaround designation, it is critical that a strong staff is in place to support the change needed to improve school culture, climate, and achievement. To ensure that a strong team is assembled, all current staff members were required to re-apply for positions at the school for the 2017-18 school year. Following careful consideration, some staff members were offered a position for next school year. For those staff who are not offered a position at the school, they were still be employed by BCPSS and had an opportunity to fill a position at another school.</p>	August 2017-June 2018	School Leadership Team

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<input type="checkbox"/> 2b Prevent ineffective teachers from transferring to priority and focused schools.	<p>To ensure that high quality teaching staff were selected, the following process was implemented:</p> <p><u>Process</u></p> <ul style="list-style-type: none"> • All interested candidates were observed for 30 minutes by 2 different interview teams representing the school district. Lesson plans and all other corresponding lesson materials were provided to the interview teams observing the lessons. • All interested candidates participated in a 40-minute group interview, responding to 10 questions. • Some staff members were subject to an additional observation or interview. • Interview teams reviewed previous evaluation and SLO data of every interested candidate. • The interview teams evaluated each candidate by measuring knowledge of planning, instruction, assessment, team mindset, growth mindset, and family/community engagement. Additionally, classroom environment, student achievement, and professionalism was assessed through the process. 	August 2017-June 2018	Principal HC Specialist
<input type="checkbox"/> 2c. Provide job-embedded, ongoing professional development informed by the teacher evaluation and support	We will combine the 3 SIG IV campuses for new, common PD, and we will leverage current teachers and leaders to provide training and support to staff. Part of the developmental support to our new	August 2017-June 2018	School Leadership Team Lab School

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systems and tied to teacher and student needs.	<p>schools, we will open Commodore's campus doors as a LAB school to allow teachers and leaders from new schools to observe all aspects of our school regularly. After the first year in operation, learning and development will also be fostered through the ability to move between campuses for promotion, new challenges, and to balance and strengthen the network. Further details about development and the LAB school feature are below:</p> <ul style="list-style-type: none"> • Focused on data, with a simultaneous focus on grade-level standards and intervention through small group. • Weekly team meetings using The Commodore Standard Protocol that focuses on unpacking standards, designing rigorous grade-level tasks, and analyzing student work samples. • Weekly After-School PD Sessions • Summer-long planning cohorts • Summer PD Institute • District-wide Cycles of Professional Learning • Systemic city-wide professional learning days • Individualized – using Strategy Support Sessions (S2s), mentoring program, peer observations, school visits, and PD Conferences. <p>By completing regular lesson planning responsibilities teachers will get additional planning and growth through getting access and feedback of their daily plans.</p> <p>The CLN ACL's will also work with the school leadership team to support on-going coaching,</p>		

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	observation and feedback around the CoPL and will support the weekly PD sessions.		
REQUIRED COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION			
The LEA must:			
<input type="checkbox"/> 3a. Redesign the school day, week, or year to include additional time for student learning and collaboration.	<p>We will replicate several unique and effective aspects of how we use time through the utilization of an Extended Day, scheduling Common Planning Time, and be Departmentalized at all Grade Levels with looping in 2-3 year cycles in order to optimize instructional time on a daily basis from year to year. All students will attend school an additional 20 minutes 4 days a week with an early dismissal on Friday's to allow for 2 hours of weekly professional development for teachers. In addition, all students will begin their school-year 1 week prior to the start of the district school-year start date.</p> <p>After school programming is also one of the ways that we provide a full set of life experiences to all students. Our after-school programming includes academic, environmental and sports programming. We will have robust, high quality after school programming, will work to replicate our partnerships, leverage staff-led extracurricular opportunities (i.e. Debate, Soccer, etc.) and develop a neighborhood specific selection of afterschool programming. Afterschool programming will be designed with the specific community needs in mind and we will work with community partners to establish and engage families.</p>	August 2017-June 2018	School leadership team

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	<p>We will work to replicate Commodore's robust, multifaceted community school strategy that has effectively supported students and their families' diverse needs. We will implement intentional structures and bring in meaningful partnerships and programs that will provide our extended school community with access to a variety of services before, during, and after school; we will also ensure that those services continue to support students and their families when school is not in session. By engaging families with comprehensive wraparound services that meet their nonacademic needs, we will ensure that our students can succeed in school.</p> <ul style="list-style-type: none"> • After-School--We will work with existing partners like Higher Achievement, Living Classrooms, UA House, Girl Scouts, and UMBC to determine if they can expand services to other schools within the 100% Project. <p>Teacher-Led--We will share with schools the leagues and organizations (NAL, Parks and People, BUDL, etc.) that provide opportunities for students to participate in after-school clubs.</p>		
REQUIRED COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM			
The LEA must:			

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<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 aligned with State academic content standards.	<p>Our instructional approach is distinguished by replicable practices: Full Inclusion, Standards-Based Instruction, Student-Centered Approach, Intervention, Blended Learning, and Enrichment Choice. Our approach requires commitment to several programs, partnerships, and resources. In addition to co-teaching and targeted small group instruction provided by certified teachers, Full Inclusion is supported by the addition of student teachers from Urban Teacher Center and retired professionals from Experience Corps in the classroom. Our Standards-Based Instruction places a priority on the shifts of the Common Core Curriculum and requires staff to meticulously unpack standards while engaging students in rigorous tasks. Our Student-Centered Approach provides students with opportunities to explore concepts, use inquiry as a learning tool, create products reflective of their learning, participate in fieldwork, and present growth through portfolios and Student-Led Conferences.</p> <p>Our intervention includes small group instruction in every content block, individual growth goals that students/teachers/families monitor, and intensive instruction provided by The Literacy Lab for students who need the most strategic support in the area of Reading. Blended Learning requires investment in and maintenance of Laptop and iPad carts, and licenses for our two core platforms: ST Math and Lexia. Enrichment Choice is our commitment to students being able to select the enrichment classes they are interested in by providing a robust set of choices. Code</p>	August 2017-June 2018	School leadership team

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	<p>in the Schools and Art With a Heart allow art and technology classes to be options for our students. In addition, we will continue to implement Do The Math and Foundations double-does targeting the Tier III students.</p> <p>The strategies and action steps associated with the instructional approach will be implemented in the SIG IV schools in the following manner:</p> <ul style="list-style-type: none"> • Direct trainings and PD sessions that will occur during cohort PD days across the year. Facilitation will be led by Commodore staff members or by vendors, such as Tools of the Mind. • Ongoing PD cycles (Data protocols, Standards Analysis, Looking at Student Work, Collaborative Planning, Technology Integration, and Inclusive Mindset will utilize protocols already created by Commodore staff. Every leadership team at each of the SIG IV schools will receive training and support to ensure the protocols are implemented with fidelity. School-based staff will lead each of the protocols during Friday PD sessions. • Each school will have the opportunity to request and receive differentiated PD based on the specific needs at each school associated with the replicable structures that are being implemented. 		

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	<ul style="list-style-type: none"> Staff members who hold common grade-Level and content area responsibilities will assemble monthly to share best practice, collaboratively plan, and reflect on progress. <p>All SIG IV staff members will have the opportunity to visit Commodore teachers to observe practice and reflect together on next steps. By the end of the year, visits will be occurring across all cohort schools.</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	As part of the on-going professional development for staff that will be held on Wednesdays and Friday afternoons, staff will be engaging with data protocols. Teachers will receive regular feedback from administrators and coaches. During this feedback there will be time set aside to reflect on the results from daily tracking, unit tests, and quarterly assessments.	August 2017-June 2018	School leadership team
<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data.	Through the adjusted school schedule, two hours is set aside every Friday to allow teachers and staff to collaborate on the use of data. CLN ACL's will provide additional support during collaborative planning times around the use of data and instructional decisions.	August 2017-June 2018	School leadership team

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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 achievement such as: students' social and emotional, and health needs.	A comprehensive family and community engagement plan has been implemented. Through these plans a priority has been placed on assessing the non-academic needs of students and families and reaching out to partners to fulfill those needs. Additionally, by implementing key structures like community meetings and The Five Promises (Commitment to Quality, Contribution, Gratitude, Honor and Integrity, Perseverance) an emphasis has been placed on improving school climate and culture.	August 2017-June 2018	School leadership team
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	The school is built on strong relationships with families and community that starts with transparency, communication, outreach, and service. Regular information sessions, home visits, and family events are integral aspects that will be replicated. These different touch points will be opportunities for families to engage in learning about how to best support their respective children in learning activities at home and at school that will result in academic progress.	August 2017-June 2018	School leadership team

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	Additionally, engaging in Student-Led Conferences on a trimester basis give families the opportunity to see the progress of students first-hand and learn what activities at home can help support continued student development		
<input type="checkbox"/> 7b. Families and community organizations are key partners in creating a culture of achievement and addressing students' social, emotional, and health needs (Partnering with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs)	<p>Commodore has worked to cultivate donors and supporters who support the work of our traditional, public school. With the addition of three new Commodore campuses, we will work to scale their support of our students and the opportunities they deserve.</p> <p>All current partners and donors will be engaged to determine if similar support can be provided to each of the 3 turnaround schools involved with the 100% Project. Partners and donors will be targeted to support intervention, small group instruction, after-school programming, professional development, collaborative planning, and school culture. With existing and new partners and donors, the Commodore team will execute a plan that involves school visits, mailings containing information about the project, and in-person presentations that shed light on the work and inspire a commitment of support.</p> <p>Social media will be pushed out to share good things and progress associated with the ongoing work at all schools involved in the 100% Project cohort.</p>	August 2017-June 2018	School leadership team

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	<p>We will work to expand and leverage the following partnerships:</p> <ul style="list-style-type: none"> • Baltimore Community Foundation as a partner with Judy Center. • Weinberg Foundation as a partner with our Early Childhood Centers. • UMBC as a partner for Shriver Fellows and Teacher Interns. • Notre Dame partners to provide Inclusion Interns • Johns Hopkins as a partner with our Community Schools Initiative. • Trans America partners to support with the funding of vendors supporting school initiatives 		
Other Actions the LEA will take in addition to the above Required Turnaround Principles			
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Components 2,3,4,5	Academic Content Liaison (ACL)-Literacy-The ACL for Literacy will provide intensive/direct support to the SIG IV schools with specific focus on district aligned PD, coaching, co-teaching, and pedagogy.	August 2017-June 2018	Offices of the Chief of Academics and Chief of Schools

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Components 2,3,4,5	Academic Content Liaison (ACL)-Mathematics- The ACL for Mathematics will provide intensive/direct support to the SIG IV schools with specific focus on district aligned PD, coaching, co-teaching, and pedagogy.	August 2017-June 2018	Offices of the Chief of Academics and Chief of Schools
Components 5,6,7	Student Support Liaison (SSL)-Whole Child- The SSL will provide intensive/direct support to the SIG IV schools with specific focus on district aligned PD, coaching, Tier II/III intervention strategies, whole-child initiative, student support teams, and school climate/culture.	August 2017-June 2018	Offices of the Chief of Academics and Chief of Schools
Components 1-7	Community Learning Network(CLN)-Led by the Instructional Leader Executive Director, the community learning network, made up of content ACIs, SSI, and SEL will offer on-going technical assistance, coaching, professional development in all components related to the Turnaround plan. The CLN will also provide direct support of the implementation of the Cycles of professional Learning.	August 2017-June 2018	Offices of the Chief of Academics and Chief of Schools

