

2017-2018 Priority School Intervention Plan Turnaround Principles Model

School Name: High Point High School 3601 Powder Mill Road Beltsville, MD 20705 School Number: 0102 Phone#: 301.572.6400	LEA Point of Contact (POC) Name & Position: Dr. Debra Mahone, Director, Department of State & Federal Programs Phone#: 301.618.8390 Email Address: dmahone@pgcps.org
Principal: Nicole McClure Phone #: 301.572.6400 Email Address: nicole.isley@pgcps.org	Area Instructional Director: Dr. Carletta Marrow Phone #: 301.669.6000 Email Address: carletta.marrow@pgcps.org
Grade levels enrolled (SY17-18): Grades 9-12	Number of Students Enrolled (SY17-18): 2,989 (projected in SchoolMax for 2018)
Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment <ol style="list-style-type: none"> 1. Graduation Rate - BIG ROCK #1 There is a need to increase our graduation rate from both ends of the student spectrum (short-term and long-range), i.e., safety net programs for 12th graders as well as instructional supports for 9th graders 2. ESOL - BIG ROCK #2 ESOL students are the second lowest performing group of students in the school; however, due to the fact that many in this population of students enter into the school “over age,” this is the population of students with the lowest graduation rate. 	Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2017-2018 <ol style="list-style-type: none"> 1. Safety Net Extended Learning Opportunity (ELO) 2. Extended Day Program 3. FOCUS classes (9th grade) 4. ESOL Middlebury initiative
<p style="text-align: center;">Funding Summary (Amount of funds to support implementation of intervention strategies in 2017-2018)</p> <p><input type="checkbox"/> Title I, Part A (from Priority School reservation, up to 20%)</p> <p><input checked="" type="checkbox"/> 1003(a) School Improvement Funds: \$408,345</p> <p><input type="checkbox"/> School Improvement Grant (SIG) Funds - N/A</p>	

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2017-2018 Priority School Intervention Plan

The LEA and each of its Priority Schools will use the Maryland Turnaround Principles Model components to develop a one-year intervention plan based on the prioritized needs identified in the school's comprehensive needs assessment. The evidenced based strategies in the plan must specifically address the prioritized needs of the school to improve student achievement.

Name of Priority School: High Point High School		LEA: PGCPs	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
Components of Maryland's Turnaround Principles Model			
<u>COMPONENT 1: ENSURE STRONG LEADERSHIP</u>			
The LEA and School must:			
<input type="checkbox"/> 1a. Review the performance of the current principal and track record to ensure strong and effective leadership in the Priority School.	<p><u>Principal Evaluation</u></p> <p>The school-based administrator self-assessment, student achievement data, and other supporting documentation relevant to each school site will be used by the administrator and the evaluator as the basis for establishing annual performance goals. Throughout the evaluation period, the administrator will receive informal feedback and coaching from the evaluator, based on evidence from school site visits, timeliness in systems operations, reports from others, personal observations, school documents, school projects and activities and other sources.</p> <p>The school-based administrator evaluation system utilizes multiple measures to assess the effectiveness of employees. The administrator evaluation tool is comprised of two parts: 50% professional practice measures and 50% student growth measures. Measured by a system of data points which guide continuous improvement of performance and accountability, the PGCPs evaluation system includes the following:</p> <p>Professional Practice Measures (8 Leadership Standards):</p> <ul style="list-style-type: none"> • Setting high expectations • Setting school-wide instructional achievement goals • Monitoring effective instructional practices • Building a shared vision and goals 	<p>July 2017 - June 2018</p>	<p>Instructional Director</p> <p>Associate Superintendent</p>

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	<ul style="list-style-type: none"> • Commitment to excellence, equity, and innovation • Human Resources and managerial leadership • Strong external leadership • Use of technology and data <p>Student Growth Measures (<u>may</u> include):</p> <ul style="list-style-type: none"> • Student Learning Objectives (SLOs) • Student Attendance • State Assessments (when applicable) • Retention • College and Career • District Assessments • VAL ED • High School Assessment (HSA) SLO 		
<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and budget.	<p>The Instructional Director will work directly with the principal to provide support, where needed, to include building the capacity of principals to improve the conditions of teaching and learning in each area. The Instructional Director meets monthly with the principal to discuss needs and academic progress. The Instructional Director supports the principal with concerns regarding staffing, negotiating conditions with county offices, issues with community members and parents, as well as general oversight of the school.</p>	July 2017 - June 2018	Instructional Director
COMPONENT 2: ENSURE EFFECTIVE TEACHERS TO IMPROVE INSTRUCTION			
The LEA and School must:			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school. <i>Title I Component #3: Instruction by Highly Effective Teachers</i>	<p><u>Teacher Evaluations</u></p> <p>The Charlotte Danielson Framework for Teaching (FFT), an observation-based evaluation system, provides the tool used for teacher observations. The teacher evaluation system gathers evidence of professional practice observed by an appropriate evaluator. Teachers are evaluated on their professional practice as well as their students' growth.</p> <p>This approach to measuring teacher effectiveness is intended to provide a comprehensive view of how well teachers are preparing students to be college and career-ready. The model includes multiple measures of effectiveness in the areas of professional practice and student growth for instructional teachers responsible for students' academic progress in a Pre-K-12 public school setting. The PGCPs appraisal systems also support professional development and growth for all employees and ensure that each school has effective</p>	August 2017- June 2018	Principal Instructional Director

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	<p>administrators, teachers, and support staff. The evaluation model utilizes multiple measures to assess the effectiveness of educators.</p> <p>Teachers are evaluated on their professional practice (50%) as well as their students' growth (50%), in accordance with Maryland's teacher evaluation model. Measured by a system of data points which guides continuous improvement of performance and accountability, the PGCPs evaluation system includes the following:</p> <p>Professional Practice Measures:</p> <ul style="list-style-type: none"> • Classroom observations using the Danielson Framework for Teaching (FFT) • A student perception survey • An assessment of professional growth <p>Student Growth Measures:</p> <ul style="list-style-type: none"> • Student Learning Objectives (SLOs) • Locally Selected Assessments • Local School Progress Index (SPI) • State Assessment Data <p>The Student Learning Objectives will be developed annually by the teachers and school based administrators, with influence from both in their writing, monitoring and evaluation of their content. Final approval will be done after a teacher-administrator conference.</p>		
<p><input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.</p> <p><i>Title I Component #4: High Quality and Ongoing Professional Development</i></p> <p><i>Title I Component #5: Strategies to Attract and Retain Highly Effective Teachers</i></p>	<p>2017-2018 Professional Development Calendar - The Principal, in collaboration with the administrative team, will continue to assess teacher needs and provide Professional Development opportunities. Specific professional development trainings <u>may</u> include (but are not limited to):</p>	<p>August 2017 - June 2018</p>	<p>Principal</p> <p>Assistant Principal</p> <p>ESOL Resource Teacher</p>

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Dates	Topic	Length	Targeted Audience	Participants	Budget
TARGETED AUDIENCES Summer					
7/5/17 7/6/17	Focus Class Development	2 Full Days	Monica Welch John Dean David Plastrick	3	Title 1
8/3/17	Data Wise - Planning for DW Core Team	1 Full Day	Monica Welch Hazar Biddle Cristina King	3	Title 1
8/14/17	Data Wise - Step 4 and Step 5	1 Full Day	Data Wise Team Teacher Coordinators Department Chairs	20	Title 1
7/3/17	Title 1 Initiatives and Program	1 Full Day	Andrea Brown Cristina King Monica Welch Mrs. McClure	4	Title 1
TBD	PBIS	2 Full Days	1 administrator Teachers	5 or 6	Priority

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<div> <div>TARGETED AUDIENCES</div> <div>Fall</div> <table> <tr> <td>TBD</td><td>Middlebury</td><td>1 Full Day</td><td>Jarrett Marcial Biddle (?) King (?)</td><td>4</td><td>Title 1</td></tr> <tr> <td>TBD</td><td>Gizmos</td><td>1 Full Day</td><td>Gupta Ellis Latoza Hebron Shin Kim Lesh Agawin Jiya Zhong Biddle King</td><td>7</td><td>Title 1</td></tr> <tr> <td>9/18/17</td><td>MyOn</td><td>Half Day</td><td>Focus Teachers Andrea Brown Cristina King Select Special Educators (Morning - Focus and Resource) (Afternoon - Special Education)</td><td>8</td><td>Title 1</td></tr> <tr> <td>TBD</td><td>Tenmarks</td><td>Half Day</td><td>Alg 1 Teachers</td><td>12</td><td>Title 1</td></tr> <tr> <td>TBD</td><td>IXL</td><td></td><td>English 10 Teachers</td><td></td><td>Title 1</td></tr> </table> <div> <div>STAFF-WIDE</div> <div>Summer</div> <table> <tr> <td>8/21/17 8/22/17</td><td>Circle Process (Restorative Practices)</td><td>2 Full Days</td><td>Staff</td><td>40</td><td>Priority</td></tr> <tr> <td>8/23/17 - 8/25/17</td><td>SIOP Training</td><td>3 Full Days</td><td>Staff</td><td>30</td><td>Priority</td></tr> </table> </div> </div>						TBD	Middlebury	1 Full Day	Jarrett Marcial Biddle (?) King (?)	4	Title 1	TBD	Gizmos	1 Full Day	Gupta Ellis Latoza Hebron Shin Kim Lesh Agawin Jiya Zhong Biddle King	7	Title 1	9/18/17	MyOn	Half Day	Focus Teachers Andrea Brown Cristina King Select Special Educators (Morning - Focus and Resource) (Afternoon - Special Education)	8	Title 1	TBD	Tenmarks	Half Day	Alg 1 Teachers	12	Title 1	TBD	IXL		English 10 Teachers		Title 1	8/21/17 8/22/17	Circle Process (Restorative Practices)	2 Full Days	Staff	40	Priority	8/23/17 - 8/25/17	SIOP Training	3 Full Days	Staff	30	Priority
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<p>SIOP Professional Learning Community (ESOL Initiative) A three-day SIOP consultant training will be held in August. Educators will gain an in-depth understanding of the components of the SIOP® Model and</p>																																															

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	<p>strategies to implement it in their classrooms. Participants will gain practical skills to collaborate, share, and implement lesson plans that incorporate all eight components and thirty features of SIOP® in order to teach content while developing students' academic and social language.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • By the end of the workshop, participants will be able to: • Explain eight factors that affect second-language acquisition. • Identify the components and features of the SIOP® Model. • Observe and practice each of the eight components. • Incorporate the SIOP® Model into lesson planning. • Build a sample lesson using SIOP®. <p>Several support sessions will be offered throughout the year that align with our instructional foci for next year. The ESOL Resource Teacher will attend the initial trainings and then facilitate the PLC for teachers to provide additional support throughout the year.</p> <p>Professional Development Conferences (ESOL Initiative)</p> <p>To support the ESOL initiative and continue to build professional capacity, teachers and administrators will be given the opportunity to attend the following conferences:</p> <ul style="list-style-type: none"> • WIDA Conference: October 16-19, 2017, Tampa, FL <p>WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators. The WIDA Conference offers school-based personnel the opportunity to receive research-based strategies and tools that will assist English Language Learners succeed in the classroom. Educators receive practical applications to assist with the academic progress for language learners.</p> <ul style="list-style-type: none"> • TESOL Conference: March 27-30, 2018, Chicago, IL <p>The TESOL Conference offers professional development opportunities to English language educators at all levels from around the world. In lively interactive sessions, educators</p>		
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	<p>develop a global perspective through the exchange of ideas and practices. Participants integrate knowledge of current trends in the field while developing a professional network.</p> <p>ESOL Resource/Mentor Teacher (Title I, Part A) In addition to facilitating the ESOL PLC, the ESOL resource teacher will be responsible for:</p> <ul style="list-style-type: none"> • assisting teachers with implementing SIOP strategies into instructional practices, with lesson planning that incorporates differentiation, and in assessing students' abilities, talents, and strengths to plan and teach with those abilities in mind • assisting with the design and delivery of coherent lessons incorporating the components of the Framework for Teaching • creating professional development opportunities as needed for individual teachers and/or for school-wide PD • facilitating peer learning opportunities for teachers to observe one another as a component of professional development to support the ELL-friendly classroom <p>Mainstream Resource/Mentor Teacher (Title I, Part A) This resource teacher will be responsible for:</p> <ul style="list-style-type: none"> • assisting all instructional staff for school-wide instructional needs such as planning lessons, implementing instructional strategies and techniques, and assessing students. • working with teachers who are still learning to establish high levels of instructional rigor in the classroom • developing coherent lesson plans that build towards the student-centered classroom • assisting teachers in the development of successful classroom management strategies, as needed and as articulated in action plans and in support of FFT evaluations • providing assistance to teachers with creating lesson plans, incorporating the components of the Framework for Teaching • working with teachers to incorporate continuous formative assessment into instruction • facilitating peer learning opportunities for teachers to observe one another as a component of professional development to support the student-centered classroom 		
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COMPONENT 3: PROVIDE ADDITIONAL TIME FOR INSTRUCTION			
The LEA and School must:			
<input type="checkbox"/> 3a. Provide additional time for student learning and collaboration targeting students demonstrating the greatest needs and/or students at risk of being identified for Tier 3 intervention. <i>Title I Component #9: Activities to ensure that students having difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance</i>	<p>SAFETY NET Intervention Programs (BIG ROCK #1: Graduation Rate) Extended Day High Point High School will offer an extended school day (“Period Five”) for students to take original credit in classes that are deemed “high leverage.” The extended day courses would target students in the ESOL program and students who are off grade level; this includes students who are over-age and under-credit. Therefore, these students need to accelerate their instructional program for graduation purposes. Since High Point already offers blended learning opportunities, these courses would provide students with the opportunity to take a face-to-face class. Therefore, this would be an extension of the traditional school day.</p> <p>Details:</p> <ul style="list-style-type: none"> • The program will start as a pilot program with no more than four courses being offered. • Four teachers will be needed for the courses. • Transportation will be needed for students in the program. <p>Safety Net ELO Program In order to afford students an opportunity to earn/recover credits in order to get “back on track” with their graduating cohort, High Point will offer an after-school ELO (Extended Learning Opportunities) program to include Credit Recovery, Quarter Recovery, and QLM (Quarterly Learning Modules) for the following required courses: Algebra I, Algebra II, Biology, Chemistry, English 9, 10, 12, Geometry, LSN Government, US History, World History. The three options will align to and follow the established PGCPs requirements for “multiple pathways to graduation.” Direct teacher support will be provided after-school for three 4-week sessions at the end of 1st, 2nd, and 3rd quarter. Priority will be given to seniors (and juniors, if staffing and space allows). Tuition assistance will be available for students who are unable to pay (up to 30 students per program).</p> <p>Intervention Resource Teacher (Title I, Part A) The intervention resource teacher will be responsible for overseeing, organizing, and managing, all of the internal multiple pathways that a student</p>	<p>September 2017 - June 2018</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Intervention Resource Teacher</p>

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	<p>can access as well as performing other duties as part of High Point's Title 1 priority programs and initiatives.</p> <p>PGCPS Summer School Support (Summer 2018) High Point HS will continue to be a PGCPS summer school site offering credit recovery and original credit opportunities to students (summer 2018). Tuition assistance and transportation is needed to enable our students to afford and be able to take advantage of this opportunity.</p>		
<u>COMPONENT 4: STRENGTHEN THE SCHOOL'S INSTRUCTIONAL PROGRAM</u> The LEA and School must:			
<input type="checkbox"/> 4a. Strengthen the school's instructional program based on student needs and ensure that the instructional program is evidenced-based, rigorous, and aligned with State academic content standards (include Universal Design for Learning strategies and Multi-Tiered System of Support). <i>Title I Component #2: Major Initiatives and Schoolwide Reform Strategies</i> <i>Title I Component #7: Plans for Assisting Children in Transition</i>	<p>ESOL Instructional Initiatives (BIG ROCK #2: ESOL) Middlebury Interactive Languages Initiative This initiative is designed to target the intermediate-level ESOL students with priority given to those students who enter High Point over-age and under-credited.. The program is designed to accelerate our students learning process and focuses on the four domains of English Language. It will enhance their ability to acquire the language in their own pace and will help them to develop and accelerate their English skills in a more organized way through the 12 modules that the Middlebury interactive program provides. This class is computer-based and will use the Middlebury Interactive Languages software program for reading and math.</p> <p>Newcomers Initiative The newcomers initiative is being established to provide additional focused support to the academic and cultural needs of our ESOL Newcomer students.</p> <ul style="list-style-type: none"> • GIZMOS Software: This supplementary online program is going to assist our newcomer students in the Application in Algebra (AiA) and language of science (LoS) classes by providing a 'hands-on' experience with concepts in math and science. • Classroom Libraries: There will be a new classroom library in each Newcomer classroom that focuses on the cultural competency needs for our ELLs new arrivals. The Welcome Newcomers literacy program introduces life in the United States to immigrant teens and will help students to build language acquisition and navigate all aspects of American social, economic, and civic life. <p>Graduation Rate Initiatives (BIG ROCK #1) Freshmen FOCUS classes (elective)</p>	September 2017 - June 2018	Principal Assistant Principal ESOL Resource Teacher Mainstream Resource Teacher

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	<p>The freshmen “Focus” class, designed to orient the ninth grade student to high school, will continue. For 2017-2018, however, the school will identify and target ninth graders based on the Early Warning Indicator Report (EWIR). Students will receive skill development in four main components: college and career readiness, critical reading skills, vocabulary development, and character building. Students will use the MyOn program to aid them in increasing their lexile reading levels. The Focus Class teachers, along with supporting instructional staff, will be provided with two days during the summer months to review and revise the curriculum as well as create assessments for the Student Learning Objective requirement.</p> <p>Instructional Supports (PARCC-tested areas)</p> <p>Algebra I Instructional support will continue to be provided for Algebra I through the use of TenMarks online software. TenMarks is content-driven technology focused on learning, teaching, and sharing. The website provides visual, engaging, and rigorous content that includes projects and questions to extend learning for more advanced students and remediation recommendations to help struggling students catch up.</p> <p>English 10 Instructional support will be provided for English 10 classrooms through the use of the online software program, IXL, for supplemental support in Reading. The purpose of IXL will be to supplement the regular classroom instruction and intervention, not as a stand alone intervention.</p>		
<p><u>COMPONENT 5: ENSURE THE USE OF DATA FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u></p> <p>The LEA and School must:</p>			
<p><input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students</p> <p><i>Title I Component #8</i> <i>Measures to include Teachers in Decisions regarding the analysis and the use of academic assessments</i></p>	<p>Data Resource Teacher (Title I, Part A) The data resource teacher will be responsible for providing and analyzing data for High Point High School as well as performing other duties as part of High Point’s Title 1 programs and initiatives:</p> <ul style="list-style-type: none"> Facilitate data for administration (i.e., quarterly D and E lists, graduation cohort updates, etc.) and school-wide initiatives (i.e., Data Wise) on students’ progress, performance, growth, etc. Facilitate the ninth grade and twelfth grade data for these respective teams on a bi-quarterly basis. Compile and share data with administration and instructional leaders for 	<p>September 2017 - June 2018</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Data Resource Teacher</p>

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	<p>national, state, local, and school assessment.</p> <ul style="list-style-type: none"> • Lead the initiative to work with teachers to help them incorporate formative assessments into instruction and implement the use of data in their classrooms by participating in collaborative planning meetings, working one-on-one with teachers, and/or participating in department meetings. • Facilitate quarterly data utilization meetings with targeted collaborative teams. • Participate as a member of the school's Data Wise Leadership Team. 		
<p><input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data to ensure a differentiated system of support for all students.</p> <p><i>Title I Component #5: Strategies to Attract and Retain Highly Effective Teachers</i></p> <p><i>Title I Component #8: Measures to include Teachers in Decisions regarding the analysis and the use of academic assessments</i></p>	<p>Ensure that the master schedule provides common planning time for all teams that are participating in focus areas (9th grade math, Focus teachers, 10th grade English, and ELL teachers).</p> <p>Data Wise Improvement Process High Point will continue to implement DataWise as a school-wide initiative. As High Point's DataWise Leadership team continues to implement the ACT (step 4, learner-centered problem and step 5, problem of practice) phases of the process, the team will participate in systemic training (supported by PGCPs) and will also train and conduct meetings with the instructional leadership of the school and new members to the team in order to build capacity and keep the process moving forward. Ongoing follow-up support will be provided by PGCPs Office of Continuous Systemic Improvement.</p> <p>Achievement Steering Committee (ASC) The Achievement Steering Committee (ASC) will continue for 2017-2018. The ASC is a collaborative effort between the Area Office, various PGCPs offices, and the school leadership team. Through regularly scheduled meetings, school and central staff members work strategically together with the goal of implementing an effective instructional program which addresses performance concerns on state and local assessments.</p>	<p>September 2017 - June 2018</p>	<p>Principal</p> <p>School Scheduler</p> <p>Data Resource Teacher</p>
<p><u>COMPONENT 6: ENSURE SAFE AND SUPPORTIVE SCHOOLS</u></p> <p>The LEA and School must:</p>			

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<p><input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement such as: students' social and emotional, and health needs. Identify evidence-based practices as a part of the Multi-Tiered System of Support to include specific plans for the Student Support Team</p> <p><i>Title I Component #5: Strategies to Attract and Retain Highly Effective Teachers</i></p>	<p>High Point HS will establish a school-based PBIS Team to oversee and monitor the implementation of PBIS.</p> <p>PBIS (Positive Behavior Intervention & Supports) HPHS needs to complete the recertification process for PBIS. A 6-member team (5 teachers, 1 administrator) will complete a 2-day (7.5 hr.) team training for PBIS re-certification (summer 2017) where a PBIS plan will be developed. After the training, the PBIS Coordinator for PGCPs will provide ongoing support to the team/school with scheduled site-visits, additional trainings, as needed, and support for the PBIS team leader/coach throughout the school year. For 2017-2018, HPHS will also continue to build capacity around mastery of "using circles effectively" with the long-range goal of adopting other restorative practices strategies in future years. In consultation with the Center for Dispute Resolution at the University of Maryland, High Point High School will offer summer training to its educators, administrators and staff. Two follow-up sessions will be provided by the consultant in the fall to provide additional support and guidance to the staff.</p> <p>MSDE Student Support Services MSDE's Student Services division will provide coordinated support for school student services staff through the use of tiered systems, which <u>may</u> include:</p> <ul style="list-style-type: none"> • Culturally responsive interventions - Trauma Informed Care • Counseling/mental health support • Support for restorative practices strategies • Support for processes and functioning of various student support teams (SIT, CARE, Attendance, PBIS) as needed • Support for alternative credit recovery programs • Response to Intervention (RtI) 	<p>September 2017 - June 2018</p>	<p>Principal Assistant Principal</p>
<p><u>COMPONENT 7: ENSURE ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u></p> <p>The LEA and School must:</p>			
<p><input type="checkbox"/> 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the development</p>	<p>"Community Hub"- FY18 will be a planning year for this initiative. The idea is to establish both internal and external resources made available to families on select days/times each month. Similar in concept to the supports and structure of the Judy Centers, this hub would provide families with a place</p>	<p>September 2017 - June 2018</p>	<p>Principal Assistant</p>

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<p>and implementation of the intervention strategies to support student learning to include a designated parent liaison</p> <p><i>Title I Component #6: Strategies to Increase Parent Involvement</i></p>	<p>to go within the school to receive support or referrals for basic needs including but not limited to: referrals for medical assistance, uniform donations, food pantry information, free instructional resources and suggestions for additional help with children at home, etc. This year will be spent reaching out to business partnerships, central offices, and local resources that can help support this initiative with time and donations as well as determining space within the school to house this hub. This planning year will help determine budgetary needs in the future.</p>		<p>Principal</p> <p>Community Resource Advocate</p>
<p><input type="checkbox"/> 7b. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create school environments that meet students' social, emotional, and health needs)</p> <p><i>Title I Component #10: Coordination and integration of federal, state, and local services and programs</i></p>	<p>Community Partnerships Transforming Neighborhoods Initiative (TNI sponsored by the County Executive, Rushern Baker) TNI is a comprehensive program to tie the school system to services provided by the County Government. All students and parents within the High Point community qualify to receive services of the TNI programs. These services include counseling services (therapy), as needed, provided Advanced Behavioral Health, and comprehensive family support services (wraparound services) provided by the Maryland Multicultural Youth Center. Additionally, a Community Resource Coordinator works full time at the school to leverage resources from other government organizations to address students and families in need. This partnership helps to eliminate barriers so that students and families are better prepared for learning and positive relationships with the school.</p> <p>Latin American Youth Center (called MMYC in Maryland) We will continue our work with the Latin American Youth Center (called MMYC in Maryland). We have a new program focused on CCR, which guides students toward research around their career choice. It is a “no fault” program. This partnership helps to provide support to our ESOL population giving students real world opportunities to connect with college and careers.</p> <p>Venture Philanthropy Partners We are starting a new partnership with Venture Philanthropy Partners as part of their Ready for Work initiative. The partnership will include a three-part strategy - strengthen career academies (support academic and technical skills), expand youthCONNECT (develop foundational skills to improve students' readiness for employment and postsecondary education), and provide real work experience.</p> <p>Johns Hopkins</p>	<p>September 2017 - June 2018</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Community Resource Advocate</p> <p>Partner Representatives</p>

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	<p><u>FY 2017 College Preparation Intervention Program Grant</u></p> <p>Achieving College/Career Excellence through Student Success (ACCESS) The Achieving College/Career Excellence through Student Success The (ACCESS) Initiative proposes to increase High Point High Schools' stakeholder (students, parents, staff) knowledge about post-secondary education attainment and career choices. The initiative targets all 10th grade students, especially Free and Reduced Meals (FARMS) students, and students identified as lacking a post-secondary educational vision. The initiative includes five components that will be replicated at each high school. They are: (1)ACCESS Orientations, (2) PSAT Enrichment Program, (3) Small Groups and Individual Sessions, (4) Parent Workshops, (5) Field Trips to Colleges & STEM enrichment tours, and (6) Tutoring Sessions. The anticipated objectives and projected outcomes will help participants develop college and career goals and build protective factors for successful college admission and broad career options.</p> <p>Internationals Network Program - "pilot" For the 2017-2018 school year, the <u>Internationals Network for Public Schools</u> will partner with High Point High School to launch a small pilot program. Internationals' expertise lies in its ability to design high schools and prepare educators to successfully serve English language learners (ELLs). The pilot at High Point will focus on working with one to two small interdisciplinary teams of teachers. Each team will have one Math, Science, English and Social Studies teacher. Teachers in the pilot will receive training and ongoing support throughout the year to implement the Internationals pedagogical approach in their classrooms.</p>		
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Annual Goals /Milestone Goals and Targeted Outcomes

2017-2018 Annual Goal and Milestone Goals for Reading and Math

Provide the Annual 2017-2018 Goals for Reading/Language Arts and Math on State assessments for “all students” group and for each subgroup.

SY 2018: At a minimum, HPHS will increase by 5% the percentage of students scoring at “proficient” (level 3 or above) on the PARCC ENGLISH 10 assessment.

SY 2018: At a minimum, HPHS will increase by 5% the percentage of students scoring at “proficient” (level 3 or above) on the PARCC ALGEBRA 1 assessment.

NOTE: Specific annual goals by subgroup will be established once 2017 PARCC results are available.

Provide Interim Milestone Goals for Reading/Language Arts and Math on interim assessments for “all students” group and for each subgroup for SY 2017-2018.

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

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

2017-2018 Target Outcomes for Strategies in the Intervention Plan

Evidenced Based Strategy	Interim Target Outcomes Provide Interim Outcome for Each Strategy in the Intervention Plan	Annual Target Outcomes Provide Annual Outcomes for Each Strategy in the Intervention Plan
1. MyOn	Students will complete the MyOn online benchmark assessment in September 2017 and interim assessment in January 2018, which will assess each student's Lexile score. 70% of students participating in the FOCUS class will show an increase of at least 25 points in their lexile score from the benchmark to interim assessment.	In May 2018, students will complete the MyOn online end-of-year benchmark assessment. 70% of students participating in the FOCUS class will increase their lexile score by at least 50 points from the benchmark to end-of-year assessment.
2. Middlebury	Students will complete the Middlebury Interactive online benchmark assessment in September 2017 and interim assessment in January 2018, which will assess each student in the four domains of language -	In May 2018, students will complete the end-of-year online Middlebury Interactive assessment. 70% of the students participating in the Middlebury class will show an overall score

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	reading, writing, speaking, and listening. 70% of the students participating in the Middlebury class will show an overall score increase in at least one domain area from the benchmark to interim assessment.	increase in at least two domain areas from the benchmark to end-of-year assessment.
3. Safety Net ELO	In September 2017, all students who are members of Cohort 15 will be tracked to determine if they are on grade level. By the end of the second quarter (January 2018), 5% of the students enrolled at High Point High School who were deemed off-grade level in Cohort 15 will be back on track to graduate with their cohort.	By the end of the fourth quarter (May 2018), at least 10% of the students enrolled at High Point High School who were deemed off-grade level in Cohort 15 will be back on track to graduate with their cohort.
4. Extended Day	In October 2017, students will enroll in an additional course for original credit that they will take after school. By February 2018 (the midway point for the course), 50% of the students enrolled will be on track to pass the course.	In May 2018, when the extended day opportunity ends, 70% of the students enrolled in a class will have successfully completed a course and earn a course credit towards their graduation requirements.

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The Central Support Team (CST) and the Turnaround Executive Support Team (TEST) will monitor at least quarterly the milestone goals and targeted outcomes for each of the strategies in the Priority School intervention plan. The LEA will submit a Quarterly Report to MSDE on the data on the milestone goals for reading and math and target outcomes.

2017-2018 Timeline for LEA Monitoring of Priority School

School: _____ **High Point High School** _____ **LEA:** _____ **PGCPS** _____

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected interventions in the Priority School based on the goals/milestone/target outcomes established in each school's plan. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with of the specific interventions selected) to be taken by the school and the LEA, the ways in which the school's progress will be assessed. Quarterly reports will be submitted to MSDE within 30 days after the quarter ends. Describe LEA plans for submission of Quarterly Reports.

Quarter 1 (SY 2017-2018, Aug.-Nov-)	Describe the LEA/school monitoring and oversight The Associate Superintendent and Instructional Director will meet in July and August with the building principal to monitor progress on staffing, building preparation, and teacher readiness to effectively instruct students school on the first day.
	Describe how progress will be assessed Fully staffed building, readiness for opening, building walkthroughs, and meetings with the principal
	Provide the Quarterly Report submission date and who will submit to MSDE The LEA will submit a quarterly electronic report to MSDE by November 21, 2017.
Quarter 2 (SY 2017-2018, Nov.-Jan.)	Describe the LEA/school monitoring and oversight The Central Support Team (CST) will meet and receive monthly feedback from the Instructional Director and other departments, i.e. Curriculum & Instruction, SPED, ESOL, OCSI, Title I, etc., in order to review progress on specific priority strategies, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate aligned to the milestone goals and targeted outcomes for each of the strategies in the intervention plan.
	Describe how progress will be assessed Quantitative and qualitative data will be reviewed, i.e., scores from systemic assessments, attendance and discipline data, and staff observations and evaluations. Assess progress on teacher evaluations and staff that needs assistance.
	Provide the Quarterly Report submission date and who will submit to MSDE The LEA will submit a quarterly electronic report to MSDE by February 15, 2018.
Quarter 3	Describe the LEA/school monitoring and oversight

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(SY 2017-2018, Feb.-April)	The Central Support Team (CST) will meet and receive monthly feedback from the Instructional Director and other departments, i.e. Curriculum & Instruction, SPED, ESOL, OCSI, Title I, etc., in order to review progress on specific priority strategies, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate aligned to the milestone goals and targeted outcomes for each of the strategies in the intervention plan.
	Describe how progress will be assessed Quantitative and qualitative data will be reviewed, i.e., scores from systemic assessments, attendance and discipline data, and staff observations and evaluations, assess progress on teacher evaluations and staff that needs assistance.
	Provide the Quarterly Report submission date and who will submit to MSDE The LEA will submit a quarterly electronic report to MSDE by April 13, 2018.
Quarter 4 (SY 2017-2018, April- June)	Describe the LEA/school monitoring and oversight The Central Support Team (CST) will meet and receive monthly feedback from the Instructional Director and other departments, i.e. Curriculum & Instruction, SPED, ESOL, OCSI, Title I, etc., in order to review progress on specific priority strategies, district support in instruction and operations, and diagnostic and quarterly data on student achievement and climate aligned to the milestone goals and targeted outcomes for each of the strategies in the intervention plan.
	Describe how progress will be assessed Quantitative and qualitative data will be reviewed, i.e., scores from systemic assessments, attendance and discipline data, and staff observations and evaluations, assess progress on teacher evaluations and staff that needs assistance. The school will also complete a DataWise Journey presentation outlining their progress for the year.
	Provide the Quarterly Report submission date and who will submit to MSDE The LEA will submit a quarterly electronic report to MSDE by June 28, 2018.