



2017-2018 Priority School Plan

Lansdowne Middle School

Baltimore County Public Schools

2017-2018

Maryland Turnaround Principles Model

New Priority Schools for 2016-2017

Based on Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Plan, the Maryland State Department of Education (MSDE) identified Priority Schools as Title I schools performing among the lowest five percent of Title I schools in the State and Title I high schools with a graduation rate below 60%. Maryland's ESEA Flexibility Plan was initially approved for the 2012-2013 and 2013-2014 school years. The data used for the identification of the initial list of Priority Schools was from 2009-2010 and 2010-2011 school years. The implementation of a new State assessment and the accountability waiver from the United States Department of Education (USED) prevented schools from exiting Priority identification. Given that Priority Schools were to be identified every three years and given that the data was not recent or based on the new State assessments, Maryland elected to identify a new list of Priority Schools for the 2016-2017 school year.

Support for Priority Schools

Local education agencies (LEAs) with Priority Schools must develop school intervention plans to improve each of their low performing Priority Schools. The plans must address the components of the Maryland Turnaround Principles Model including strong leadership, effective teachers, additional time for student learning, strengthening the instructional programs including multi-tiered system of support, use of data for continuous improvement, a safe school environment, and family and community engagement. MSDE expects the LEAs with Priority Schools to use its Priority School reservation funds (up to 20% of its total Title I, Part A allocation) to implement evidenced-based intervention strategies to sufficiently address the prioritized needs of its Priority Schools and students identified in their needs assessments. Additionally, Title I 1003(a) school improvement funds and School Improvement Grant (SIG) funds may be available to support Priority Schools.

Maryland State Department of Education (MSDE) Breakthrough Center

Maryland State Department of Education's Breakthrough Center is an exceptional feature of MSDE's efforts to support Title I low-performing schools. The Breakthrough Center focuses on the use of cross-functionality in providing support, which includes a focus on Math and English Language Arts instruction, Leadership development, and Student Support structures. These services will be negotiated between MSDE and the LEA with a strong collaborative commitment.

Maryland State Department of Education Oversight

Maryland is committed to the continuous improvement of the state's low performing Priority Schools. MSDE will work collaboratively with each LEA in support of their Priority Schools through participating in the monthly Central Support Team meetings and Turnaround Executive Support Team meetings (three times a year). The LEA's Central Support Team (CST) and the Turnaround Executive Support Team (TEST) will demonstrate the strong commitment and capacity of the LEA to implement fully and effectively the evidenced based intervention strategies in each Priority School plan. MSDE will also conduct programmatic and fiscal onsite monitoring and/or desk monitoring of the LEA and Priority Schools.

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School Name: Lansdowne Middle School School Number: 1351 Phone#: 410-887-1411 Email Address: fdunlap@bcps.org	LEA Point of Contact (POC): Michele Stansbury Name & Position: Coordinator, Office of Title I Phone#: 443-809-3487 Email Address: mstansbury@bcps.org
Principal: Frank B. Dunlap III Phone #: 410-887-1411 Email Address: fdunlap@bcps.org	Area Instructional Director: Dr. Nardos King Phone #: 443-809-8750 Email Address: nking4@bcps.org
Grade levels enrolled (SY17-18): Grades 6,7,8	Number of Students Enrolled (SY17-18): Grade 6: 253 Grade 7: 266 Grade 8: 281 Total: 800
Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment: Behavior: <ul style="list-style-type: none"> • Build positive relationships between students • Set clear expectations and accountability for all stakeholders Instruction: <ul style="list-style-type: none"> • Using PLC model to effectively plan to meet the needs of all students. • Optimize the use of the 90 minute block to deliver engaging, rigorous instruction • Empower students to monitor their own mastery towards meeting standards Community:	Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2016-2017 Behavior: <ul style="list-style-type: none"> • Social skills lessons during advisory period • Restorative practices throughout the building • Develop accountability for all stakeholders Instruction <ul style="list-style-type: none"> • Goal setting meetings with students based on standards and “I can” statements • Use of the LMS Lesson Plan and Unit Plan template • Intra and Inter departmental learning walks • Scaffold literacy skills into core classes Community <ul style="list-style-type: none"> • Build upon positive communication with stakeholders

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<ul style="list-style-type: none"> • Build parent understanding of standards and grading practices. • Communicate positive news and events with stakeholders 	<p>around vision, mission, values, and goals.</p> <ul style="list-style-type: none"> • Community engagement activities that blend activities and learning for stakeholders • Develop instructional newsletter for families
<p>Funding Summary (Amount of funds to support implementation of intervention strategies in 2017-2018)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I, Part A (from Priority School reservation, up to 20%) <input type="checkbox"/> 1003(a) School Improvement Funds - \$100,570 <input type="checkbox"/> School Improvement Grant (SIG) Funds 	

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2016-2017 Priority School Intervention Plan

The LEA and each of its Priority Schools will use the Maryland Turnaround Principles Model components to develop a one-year intervention plan based on the prioritized needs identified in the school's comprehensive needs assessment. The evidenced based strategies in the plan must specifically address the prioritized needs of the school to improve student achievement. The Priority School Plan is due to MSDE on June 1, 2016.

Name of Priority School: Lansdowne Middle School		LEA: Baltimore County Public Schools	
Maryland Turnaround Principles Model	LEA/School Design for Implementation of the Evidenced Based Intervention Strategies	Timeline for Implementation	Name/Position of Responsible Person(s)
Components of Maryland's Turnaround Principles Model			
<u>COMPONENT 1: ENSURE STRONG LEADERSHIP</u>			
The LEA and School must:			
<input type="checkbox"/> 1a. Review the performance of the current principal and track record to ensure strong and effective leadership in the Priority School.	<p>The current principal has been the acting principal since January 2016 and was official appointed as principal in April 2016. This is his first position as a principal. The principal will participate in multiple systemic professional development opportunities:</p> <ul style="list-style-type: none"> • Executive Director/Community Superintendent will provide performance evaluation of current principal • Principal will attend Middle School Principal meetings (PD) • Principal will attend BCPS Principal meetings with Community Superintendent (PD) • Principal will attend BCPS Principal meetings with Superintendent (PD) 	Starting June 2017	Community Superintendent Executive Director School Performance Director
<input type="checkbox"/> 1b. Work with the principal in the areas of scheduling, staffing, curriculum, and	<p>The Central Support Team (CST) curriculum office leadership will provide direct support and feedback to the principal on the effective use of resource staff to support daily instruction (including scheduling, planning, co-</p>		Community Superintendent

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budget.	teaching, professional learning). CST members will also support the school leadership team with identifying appropriate walk-through tools to measure curriculum implementation. Turnaround Executive Support Team (TEST) and CST members will provide school administrators with support for budget planning and staffing.		Executive Director School Performance Director
<u>COMPONENT 2: ENSURE EFFECTIVE TEACHERS TO IMPROVE INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 2a Review the quality of all staff and their ability to be successful in the improvement of the school.	<ul style="list-style-type: none"> Human Resources and Department of Research, Assessment, and Accountability (DRAA) supply data regarding current staff certification and years of experience. This will be used by grade level teams, with support from specific curriculum office resource staff, to appropriately plan professional development that is differentiated for faculty based upon their years of experience. (no additional funding required) Conferences to be held with teachers to set academic goals for the school year based upon the School Progress Plan to support the plan for creating a Professional Learning Community around collaborative planning. (no additional funding required) 	July 2016 – June 2017 August 2016	Human Resources Curriculum Office Resource Staff Administration STAT teacher Administration

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<input type="checkbox"/> 2b. Provide job-embedded and ongoing professional development informed by the teacher and student needs.	<ul style="list-style-type: none"> Teacher needs assessment given at the beginning of the year to differentiate professional learning for teachers (no additional funding required) Analyze data from teacher needs assessment, comprehensive needs assessment, and BCPS needs assessment to determine professional development topics and options Creation of Professional Development Plan using the BCPS School Progress Planning Template University model for professional development using micro-credentials; offering asynchronous and self-paced learning opportunities for faculty. (1003a funding) <ul style="list-style-type: none"> This will begin in October in order for STAT teacher and principal to identify the needs of the teachers The university model, is similar to how universities offer credits. Based upon the needs of the faculty various offering will be made each month for teacher to access. Teachers will select which offering to attend in order to meet their needs. This will be presented by faculty for faculty Teachers will be involved in professional development at 	<p>June 2017 and September 2017</p> <p>June 2017</p> <p>August 2017</p> <p>September 2017 – June 2018</p>	<p>STAT teacher</p> <p>Administration</p> <p>STAT teacher</p> <p>Principal</p>

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	<p>least once per month</p> <ul style="list-style-type: none"> ○ In addition, teachers will be given access to a group of micro-credentials which will allow them to use the micro-credential as a tool for learning; teachers will have the option of completing the micro-credential for CPD credit. • Based upon analysis from data meetings, teachers will be given the opportunity to meet with their content and grade level teams to determine the professional development to better implement the curriculum. - Title I Part A and 1003a funding (Resource Teacher) • Teachers new to the profession (non-tenured) and new to the building will be engaged in a monthly professional development based on the Fred Jones book, “Tools for Teaching.” (Title I Part A funding) 	<p>September 2017– June 2018</p> <p>September 2017 – May 2018</p>	
<u>COMPONENT 3: PROVIDE ADDITIONAL TIME FOR INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 3a. Provide additional time for student learning and collaboration targeting students demonstrating the greatest needs and/or students at risk of being identified	<ul style="list-style-type: none"> ○ Ascend Math and the Accelerated Math Achievement (AMA) fellowship programs: <ul style="list-style-type: none"> ▪ Using teacher recommendation and MAP assessments from the previous school year, 	Over course of entire school year for identified	Office of Mathematics Tammy Rudolph,

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

May 31, 2017

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for Tier 3 intervention.	<p>students are identified for strategic Math and ELA intervention programs. Ascend Math and the AMA fellowship programs are math intervention programs designed to address used for students with deficit skills. Students participating in AMA are in need of intensive instructional support based on formative assessments, report card grades and teacher recommendations. AMA students receive an extra period of small group tutoring using Ascend Math, an online instructional program, and Moving with Math, a supplemental curriculum based program. This program will be monitored on the central office level. The Office of Mathematics collaborates with AMA fellows and reviews and monitors student data to inform future instruction. The Office of Mathematics also conducts formal classroom observations and provides teacher feedback and mentoring.</p> <ul style="list-style-type: none"> ○ Reading Foundations programs (Grade 6): <ul style="list-style-type: none"> ▪ Using teacher recommendation and MAP assessments from the previous school year, students are identified for strategic Reading intervention program. The Reading Foundations 	<p>students in grades 6 and 8 (50 students in each grade level) for 90 minutes every other day.</p> <p>September 2017 – June 2018</p> <p>Over course of entire school year for identified students in grade 6 for 90 minutes</p>	<p>Supervisor</p> <p>Janette Adams, ELA Department Chair</p>

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	<p>program is a reading intervention program designed to address the needs of students with deficit skills in reading. This is a blended program where students receive customized instruction that is driven by the i-Ready diagnostic assessment to determine individual student needs. There are three main strands of the Reading Foundations curriculum: comprehension strategies, word study, and the customized i-Ready component. Teachers will incorporate each strand into their instruction on a regular basis. In addition to being used as an assessment tool, i-Ready will be used as a component of meaningful independent work for students. Students must spend at least 45-minutes per week completing lessons as part of the independent i-Ready component to bolster their phonics and comprehension deficits. The i-ready data will be monitored by the classroom and/or special education teacher, and by a cooperative partnership between the central Secondary Language Arts office and representatives from i-ready. The Department Chair will also monitor through formal and informal observations.</p>	<p>every other day.</p> <p>September 2017 – June 2018</p> <p>Over course of</p>	<p>Janette Adams, ELA</p>

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	<ul style="list-style-type: none"> ○ Reading (Grades 7 and 8): <ul style="list-style-type: none"> ▪ Using teacher recommendation and MAP assessments from the previous school year, students are identified for strategic Reading intervention program in grades 7 and 8. The grade 7 and 8 reading programs are designed to address the needs of students with deficit skills in reading. This is a blended program which includes the i-Ready diagnostic assessment to determine individual student needs in reading. Students will use the i-ready for customized learning, and will spend at least 45 minutes per week completing lessons as part of the independent i-Ready component to bolster their phonics and comprehension deficits. Teachers will provide instruction to address student needs using Ready Common Core supplemental materials. Grades 7 and 8 Reading classes will be monitored by the classroom and/or special education teacher, and by a cooperative partnership between the central Secondary Language Arts office and representatives from i-ready. The Department Chair will also monitor through formal and informal observations. 	<p>entire school year for identified students in grade 6 for 90 minutes every other day.</p> <p>September 2017 – June 2018</p> <p>Students</p>	<p>Department Chair</p> <p>Janette Adams, ELA</p>

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	<ul style="list-style-type: none"> Interventions after the school day (Title I Part A funding) <ul style="list-style-type: none"> After-school programs: Students will be identified for this program based on Fall 2017 MAP data and teacher recommendations. Students will attend this program from 2:45-4:30 pm one day each week. This program will take place weekly from October through March. Extended learning for this program will consist of a rotation between math, reading, and STEM. During the math portion of this program Ascend and Hands on Equations will be used to monitor student progress and address individualized student needs. During the reading portion of this program, I-ready and performance based assessments will be used to monitor student progress and address individualized student needs. During the STEM portion of this program, students will apply reading, math, and critical thinking skills to real world application. Title I ELO Summer STEM Camp: Students will be identified for this program based on MAP scores and teacher recommendation. This program will take place during the month of July 2018. During the ELO STEM camp, students will participate in a rotation of math, reading, and STEM classes. Students will use Hands on Equations and Ascend during their math rotation, I-ready and performance based assessments during their reading rotation, and an investigative project during their STEM rotation. 	<p>identified based on MAP data</p> <p>September 2017 – June 2018</p> <p>July 2018</p> <p>July 2018</p> <p>September</p>	<p>Department Chair</p> <p>Hilary Frankle, Math Department Chair</p> <p>Content Teachers</p> <p>Office of Title I Administrators</p> <p>Hired ELO Staff</p> <p>Hilary Frankle, Math Dept. Chair</p> <p>Classroom Teachers</p>

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	<ul style="list-style-type: none"> • Summer Math Academy for rising 8th graders to take Algebra 1 • Coach Class • Community engagement events that blend learning and fun activities. (ex. STEM Night) • Library available for reading, research, and homework help during lunch times and all Wednesdays 2:45 – 4:00. • Mentorship program – Struggling students are paired with a teacher to assist in goal setting, monitoring grades, and providing academic assistance. • Each Friday, LMS runs an alternate schedule. We will have a six period day. Students will attend their four classes. We will also have the following periods paired every other Friday: Magnet and Study Hall; Advisory and Clubs 	2017-June 2018 Quarterly Weekly, September 2017-June 2018 Weekly, October 2017-2018 Weekly, October 2017-June 2018	Administrators; Dept. Chairs Kerry Lynaugh, Library Media Specialis Erin Stokes Administration Classroom Teachers
<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	<input type="checkbox"/> To improve upon the school's instructional program, teachers will meet weekly during common planning time in grade level department teams to review student achievement data and	Weekly Grade Level Content Teams;	Department Chairs Resource

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evidenced-based, rigorous, and aligned with State academic content standards (include Universal Design for Learning strategies and Multi-Tiered System of Support).	<p>collaboratively plan lessons to target needs in language, math, and technology literacy skills. Common assessment data will be analyzed to make decisions for future instruction around mastery of standards. (In order to support the inter- and intra-departmental PLCs, funding for after school planning stipends is required through Title I Part A)</p> <ul style="list-style-type: none"> Grade level content teams will meet weekly to plan for the 90 minute instructional period. Outcomes for meetings will include the development of daily lesson plans by each teacher that are aligned with state academic content standards and with identification of “I Can” statements, as well as student goals and needs based on data. Lesson plans will be engaging, rigorous, bell-to-bell, and will include specific Universal Design for Learning (UDL) strategies. Lesson plans will be submitted to department chairs and administrators. (no additional funding required) Lesson plan implementation will be monitored by administrators and department chairs through classroom observations, teacher feedback meetings, and ongoing review of student achievement data. Leadership will attend PLC meetings periodically to monitor effectiveness and provide formal feedback to PLC teams. Leadership will meet with department chairs monthly to review progress and inform next steps for effective PLC performance. (no additional funding required) 	<p>September 2017-June 2018</p> <p>Monthly; Leadership Meetings</p>	<p>Teachers</p> <p>STAT Teacher</p> <p>Administrators</p> <p>Classroom Teachers</p>

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	<ul style="list-style-type: none"> Feedback on the effective functioning of the PLC will be used to inform professional development offerings (see component 2b). (1003a funds) 		
<u>COMPONENT 5: ENSURE THE USE OF DATA FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION</u>			
The LEA and School must:			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Data Utilization Days <ul style="list-style-type: none"> Teachers will meet during scheduled planning time during the school day to meet in grade level teams to analyze formative, interim and summative assessment data in order to identify trends and plan differentiated strategies to meet individual student needs. Provide substitutes to cover classes for Department Chairs once per month in order to allow Chairs to facilitate meetings with faculty to analyze grade level formative, interim, and summative data to create differentiated strategies. (Title I Part A) Data points to be analyzed quarterly will be PARCC, MAP, WIDA and common assessments through implementation. 	Quarterly	Administration Department Chairs

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<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data to ensure a differentiated system of support for all students.	Block Schedule <ul style="list-style-type: none"> The use of the block schedule will allow for additional instructional time in the school day. This will also allow for common grade level planning time during which the PLC model will be implemented (see Component 4.) With the block planning schedule, instructional time within the core subject classes of English Language Arts, Reading, Math, Science, and Social Studies will increase from 18.75 hours per week to 21.5 hours per week. Teacher created common assessments will formatively assess student mastery of standards across grade level. These assessments will lead weekly data and planning discussions. Weekly collaborative co planning grid will incorporate data discussion points. 	September 2017-June 2018	Administration
	Collaborative Planning <ul style="list-style-type: none"> Teachers will be provided collaborative planning time outside of the normal school day to meet in grade level and cross-curricular teams to analyze formative, interim and summative assessment data in order to identify trends and plan differentiated strategies to meet individual student needs. System based resource teachers will support collaborative planning in ELA and Math. Collaborative planning will ensure fidelity of curriculum implementation and ensure consistency in accurately identifying 	September 2017-June 2018	Teachers Administrators Resource Teachers BCPS Title I Office

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	<p>students for intervention programs. Data points to be analyzed will be PARCC, MAP, WIDA, and common assessments. Current student work will also be shared and analyzed across all curriculum areas to ensure rigorous instruction.</p> <p>A clear accountability system will be established for collaborative planning sessions. Participants will submit detailed agendas, notes, products and student data which will be monitored by the leadership team, including administrators, resource teachers, and the BCPS Office of Title I. Leadership will regularly attend collaborative planning meetings to provide feedback and guidance, and classroom visits will be conducted to follow up on implementation of planned strategies. Professional development opportunities for teachers will be planned and implemented based on the ongoing feedback from teachers and leadership on the effectiveness of collaborative planning meetings.</p>	September 2017-June 2018	Administration
<u>COMPONENT 6: ENSURE SAFE AND SUPPORTIVE SCHOOLS</u>			
The LEA and School must:			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement such as: students' social and emotional, and health needs. Identify evidence-based practices	<ul style="list-style-type: none"> Implement a comprehensive PBIS Program (funded through Title I Part A and the school's operating budget) Provide professional development for teachers to provide tools and techniques to address class management concerns: focusing on a Multi-Tiered System of Support to identify and address student behaviors, Life Space Crisis Intervention, Youth and 	September 2017- June 2018 August 2017-	Ms. Murray School Culture Committee Janice Mace Beth Lambert

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as a part of the Multi-Tiered System of Support to include specific plans for the Student Support Team	<p>Adult Mental Health and First Aid (1003a funding)</p> <ul style="list-style-type: none"> Utilize school Dean of Students and behavior support programs to address the school climate concerns. (no additional funding required) Continue the development of Restorative Practices, and community circles, throughout the school community (Staff attended training sessions at the end of the previous school year and implementation will begin during the 2016-2017 school year. Funded through schools operating budget) Create a common system of expectations for all stakeholders. Use Student Support Team (SST) to identify and address students who may have needs that are impacting their educational progress. (no additional funding required) Implement a reflection protocol to address minor conflict within the classroom. Provide professional development for teachers to address student conflict and management concerns. (1003a funding) Provide social work services to address social-emotional needs. (social worker assigned to the school will be used in a way that addresses the specific needs of the students) 	<p>June 2018</p> <p>September 2017- June 2018</p> <p>September 2017- June 2018</p> <p>September 2017- June 2018</p> <p>September 2017- June 2018</p> <p>September 2017- June 2018</p>	<p>Dr. Huffman</p> <p>Ms. Frazier Restorative Practices resource team LMS staff</p> <p>Admin. Team</p> <p>Ms. Murray Student Support Team</p> <p>Dr. Huffman STAT teacher external BCPS offices</p> <p>Ms. Berg</p>

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<u>COMPONENT 7: ENSURE ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT</u>			
The LEA and School must:			
<input type="checkbox"/> 7a. Demonstrate strong commitment to how families and communities are meaningfully engaged in the development and implementation of the intervention strategies to support student learning to include a designated parent liaison	<ul style="list-style-type: none"> Family Engagement Liaison (FEL) to create high value opportunities to engage all stakeholders with support from the MSDE Leadership Development and School Improvement office. (Districtwide Title I Part A funds) Provide opportunities for LMS staff and students to showcase achievements within the school community (Title I Part A funds) Established and maintain ongoing communication among all stakeholders (Title I Part A funds) Establish an effective school culture awareness program to address the school community. (Title I Part A funds) The use of technology (BCPS ONE) to address and collaborate with stakeholders about student progress. (no additional funding required) Continue work of the Parent Involvement Committee to foster a coordinated plan that provides opportunities to encourage parents/guardians to engage within LMS 	September 2017- June 2018 Quarterly; September 2017- June 2018 September 2017- June 2018 September 2017- June 2018 September 2017- June 2018 September 2017- June 2018	Admin. Team PSC. Admin. Team and staff. PSC and Admin Team Admin Team and Staff Admin Team; Teachers Parent Involvement Committee

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	<p>community (Title I Part A funds)</p> <ul style="list-style-type: none"> • Creation of parent brochures and information packets highlighting resources available at the school and in the community. • Digital Parent Newsletter of events that have taken place and are coming up at the school • Informational newsletter about upcoming units in each subject area sent home with students and posted on school website 	<p>September 2017- June 2018</p> <p>Monthly; September 2017- June 2018</p> <p>Quarterly, September 2017-June 2018</p>	<p>PSC and Counseling Team</p> <p>Parent Involvement Committee</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)	<ul style="list-style-type: none"> • Identify and cultivate relationships with community partners in order to create and integrate a support services network (Title I Part A funds) • Create a community advisory committee with all interested stakeholder groups; the group will meet quarterly (no additional funding required) 	<p>September 2017- June 2018</p> <p>Quarterly; September 2017-June 2018</p>	<p>PSC; Admin Team; Teachers</p> <p>Principal</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.

- 15% of ALL STUDENTS will receive a score of 4 or higher on the PARCC Reading assessment
- 10% ALL STUDENTS will receive a score of 4 or higher on the PARCC Mathematics assessment.
- 5% of English Language Learners will receive a score of 4 or higher on the PARCC Reading assessment
- 5% English Language Learners will receive a score of 4 or higher on the PARCC Mathematics assessment.
- 5% of Special Education students will receive a score of 4 or higher on the PARCC Reading assessment
- 5% of Special Education students will receive a score of 4 or higher on the PARCC Mathematics assessment.
- 15% of students receiving Free and Reduced Meals will receive a score of 4 or higher on the PARCC Reading assessment
- 10 % students receiving Free and Reduced Meals will receive a score of 4 or higher on the PARCC Mathematics assessment.
- 10 % of students taking Algebra I will receive a score of 4 or higher on the PARCC Algebra assessment.

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

Each subgroup will see no less than a 10 point increase from students on their MAP growth scores. We will examine growth from Fall assessment to Winter assessment. MAP will be used for both Reading/ELA and Math. Chart on page 21 shows percentage of students who met their growth goal last year and the goals we are setting this year. Please note that for our LEA School Progress Plan our Growth Goal in both Reading and Math has been set at 70% of all students meeting their growth goal. We believe these interim goals are rigorous, as our school achieved their highest growth in history during the 2016-2017 school year.

Chart shows percentage of students meeting growth goal in 16-17 and the goals set for 17-18.

Group/Subgroup	Math 16-17	Math 17-18	Reading 16-17	Reading 17-18
All Students	56.1	66.1	56.2	66.2
AS	56.8	66.8	62.5	72.5
BL	53.9	53.9	55.1	65.1
WH	57.7	67.7	53.9	63.9
MU	36.4	46.4	58.8	70
HI	59.6	70	57.0	67
FARMS-N	52.4	62.4	58.0	70

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FARMS-Y	57.1	67.1	55.7	65.7
LEP-N	55.1	65.1	55.9	65.9
LEP-Y	59.7	70	57.1	67.1
SE-Y	51.4	61.4	52.8	62.8
SE-N	56.7	66.7	56.6	66.6
GT-Y	46.9	56.9	58.4	58.4
GT-N	58.6	70	55.6	65.6

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. Social skills lessons	Students will take a school level survey regarding “Belonging” to see how it compares to results from SY16-17.	Responses to belonging questions on student stakeholder survey will show a positive response increase.
2. Restorative Practices	Referrals and suspensions will show a decrease through the first semester as compared to SY16-17	Referrals and suspensions will show a decrease of no less than 10% compared to SY16-17.
3. Accountability for stakeholders	Administration walk-throughs will show that school expectations are posted throughout the building.	Administration walk-throughs will show that school expectations are posted throughout the building

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4. Lesson Plan Template	All teachers will utilize the school lesson plan template on a daily basis	All teacher will use the new lesson plan template focusing on rigor by the end of the school year.
5. Goal Setting with students	Teachers will set goals with students for academic and behavioral achievement in their class.	Students and teachers will monitor their goals throughout the year.
6. Scaffold Literacy Skill in Core Classes	Teachers will utilize literacy skills and strategies in their daily lesson plans, this will be monitored through lesson plan checks and informal observations.	Teachers will utilize literacy skills and strategies in their daily lesson plans, this will be monitored through lesson plan checks.
7. Increase Community Engagement	Increase in attendance at school family events.	Increase in attendance at school family events.

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

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2017-2018 Timeline for LEA Monitoring of Priority School

School: Lansdowne Middle School

LEA: Baltimore County Public Schools

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

Quarter 1
(SY 2017-2018, Aug.-Nov-)

Describe the LEA/school monitoring and oversight

The Office of Title I will support Lansdowne Middle School with aligning the School Progress Plan (SPP) initiatives, strategies and key actions with the Priority Plan. The office of Title I along with School Support Executive Directors and School Performance Directors will monitor the implementation of strategies as described in the Priority Plan.

Title I grant accountants will provide direct support to the school administrative secretary and administrative team to monitor the coordination of funding in support of the Priority Plan.

The Title I leadership team will provide guidance to district level leadership on the progress of support provided by specialists and grant accountants. Additionally, the leadership team will share best practices used to implement the Four Domains of Rapid School Improvement.

Describe how progress will be assessed

Progress will be assessed using site visit reports and quarterly SPP Monitoring Reports

Provide the Quarterly Report submission date and who will submit to MSDE

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	<p>December 8, 2017 Submitted by Michele Stansbury (Title I Coordinator)</p>
<p>Quarter 2 (SY 2017-2018, Nov.-Jan.)</p>	<p>Describe the LEA/school monitoring and oversight The Title I specialists will work with school performance directors and the Office of Performance Management to support Lansdowne Middle School with the implementation of an effective data analysis protocol to monitor Priority Plan strategies and request additional support from Priority School CST members.</p> <p>Title I grant accountants will provide direct support to the school administrative secretary and administrative team to monitor the coordination of funding in support of the Priority Plan.</p> <p>The Title I leadership team will provide guidance to district level leadership on the progress of support provided by specialists and grant accountants. Additionally, the leadership team will share best practices used to implement the Maryland Turnaround Principles.</p>
	<p>Describe how progress will be assessed Progress will be assessed using site visit reports and quarterly SPP Monitoring Reports</p>
	<p>Provide the Quarterly Report submission date and who will submit to MSDE</p>
	<p>February 23, 2018 Submitted by Michele Stansbury (Title I Coordinator)</p>
<p>Quarter 3 (SY 2017-2018, Feb.-April)</p>	<p>Describe the LEA/school monitoring and oversight The Title I specialists will work with school performance directors and the Office of Performance Management to support Lansdowne Middle School with the implementation of an effective data analysis protocol to monitor Priority Plan strategies and request additional support from Priority School CST members.</p>

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	<p>Title I grant accountants will provide direct support to the school administrative secretary and administrative team to monitor the coordination of funding in support of the Priority Plan.</p> <p>The Title I leadership team will provide guidance to district level leadership on the progress of support provided by specialists and grant accountants. Additionally, the leadership team will share best practices used to implement the Maryland Turnaround Principles.</p>
	<p>Describe how progress will be assessed</p> <p>Progress will be assessed using site visit reports and quarterly SPP Monitoring Reports</p>
	<p>Provide the Quarterly Report submission date and who will submit to MSDE</p> <p>April 27, 2018</p> <p>Submitted by Michele Stansbury (Title I Coordinator)</p>
<p>Quarter 4 (SY 2017-2018, April- July)</p>	<p>Describe the LEA/school monitoring and oversight</p> <p>The Title I specialists will work with school performance directors and the Office of Performance Management to support Lansdowne Middle School with the implementation of an effective data analysis protocol to monitor Priority Plan strategies and request additional support from Priority School CST members.</p> <p>Title I grant accountants will provide direct support to the school administrative secretary and administrative team to monitor the coordination of funding in support of the Priority Plan.</p> <p>The Title I leadership team will provide guidance to district level leadership on the progress of support provided by specialists and grant accountants. Additionally, the leadership team will share best practices used to implement the Maryland Turnaround Principles.</p>

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	Describe how progress will be assessed Progress will be assessed using site visit reports and quarterly SPP Monitoring Reports
	Provide the Quarterly Report submission date and who will submit to MSDE June 22, 2018 Submitted by Michele Stansbury (Title I Coordinator)

Priority School Consultant/Contractor Planning Form (Optional for LEA use)

LEA and schools should use this form in their planning phase if outside consultants and contractors will be contracted to implement intervention strategies in the Priority School plan. LEA must sign off on all contract deliverables.

1. Consultant /Contractor Company Name / Address / Phone / E-mail / Website:
2. Lead Consultant's /Contractor's Name(s) / Address / Phone / E-mail / Website:
3. Has the consultant/contractor been contacted for their availability of services? _____ Yes _____ No
4. Has the consultant/contractor tentatively agreed to provide the services to the school? _____ Yes _____ No

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5. What is the consultant's /contractor's fee?(Provide a summary breakdown): _____

6. Describe the specific evidenced-based services that will be included in the contract (include the following):

- a) Number of professional development hours per day and per week committed to the school:
- b) Number of planning hours committed to the school:
- c) Proposed start/end dates:
- d) Type of professional development to be delivered (training sessions, classroom coaching, online sessions, job embedded, etc.:
- e) Type of support the consultant will provide to the school to monitor implementation of professional development:
- f) Type of support to the school to evaluate the success of the professional development:
- g) Monitoring tool and/or evaluation rubric:

Priority School Consultant/Contractor Monitoring Checklist (Optional for LEA use)

It is the responsibility of each school to ensure all contractual obligations are met and that monitoring is documented. This checklist serves as a tool to assist the school during that process. This checklist is for LEA and school use only. MSDE does not require its use.

Contractor/Vendor Name: _____ Contract Administrator Name/Title: _____

Summary of Services

Activity Dates	Service(s)	Expected Outcome/Data	Outcome Met/Not Met

Evaluation of Consultant/Contractor Services

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

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Quantity?	YES	NO	Timely?	YES	NO	Would you recommend this contractor in the future? YES NO
Quality?	YES	NO	Accurate?	YES	NO	
Timeliness?	YES	NO	Submitted in correct format?	YES	NO	

Briefly explain reasons for Overall Evaluation:

Consultant/Contractor Monitoring performed by (print and sign):

Name Printed: _____ **Signature:** _____ **Date:** _____
Position _____ **LEA** _____