

2017-2018 Priority School Intervention Plan Turnaround Principles Model

School Name: William Wirt Middle 6200 Tuckerman St. Riverdale, MD 20737 School Number: 1908 Phone#: 301.985.1720	LEA Point of Contact (POC): Dr. Debra Mahone Name & Position: Director, State & Federal Programs Phone#: 301.618.8390 Email Address: dmahone@pgcps.org
Principal: Rhonda Simley Phone #: 301.985.1720 Email Address: rhonda.simley@pgcps.org	Area Instructional Director: Elizabeth Saunders Phone #: 301.808.8150 Email Address: elizabeth.saunders@pgcps.org
Grade levels enrolled (SY17-18): Grades 6-8	Number of Students Enrolled (SY17-18): 1,204 (projected for 2017-2018)
Brief Summary (bullets) of PRIORITIZED areas of need based on the Needs Assessment <ol style="list-style-type: none"> Reading: Reading continues to be an area of need. There was minimal growth for ELA PARCC scores from spring of 2015 to spring of 2016. Additionally, WWMS ELA scores are still below both the county and state average. Mathematics: Math is a significant challenge for our students. PARCC Math scores have declined and each grade level's overall score decreased from the 2015 PARCC administration to the 2016 PARCC administration. ESOL: There is a need to incorporate structured supports to assist LEP students with meeting grade level standards as well as build teacher capacity. Special Education: There is a need to build capacity of SPED teachers from both a compliance and an instructional lens. 	Brief Summary (bullets) of Intervention Strategies to address the PRIORITIZED needs in 2017-2018 <ol style="list-style-type: none"> Reading Intervention classes (READ 180) Math Intervention classes (MATH 180) ESOL Middlebury ELO Partnership with Maryland Center for Inclusive Education (MCIE) - SPED & ESOL PBIS: Positive Behavior Intervention & Supports

Maryland Turnaround Principles Model

Funding Summary (Amount of funds to support implementation of intervention strategies in 2017-2018)

- ☐ **Title I, Part A (from Priority School reservation, up to 20%)**
- ☒ **1003(a) School Improvement Funds \$515,526**
- ☐ **School Improvement Grant (SIG) Funds - N/A**

Maryland Turnaround Principles Model

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: William Wirt Middle 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 	July 2017 - June 2018	Instructional Director Associate Superintendent

Maryland Turnaround Principles Model

	<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> 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</p>	August 2017 - June 2018	Principal Instructional Director

Maryland Turnaround Principles Model

	<p>school has effective administrators, teachers, and support staff. The evaluation model utilizes multiple measures to assess the effectiveness of educators.</p> <p>Teachers are evaluated on their professional practice (50%) as well as their students' growth (50%), in accordance with Maryland's teacher evaluation model. Measured by a system of data points which guides continuous improvement of performance and accountability, the PGCPS evaluation system includes the following:</p> <p>Professional Practice Measures:</p> <ul style="list-style-type: none"> • Classroom observations using the Danielson Framework for Teaching (FFT) • A student perception survey • An assessment of professional growth <p>Student Growth Measures:</p> <ul style="list-style-type: none"> • Student Learning Objectives (SLOs) • Locally Selected Assessments • Local School Progress Index (SPI) • State Assessment Data <p>The Student Learning Objectives will be developed annually by the teachers and school based administrators, with influence from both in their writing, monitoring and evaluation of their content. Final approval will be done after a teacher-administrator conference.</p>		
<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 Master Calendar The WWMS 2017-2018 Master Calendar will be shared to the MSDE team as requested in addition to Google calendar invites for all scheduled PD will be sent so that all PD dates can be added to each member's calendar as well.</p> <p>“PD Friday” will continue for 2017-2018.</p> <p>The Principal, in collaboration with the administrative team, will continue to assess teacher needs and identify Professional Development calendar topics that <u>may</u> include:</p> <ul style="list-style-type: none"> • Designing instruction based on UDL (PGCPS SPED Department will provide training to staff during pre-service week and provide follow-up support throughout the year) • SIOP training/Best Practices for ELL instruction • Cultural Competency/Cultural Responsiveness • Analysis and understanding of assessments 	<p>August 2017 - June 2018</p>	<p>Principal</p> <p>Academic Dean</p> <p>ESOL Coach</p> <p>Math Coach Math ILT</p> <p>PGCPS SPED and C&I Personnel</p>

Maryland Turnaround Principles Model

	<ul style="list-style-type: none"> • DataWise Training • Content development for teachers • Differentiated math strategies • Differentiated reading strategies • PBIS development training • Other <p>Partnership with Maryland Center for Inclusive Education (MCIE)</p> <p>Purpose: To create a cohort of educators well-versed in co-teaching and differentiation who apply effective strategies to improve student learning and can model practices for other educators.</p> <p>Participants: Special Education Department and selected pairs of general educators, special educators, and teachers of English for Speakers of Other Languages (ESOL) who will co-teach reading and mathematics in grades 6, 7, 8.</p> <p>Methods:</p> <ol style="list-style-type: none"> 1. Consultation with Special Educators, in concert with PGCPs district staff: Develop a vision for the special education department (shared understanding of methods and student outcomes, shared practices, coaching strategies) 2. Professional learning workshops in the summer of 2017 and throughout the school year 3. Text on Co-teaching as professional learning resource 4. Tools for: <ul style="list-style-type: none"> • Building the Co-teaching relationship • Fidelity of implementing co-teaching strategies • Effective collaborative meeting guide • Coaching methods for co-teachers on differentiating instruction and Universal Design for Learning (UDL) frameworks 5. Follow-up coaching (in class) regarding applications of summer training and after school sessions. <p>Evaluation: The work of MCIE in partnership with the administration of William Wirt Middle School will be evaluated through:</p> <ol style="list-style-type: none"> 1. Pre- and post-training knowledge questionnaire (summer workshop and beginning/end of school year) 2. Ratings of professional learning opportunities (quality, usefulness, relevance to work) 3. Selection of instructional practices and fidelity of implementation measures 		MCIE Consultant
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Maryland Turnaround Principles Model

	<p>4. End of year feedback from participants</p> <p>PGCPS In collaboration with the Title 1 office, the RELA Department and the Literacy team will conduct the research-based lesson study professional development model to continue to build teacher capacity around the RELA Common Core standards and the curriculum.</p>		
<p><u>COMPONENT 3: PROVIDE ADDITIONAL TIME FOR INSTRUCTION</u></p> <p>The LEA and School must:</p>			
<p><input type="checkbox"/> 3a. Provide additional time for student learning and collaboration targeting students demonstrating the greatest needs and/or students at risk of being identified for Tier 3 intervention.</p> <p><i>Title I Component #9: Activities to ensure that students having difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance</i></p>	<p>After-school ELO Programs After-school Scholars Academy (funded by Priority, 1003a) William Wirt will, once again, offer an after-school ELO for up to 80 targeted students to include SPED students and students of the ELL subgroup. I-Ready/Ready Blended Instruction for Reading and Mathematics will be utilized. <i>NOTE: The PGCPS SPED department is convening an intervention committee to evaluate and select interventions for next year; a decision will be made by August 2017. We have, tentatively, placed the i-ready purchase cost in our priority budget (as a red line item). If i-ready is chosen by PGCPS SPED as its intervention, this supplemental priority funding will not be needed.</i></p> <p>Middlebury ELO (funded by ESOL Office) Middlebury Interactive Languages (MIL) is an online, blended learning language development program that targets all four domains of language (listening, speaking, reading and writing). The program is aligned with WIDA ELD standards and is specifically designed for ELLs. It has theme based units, all of which incorporate project based learning tasks and support academic English. There are 20 themes, each which consist of 5 modules. The program's themes are related to English Language Arts, Social Studies, Mathematics, and Science. Each unit culminates in a project. We really liked the fact that it's a blended learning program. – Students are not simply put on computers. The MIL teachers must be involved. The ESOL Middlebury ELO will involve 30 students and 2 teachers, for a total of 36 after school sessions, which will meet twice a week. We will be targeting ESOL Beginners. (Middle School ELLs, who were previously exposed to at least six months of ESOL instruction.) Our program goal is: Students will increase their critical thinking and expand their academic vocabulary, while developing their overall</p>	<p>October 2017 - July 2018</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academic Dean</p> <p>ELO Coordinator</p>

Maryland Turnaround Principles Model

	<p>expressive language skills using this online computer program during a blended learning, after school ELO.</p> <p>Americorps After-school Program The AmeriCorps Program after-school component services 50-60 William Wirt students in grades 6-8. The after-school program is a free program usually beginning in October and ending in May of each fiscal year. The after-school program consists of 1 hour of Math Instruction and 1 hour of Enrichment. The enrichment's focus on three themes, Teen Exploration, Health and Fitness, and Environment and Conservation. The students also attend Community Events to obtain service learning hours as well as a Saturday field trip twice a month. The AmeriCorps program is open to all William Wirt Students, recruitment is done through school events as well as through referrals from staff/administration.</p> <p>Hillside After-school Program Hillside school-based youth advocates provide after-school support to help students develop good habits, acquire social skills, and achieve their potential to become contributing, responsible young people at home, in school and at work.</p> <p>Extended Year Program: Summer Scholars Academy (July 2018) William Wirt Middle School will again offer a full-day, four-week summer program for <u>all</u> returning students as well as rising 6th/7th graders. All core content will be an extension of the current curriculum but will be delivered through a project-based learning, co-teaching format. There will also be a transition component for the new, incoming students. Priority funding will be provided for teacher/staff salaries as well as daily transportation. As a Title I school, breakfast and lunch will be provided through Food Services.</p>		
COMPONENT 4: STRENGTHEN THE SCHOOL'S INSTRUCTIONAL PROGRAM			
The LEA and School must:			
<input type="checkbox"/> 4a. Strengthen the school's instructional program based on student needs and ensure that the instructional program is evidenced-based, rigorous, and aligned with State academic content standards (include Universal Design for Learning	<p>Reading Intervention classes (READ 180) READ 180 is a reading intervention program that provides individualized instruction to students reading at least two years below grade level. build reading comprehension, academic vocabulary, and writing skills. READ 180 is a blended learning program that includes whole-group instruction and three small-group rotations, adaptive software, differentiated instruction, and independent reading. The technology collects data based on individual</p>	<p>September 2017 - June 2018</p>	<p>Principal Academic Dean Math Coach Math ILT</p>

Maryland Turnaround Principles Model

<p>strategies and Multi-Tiered System of Support).</p> <p><i>Title I Component #2: Major Initiatives and Schoolwide Reform Strategies</i></p> <p><i>Title I Component #7: Plans for Assisting Children in Transition</i></p>	<p>responses and adjusts instruction to meet each student's' needs at their level, accelerating their path to reading mastery. Students for these classes will be elected based on the following criteria: MAP-R (reading) scores, performance on PARCC and teacher recommendation.</p> <p>Math Intervention classes (MATH 180) MATH 180 is an intervention program for middle school students who are two or more years behind in math. MATH 180 focuses on deep understanding and mastery of the essential skills and concepts needed for success in algebra and advanced mathematics. Students for these classes will be elected based on the following criteria: Math Inventory (MI) score, performance on PARCC and teacher recommendation. Students are typically ready to exit MATH 180 when they reach Proficient on Math Inventory or can access grade-level content successfully.</p> <p>Special Education Intervention class (Academic Resource): The SPED department at WWMS would like to continue with i-Ready reading and math for 2017-2018. The PGCPs SPED department is convening an intervention committee to evaluate and select interventions for next year; a decision will be made by August 2017. <i>NOTE: We have placed the cost to purchase i-ready in our priority budget (as a red line item). If i-ready is selected by PGCPs SPED as its intervention, this supplemental priority funding will not be needed.</i></p> <p>ESOL Action Plan Once all new ESOL staff is in place at WWMS for 2017-2018, an ESOL Action Plan will be developed that identifies specific strategies and procedures to address the unique needs of ELLs at all language acquisition levels:</p> <ul style="list-style-type: none"> ● newcomers/beginners ● intermediate/advanced ● newcomers who enroll after start of school year ● students who enroll with interrupted education <p>The following positions (formerly SIG III-funded) will be sustained for one more year (Title I central office funds): Academic Dean: will focus on monitoring and supporting teacher instruction – academic area(s) of need will be determined by Principal ESOL Coach: will directly support the needs of the ELL population and to serve as a liaison between the school and the ESOL office, a full-time,</p>	<p>Reading Resource Teacher</p> <p>SPED Department Chair</p>
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Maryland Turnaround Principles Model

	<p>site-based ESOL Coach/Mentor Teacher will be hired.</p> <p>Math Coach: will support teachers across the various course selections that are currently in the math curriculum as well as provide direct support in the math intervention classes</p> <p>Supplemental Instructional Supports for 2017-2018</p> <p>Achieve 3000 is a differentiated online reading comprehension and assessment program, used to prepare students for college and career success and address the needs of students below grade level or at risk of not meeting proficiency on State Exams by improving reading abilities as measured by Lexile levels. (Priority funds will continue to support this program.)</p> <p>IXL (Math) is a personalized learning tool, that tracks student perform and meet their specific needs. IXL Math is Common Core aligned with textbooks, while providing unlimited questions, engaging item types and real-world situations. (SBB funds will be used to purchase this program.)</p> <p>Vocabulary.com is an adaptive vocabulary tool that teaches students how to master new words. The program teaches students new words by systematically exposing them to a wide array of question types and activities that help students understand the meanings of words. (SBB funds will be used to purchase this program.)</p> <p>MyOn is a personalized literacy program that provides access to the largest integrated collection of digital books with reading supports, customized to a student's interest and reading abilities. Special Education and ESOL students (beginner, intermediate, and advanced) will utilize this program. (Title I central office will continue to fund this initiative.)</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></p>	<p>The 2017-2018 master schedule will be moving to an A/B Day schedule to allow for both horizontal and vertical planning options. A-Days will be designated for grade-level planning and B-days for content-specific planning. There will also be data inquiry meetings that will focus on formative and summative assessments. Teachers will be taught how to analyze their data and make instructionally sound decisions. Through our 4 cycle collaborative planning structure, teachers will spend intentional time</p>	<p>September 2017 - June 2018</p>	<p>Principal</p> <p>Data Coach/Testing</p>

Maryland Turnaround Principles Model

<p><i>Measures to include Teachers in Decisions regarding the analysis and the use of academic assessments</i></p>	<p>unpacking the curriculum and standards to provide more explicit instruction.</p> <p>Reading The Northwest Evaluation Association Measures of Academic Progress for Reading (NWEA MAP-R) will continue to be the PGCPs reading assessment. MAP-R is an online computer-adaptive assessment that will be administered in grades 6-8, three times during the year (fall, winter, spring). It is a norm-referenced assessment that measures individual student growth, enables educators to match students' reading ability to text using a Lexile range, and provides data to inform classroom instruction and to evaluate programs.</p> <p>Math Math Inventory (MI) will continue as the PGCPs mathematics assessment tool. MI is a computer-adaptive assessment that quantifies a student's path to and through Algebra I and is administered 2-3 times each year. The measurement system for MI yields a Quantile® measure for each student. Teachers and administrators can use the student's' Quantile measures to:</p> <ul style="list-style-type: none"> • Conduct universal screening: identify the degree to which all students are ready for instruction on certain mathematical concepts and skills • Differentiate instruction: provide targeted support for students at their readiness level. • Monitor growth: gauge students' developing understandings of mathematics in order to identify algebra readiness and Algebra I completion. <p>Achievement Steering Committee (ASC) The Achievement Steering Committee (ASC) aka Instructional Leadership Team (ILT) 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>		Coordinator
<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</p>	<p>The 2017-2018 master schedule will be moving to an A/B Day schedule to allow for both horizontal and vertical planning options. A-Days will be designated for grade-level planning and B-days for content-specific planning. There will also be data inquiry meetings that will focus on</p>	September 2017 - June	Principal Master

Maryland Turnaround Principles Model

<p>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>formative and summative assessments.</p> <p>DataWise The DataWise Improvement Process will continue to serve as the umbrella under which all collaborative planning/data analysis will occur. WWMS will continue along with the DataWise Journey by, first, revisiting the Data Overview (step 3). Current assessment data (to include student work samples) will be analyzed in order to confirm that our current priority question and learner-centered problem are still valid. The focus for next year is to identify a problem of practice (which occurs at the conclusion of step 5) and develop an action plan (step 6) to begin to address the identified problem. Ongoing support will be provided by the Office of Continuous Systemic Improvement (OCSI).</p>	2018	<p>Scheduler</p> <p>Data Coach/Testing Coordinator</p>
<p><u>COMPONENT 6: ENSURE SAFE AND SUPPORTIVE SCHOOLS</u></p> <p>The LEA and School must:</p>			
<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>PBIS (Positive Behavior Interventions and Supports) The WWMS PBIS Team will continue to support the school-wide theme of C.O.R.E. (Cooperative. Organized. Respectful. Engaged.). The team will complete a 2-day (7.5 hr.) team training for PBIS re-certification (summer 2017). 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. PBIS is a unique approach to changing behaviors in schools that emphasizes:</p> <ul style="list-style-type: none"> ● Spending time building and working with the whole school as a foundation for both social and academic success. ● Emphasizing the prevention of problem behaviors. ● Using a three-tiered continuum of behavior support practices to facilitate prevention of problem behaviors. ● Actively using data for decision making. <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 	September 2017 - June 2018	<p>Principal</p> <p>Administrative Team</p> <p>PBIS Team</p>

Maryland Turnaround Principles Model

	<ul style="list-style-type: none"> • Support for processes and functioning of various student support teams (SIT, SST, Attendance, PBIS) as needed • Support for alternative credit recovery programs 		
COMPONENT 7: ENSURE ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT 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 <i>Title I Component #6: Strategies to Increase Parent Involvement</i>	<p>The principal and administration of William Wirt will strive to provide ongoing communication and activities to support family and community engagement through the following:</p> <ul style="list-style-type: none"> • Regular phone “call-outs” to parents on school-related matters using <i>Blackboard Connect</i> (a new call out system where written information is translated into multiple languages) • Bi-lingual main office secretaries • Principal “Tea & Talk” (quarterly) • Jaguar Family Reading Pact: ALL families sign a pact agreeing to utilize the public library system and encouraging reading overall. • School website updated on a regular basis <p>Title I, Part A funds will be used to support teacher participation (as facilitators) in Parent/Family workshops. Topics <u>may</u> include:</p> <ul style="list-style-type: none"> • PARCC/Content Parent Night • STEM night with Parent Feedback Form • Parent Language Academy • ESOL Parent Nights - cultural, homework support, County Library use, Home support with reading 	September 2017 - June 2018	Principal Parent Engagement Advocate (PEA) Community Resource Advocate Title I Instructional Specialist
<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	Maryland Multicultural Youth Center (MMYC) and AmeriCorps: The Latin American Youth Center’s/Maryland Multicultural Youth Center’s (LAYC/MMYC) mission is to empower a diverse population of youth to achieve a successful transition to adulthood, through multi-cultural, comprehensive, and innovative programs that address youths’ social,	September 2017 - June 2018	Principal Assistant

Maryland Turnaround Principles Model

<p>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>academic, and career needs. The program provides WWMS students/families with positive youth development activities such as after school tutoring, enrichment activities, parent workshops, case management, community events, and provides college, career and life skill workshops. The program will provide after-school, in-school, and summer services to support the academic and holistic development of students throughout the 2017-2018 school year. In addition, the partnership provides a community school coordinator to support resources for students and families such as health, social services, counseling, basic needs, and financial stability resources.</p> <p>The AmeriCorps Program consists of an In-School Component and an After-School component. AmeriCorps members are paired with a William Wirt Middle school teacher during the school day to assist the teacher during class hours. The after-school component services 50-60 William Wirt students in grades 6-8. The after-school program is a free program usually beginning in October and ending in May of each fiscal year. The after-school program consists of 1 hour of Math Instruction and 1 hour of Enrichment. The enrichment's focus on three themes, Teen Exploration, Health and Fitness, and Environment and Conservation. The students also attend Community Events to obtain service learning hours as well as a Saturday field trip twice a month. The AmeriCorps program is open to all William Wirt Students, recruitment is done through school events as well as through referrals from staff/administration.</p> <p>Transforming Neighborhood Initiative (TNI):The Community Resource Advocate (CRA) Program is the cornerstone of TNI@School. The CRA's role is to serve as the visible face of the work, on a daily basis, within the school. Their role is critical to the overarching mission and program goals, and CRAs further ensure families receive services and supports necessary to mitigate social and emotional issues. The CRA serves as a navigator and coordinator of resources specific to the school and its surrounding community. Referrals are made to the CRA by school administration, school staff, TNI@School partners, students, parents or guardians, and community members. CRAs lead the implementation of the TNI@School Strategic Plan, develop and partner on events, and execute outreach and partnership cultivation.</p> <p>Hillside: Hillside Work-Scholarship Connection (HW-SC) is a nationally-recognized youth development program helping youth stay in school, earn their high school diplomas and prepare for secondary education or</p>		<p>Principal</p> <p>Community Resource Advocate</p> <p>Community Partner Representatives</p>
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Maryland Turnaround Principles Model

	employment. Students enter the program in seventh through ninth grade. School-based youth advocates provide 360 degree support to help students develop good habits, acquire social skills, and achieve their potential to become contributing, responsible young people at home, in school and at work.		
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Maryland Turnaround Principles Model

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, WWMS will increase by 2% the percentage of students scoring at “proficient” (level 4 or above) on the PARCC reading assessment.

SY 2018: At a minimum, WWMS will increase by 2% the percentage of students scoring at “proficient” (level 4 or above) on the PARCC math 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.

From Fall 2017 to Spring 2018, WWMS will increase the percentage of students scoring Average, HiAvg, and Hi on the MAP-R reading assessment by a minimum of 5%.

From Fall 2017 to Spring 2018, WWMS will increase the percentage of students scoring proficient and/or advanced on the Math Inventory (MI) assessment by a minimum of 5%.

2017-2018 Target Outcomes for Strategies in the Intervention Plan

Evidenced Based Strategy	Interim Target Outcomes Provide Interim Outcomes for Each Strategy in the Intervention Plan	Annual Target Outcomes Provide Annual Outcomes for Each Strategy in the Intervention Plan
1. Reading Intervention classes (READ 180)	By mid-year, 20% of students enrolled in READ 180 will have met their interim lexile expected growth target.	By end of year, 75% of students enrolled in READ 180 will have met their annual lexile expected growth target.
2. Math Intervention classes (MATH 180)	By mid-year, 20% of students enrolled in MATH 180 will increase by 50 quantiles on the 2nd administration of Math Inventory.	By mid-year, 75% of students enrolled in MATH 180 will increase by 100 quantiles on the 2nd administration of Math Inventory.
3. Extended Learning Opportunities (ELO) <ul style="list-style-type: none"> ESOL Middlebury ELO School-based ELO (i-ready reading & math) 	ESOL Middlebury ELO 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 -	ESOL Middlebury ELO In May 2018, students will complete the end-of-year online Middlebury Interactive assessment. 70% of the students participating in the Middlebury ELO will show an overall score

Maryland Turnaround Principles Model

	<p>reading, writing, speaking, and listening. 70% of the students participating in the Middlebury ELO will show an overall score increase in at least one domain area from the benchmark to interim assessment.</p> <p>School-based ELO (i-ready reading and math) Students will show a minimum increase of 0.25 year growth (scale score) on i-Ready reading post-diagnostic assessments. Students will show a minimum increase of 0.25 year growth (scale score) on i-Ready math post-diagnostic assessments.</p>	<p>increase in at least two domain areas from the benchmark to interim assessment.</p> <p>School-based ELO (i-ready reading and math) Students will show a minimum increase of 0.75 year growth (scale score) on i-Ready reading post-diagnostic assessments. Students will show a minimum increase of 0.75 year growth (scale score) on i-Ready math post-diagnostic assessments</p>
4. Partnership with Maryland Center for Inclusive Education (MCIE) - SPED & ESOL	<p>By mid-year, participating WWMS staff will:</p> <ul style="list-style-type: none"> a. Report 3.8 or higher on a scale of 1 -5 for quality, usefulness and relevance of professional learning opportunities conducted to date b. Implement at least 2 instructional strategies at 80% fidelity (based on fidelity of implementation measure) 	<p>By end of year, participating WWMS staff will:</p> <ul style="list-style-type: none"> a. Demonstrate 75% or higher on the co-teaching fidelity checklists b. Report implementation of at least 3 new instructional strategies (to be listed as exemplars) c. Report 3.8 or higher average rating on a scale of 1 – 5 for quality, usefulness and relevance of professional learning opportunities conducted between mid-year and end of year.
5. Positive Behavior Interventions and Supports (PBIS)	<p>The number of discipline referrals will decrease by 10% by January 2018 over the 2016-2017 level .</p>	<p>The number of suspensions will decrease by 20% by June 2018 over comparable data from 2016-2017.</p>

Maryland Turnaround Principles Model

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: _____ William Wirt Middle _____ 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 (SY 2017-2018, Feb.-April)	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

Maryland Turnaround Principles Model

	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.