Baltimore City Priority Schools Leadership Team Retreat

August 2, 2017
Meeting Outcomes

By the end of the meeting, participants will have:

– Analyzed the Turnaround Strategy for Baltimore City Public Schools;

– Made connections between the Turnaround Strategy and Four Domains for Rapid School Improvement;

– Analyzed school data and prioritized school improvement needs;

– Identified evidence-based strategies for school improvement; and

– Collaborated on priority school needs assessment and intervention plan.
Agenda Overview

Day One
• Review Four Domains of Rapid School Improvement
• Analyze the Turnaround Toolkit
• Discuss Professional Learning Communities

Day Two
• Analyze Data
• Prioritize Needs
• Identify Evidenced-Based Interventions

Day Three
• Share Intervention Plan
• Receive Feedback to Inform Revisions
Dr. Sylvia Lawson
Chief Performance Officer
Deputy State Superintendent
Mr. Sean Conley
Chief Academic Officer

Baltimore City Public Schools
Partnering for Success
Alignment with District Priorities

1. **Student Wholeness**
   
   Every student able to access programming and supports that meet the wholeness of their intellectual, social, emotional, and physical needs and interests.

2. **Opportunity through Literacy**
   
   Every student strengthening literacy to think deeply and communicate powerfully.

3. **School & District Leadership**
   
   Every staff member empowered to grow and lead from his/her space.
Building Leadership – Empowering a Team
Baltimore City Priority Schools Leadership Team Retreat Overview

Tiara Booker-Dwyer, Director
Office of Leadership Development and School Improvement
Re-Envisioned Approach to School Improvement and Leadership Development

• Building Relationships
  – Collaborating with stakeholders
• Narrowing the Focus
  – Align and concentrate resources
• Differentiating Support
  – Regionalization of services
• Building on What Works
  – Capitalize on effective practices
Office of Leadership Development and School Improvement

Provides leadership, support, and technical assistance to:

• improve low-performing schools;
• foster the growth of effective leaders; and
• implement teacher and principal evaluation systems.
Supporting School Improvement

Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan

June 27, 2017 (DRAFT TWO)
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- Receive Feedback to Inform Revisions
Prepare to Share.....

Your School’s Vision for Improvement

<table>
<thead>
<tr>
<th>Turnaround Leadership</th>
<th>Talent Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Four Domains of Rapid School Improvement and Turnaround Toolkit</strong></td>
<td></td>
</tr>
<tr>
<td>Instructional Transformation</td>
<td>Culture Shift</td>
</tr>
</tbody>
</table>

Your School’s Intervention Plan

Priority School Comprehensive Needs Assessment and Intervention Plan 2017-2018
Logistics

• Folders
  – Bring folders each day of the retreat
• Breaks
  – Take as needed
• Share
  #MSDEBCPSS
Organizing Schools for Improvement

Dr. Gail Clark Dickson, Section Chief
Kelly Coates, Instructional Transformation Specialist
Organizing Schools for Improvement

• Think about the article, *Organizing Schools for Improvement*, which was part of your pre-reading assignment.

• Choose **one word or phrase** to summarize the article.
Organizing Schools for Improvement

• Write the word or phrase on a post-it note.

• Find someone in the room who has written the same thing or something similar as you.

• Introduce yourself and discuss your rationale for selecting your word or phrase.
Organizing Schools for Improvement

• With your partner, place your post-it notes on one of the five sheets of chart paper around the room aligned to the Five Essential Supports for School Improvement.

• Be sure all post-its on each chart paper have similar characteristics.
Four Domains of Rapid School Improvement

KeShawn Golson, Coordinator
Kelly Coates, Instructional Transformation Specialist
Shift From Seven Principles to Four Domains

Seven Turnaround Principles
1. Strong Leadership
2. Effective Instruction
3. Additional Time
4. Instructional Program
5. Data Driven
6. School Environment
7. Family and Community Engagement

4 Domains of Rapid School Improvement
1. Turnaround Leadership
2. Talent Development
3. Instructional Transformation
4. Culture Shift
Framework for School Improvement: West Ed’s Four Domains of Rapid School Improvement

- Turnaround Leadership
- Talent Development
- Instructional Transformation
- Culture Shift

Systemic Improvement
Unlock the Domains
City Schools Turnaround Strategy

Kasey Mengel, Special Assistant to the CAO
Laurie-Lynn Sutton, School Transformation and Turnaround
Participants will...

- Have a clearer understanding of the Turnaround Strategy

- Articulate their role in supporting and deepening the turnaround strategy in the schools they support

- Have a clear understanding of the MSDE/City Schools Priority Schools Conference and their role in supporting school learning during the event

- Receive the summer and fall timeline for Priority school implementation
Take 5 minutes.
Read the Executive Summary (p1 – 7; stop at “Strategies to Focus Leadership Development for Turnaround Schools”)

As you read identify a WORD, SENTENCE, or PHRASE that resonates MOST with you.
Alignment with District Priorities

Focus Areas

1. **Student Wholeness**
   Every student able to access programming and supports that meet the wholeness of their intellectual, social, emotional, and physical needs and interests.

2. **Opportunity through Literacy**
   Every student strengthening literacy to think deeply and communicate powerfully.

3. **School & District Leadership**
   Every staff member empowered to grow and lead from his/her space.
By 2020, all designated turnaround schools will be led by effective or highly-effective school leaders able to establish and sustain the conditions for teaching and learning as evidenced by improvement in teacher/leader quality and retention, school climate and culture, student performance and wholeness, and community support and engagement.
We provide school leaders with high-quality, targeted professional learning experiences and coaching to deepen their understanding and implementation of academic and climate strategies.

We will improve the conditions for teaching and learning in our schools, thus improving performance and wholeness for all students.
5 Key Strategies

- Leadership Structures
- District Aligned Resources
- Intensive Areas of Focus
  - Literacy
  - Student Wholeness
- Effectiveness and Accountability
- Choice Investments

Turn around schools through targeted leadership development to ensure the creation, implementation, and sustainability of:

- Leadership Structures
- District Aligned Resources
- Intensive Focus
  - Literacy
  - Student Wholeness
- Choice Investments
- Effectiveness & Accountability

To improve teaching and learning, build staff capacity and ownership, foster a safe and supportive culture, and deepen family & community engagement.
Leadership Structures

✓ Provide one-on-one leadership coaching for the principal and ILT in addition to the support provided by their ILED.

✓ Implement distributive leadership structures (ILT, Teacher Lead PLC, Collab Planning) and professional development for school leaders on establishing, maintaining, and deepening these structures across the school.

✓ Implement Staff and Scheduling models to support teacher leaders and reps in Literacy, Culture/Climate, and Family & Community Engagement

✓ Implement tools to monitor plans for progress toward Turnaround goals
✓ Implement City Schools curriculum and approved curriculum resources

✓ Implement City Schools formative and summative assessments

✓ Engage in City Schools Systemic Professional Learning
  • Citywide School Leadership Sessions
  • Monthly CLN meetings
  • Literacy and Math Representative Learning Sessions
  • Systemic Teacher Professional Development

✓ Engage in summer institutes for teachers and school leaders
Literacy

Borrowing from the success of the LEAP (Learning together to Advance our Practice) strategy in Washington DC, ACLs will implement a cyclical coaching model with the literacy lead in each priority school.

City Schools is also committing resources to developing:

**All Teachers:** additional professional learning to deepen literacy and Cycles of Professional learning across content areas. To further support instruction and intervention school will be assigned Urban Teacher residents.

**Teacher Teams:** PLC development will focus on Literacy

**Leadership:** Principals and ILT teams will receive ongoing coaching across the school year through learning walks, lab days, and coaching with their ILED.
Areas of Focus

Student Wholeness

SSLs will engage school leads through routine coach focused on the wholeness program selected by the school:

• **PBIS**

• **Restorative Practices**

• **Blended Model**
Effectiveness and Accountability

Schools are required to Assess and Monitor their Effectiveness...

### Ongoing Observation & Feedback

<table>
<thead>
<tr>
<th>Needs Assessment</th>
<th>District feedback tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Four Domains for Rapid School Improvement</td>
<td>• School Survey (parents, teachers, students)</td>
</tr>
<tr>
<td>• Standards Bearer School Process*</td>
<td>• Val-Ed 360 Principal Survey (Principal, Teacher, ILED)</td>
</tr>
<tr>
<td>Observation Structures</td>
<td>• Design Lab surveys for Principals and Principal Supervisors</td>
</tr>
<tr>
<td>• Instructionally-focused learning walks</td>
<td><strong>District Evaluation tools</strong></td>
</tr>
<tr>
<td>• Bi-monthly climate walks</td>
<td></td>
</tr>
<tr>
<td>• School Effectiveness Review (SER)</td>
<td></td>
</tr>
</tbody>
</table>

3 MSDE monitoring visits to each Priority school

*Contingent on SEED*
Bolstering the 4 Key Components

Schools have the autonomy to identify additional areas in which to invest discretionary funds:

• Deepen foundational structures
• Support the development of instructional leadership and content expertise
• Sustain intensive focus on key areas

Key Partners

IN PROCESS:
City Schools is crafting a PQS solicitation specific to the design of the Turnaround strategy. This approach will help to build the bench of available external supports for the schools and district to leverage.

MSDE will be a key partner in the implementation of the Turnaround strategy by providing coaching support and professional development plans designed for priority schools.
# Turnaround Requirements, Supports, and Choice Matrix

<table>
<thead>
<tr>
<th>Required Strategies</th>
<th>PRINCIPAL</th>
<th>LEADERSHIP TEAM(S)</th>
<th>LITERACY &amp; CYCLES</th>
<th>WHOLE CHILD</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-on-One Principal Coaching to support instructional leadership</td>
<td>ILT</td>
<td>Implementation and monitoring of Cycles of Professional Learning</td>
<td>Implementation of a Culture and Climate Model (e.g., IIRP, PBIS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLC</td>
<td>Literacy Lead</td>
<td>Climate Lead</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaborative Planning</td>
<td></td>
<td>FCE Lead</td>
<td></td>
</tr>
<tr>
<td><strong>District and MSDE Supports to ensure Requirement Viability</strong></td>
<td>ILED Support</td>
<td>Targeted Leadership ILT Development</td>
<td>Literacy-focused Cycle of Coaching 2x per month</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Targeted Leadership Coaching</td>
<td>Learning Forward PLC Development and Coaching</td>
<td>Literacy ACLs dedicated to priority schools</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Scheduling support to ensure collaborative planning time</td>
<td>Stipend for substitutes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Additional PD for all Teachers including stipend funds to support participation</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Urban Teachers Support</td>
<td></td>
</tr>
<tr>
<td><strong>Data Recommended to Drive Choice</strong></td>
<td>Leadership Framework Score, VAL-ED Results, DL2 Survey input</td>
<td>ILT Rubric</td>
<td>Needs Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IDP</td>
<td>Teacher Team Rubric</td>
<td>Formative and Summative Assessment data</td>
<td></td>
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<td>LASW</td>
<td></td>
</tr>
<tr>
<td><strong>Choice Investments</strong></td>
<td>Coaching Support</td>
<td>Additional ILT and PLC support/development</td>
<td>Academic interventions, Literacy Coaching</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Whole Child and Family and Community Engagement Support</td>
<td></td>
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<tr>
<td>Date</td>
<td>Action</td>
<td></td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>August 2-4</td>
<td>Priority Schools Conference with MSDE</td>
<td></td>
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<tr>
<td>August 10 &amp; 11</td>
<td>Learning forward PD (Teacher PLC)</td>
<td></td>
<td></td>
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<tr>
<td>August 14</td>
<td>DRAFT Plan and Budget submission to City Schools</td>
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<tr>
<td>August 18</td>
<td>DRAFT Plan and Budget submission to MSDE</td>
<td></td>
<td></td>
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<tr>
<td>August 16 - 22</td>
<td>PBIS/IIRP/Combined PD for Climate Leads</td>
<td></td>
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<tr>
<td>Sept – Oct</td>
<td>Vendors Finalized and selected to support Choice Investment areas</td>
<td></td>
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<tr>
<td>Dec</td>
<td>Final MSDE allocation and budget</td>
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</tr>
</tbody>
</table>
Take 10 minutes.

Read and Annotate the Turnaround Strategy document (pg 7 – 18)

Use the 3-2-1 Capture Sheet to think about...

3. Ways this connects to what you are already doing
2. Ways this pushes your thinking around school improvement
1. Wondering you still have
The Turnaround Strategy

Take 10 minutes.

Turn and Talk with your table to discuss your 3-2-1 Responses

Chart your biggest take-aways from your table
Priority School Support Team Meeting

DID WE???

- Have a clearer understanding of the Turnaround Strategy
- Articulate their role in supporting and deepening the turnaround strategy in the schools they support
- Have a clear understanding of the MSDE/City Schools Priority Schools Conference and their role in supporting school learning during the event
- Receive the summer and fall timeline for Priority school implementation
Discuss answers to questions posted on lunch tables with your table team.
Connecting the 4 Domains & The Turnaround Strategy

Thinking back to this morning’s “Escape Room” Activity...re-group with your DOMAIN EXPERT TEAM.

In your team...

1. Use the 4 Domains and the Turnaround Strategy as grounding documents

2. Thinking about your Domain complete the “Window Pane” Activity. Your Domain Team will have **30 minutes** to fill out each window.
<table>
<thead>
<tr>
<th>&quot;KEY POINTS&quot;</th>
<th>&quot;SYMBOL&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information or ideas that are important to know about this domain?</td>
<td>What visual that helps you to remember this domain?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>&quot;DOMAIN AND STRATEGY CONNECTIONS&quot;</th>
<th>&quot;LEADERSHIP ACTIONS&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which strategies are reflected in the domain?</td>
<td>What conditions are needed to make this domain visible?</td>
</tr>
<tr>
<td>What connections are you making between the domain and turnaround strategy?</td>
<td></td>
</tr>
</tbody>
</table>

"Window Pane"
Connecting the 4 Domains & The Turnaround Strategy

Before returning to school teams, take 5 minutes to use your “Showcase” note capture to prepare your final thoughts and biggest take-aways.

This will allow you to synthesize your best thinking around what to share with your team.
RETURN TO YOUR TEAM TABLE

With your table – YOU ARE THE EXPERT!

1. **Start with Domain 1.** The Domain Expert(s) will get 5 minutes to share with the their responses to the “Window Pane” Activity as captured in your “Showcase” notecatcher.
   - During this time other team members are using their note capture sheet to listen and record ideas shared by each Domain Expert

2. Once a Domain Expert shares their full window pane, the team is allowed 3 minutes to provide input, ask questions, and refine what they have written for each Domain.

At the end of the activity, you and your team should have a completed “showcase” which highlights connections and leadership actions to inform your planning tomorrow!
## Domain and Turnaround Strategy Showcase

<table>
<thead>
<tr>
<th></th>
<th>KEY POINTS</th>
<th>SYMBOL</th>
<th>DOMAINS &amp; STRATEGY CONNECTION</th>
<th>LEADERSHIP ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
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</tbody>
</table>
Learning Forward

As you consider the focus on school structures and conditions for learning and school improvement...
Professional Learning Communities

Patricia Roy
Senior Consultant
Learning Forward
PLCs—Good News

• Teachers surveyed who said they see themselves as members of strong collaborative cultures saw significant benefits in their day-to-day work in key instructional areas, such as planning lessons, developing teaching skills and content, and aligning curriculum and expectations. They reported dramatically higher satisfaction “with day-to-day work,” “their perceived effectiveness,” and “their ability to meet challenges.”

• Teachers Know Best: Teachers’ Views on Professional Development, Gates Foundation, 2015
PLCs—Bad news

- Teachers surveyed say that the least beneficial of their professional development opportunities was, in fact, "professional learning communities."
Purpose

1. Examine/review structures and condition for implementation of effective PLCs

2. Identify how PLCs can help your school implement the 4 Domains of Rapid School Improvement

3. Identify how to strengthen current supports and decrease barriers to implementing PLCs
Task

- List conditions and structures needed for implementation of PLCs
- Take turns reading set of cards
- Decide whether the item on the card is different/new
- Add to your existing list
- Assess the school’s current use of conditions and structures
- Extension: Discuss actions that could be taken
How can PLCs help you accomplish the 4 Domains?

- Think Aloud
- For each of the 4 Domains, identify connections between the domain and PLCs
- List on poster paper
- These ideas will be posted and shared
<table>
<thead>
<tr>
<th>Culture Shift</th>
<th>Turnaround Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Transformation</td>
<td>Talent Development</td>
</tr>
<tr>
<td>Culture Shift</td>
<td>Turnaround Leadership</td>
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<tr>
<td>-------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>• Collective Responsibility</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Transformation</th>
<th>Talent Development</th>
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</thead>
</table>
Force Field Analysis

- Ron Lippit—oldest, useful change tool
- Identify forces in the system that are boosting or blocking progress
- Identify strength of those forces—determine how strong that item is on a scale of 1-10
- Discuss how to enhance a strength and decrease a barrier
# Force Field Analysis

<table>
<thead>
<tr>
<th>Supports/Boosters</th>
<th>Barriers</th>
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<tbody>
<tr>
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</tbody>
</table>
Action Steps

- Practice: Take one strength and one barrier.
- How do you enhance/increase a booster?
- How do you decrease/reduce a barrier?
- How would you do either? Who would be responsible?
Reflection

Your School’s Vision for Improvement

Turnaround Leadership  Talent Development

Four Domains of Rapid School Improvement and Turnaround Toolkit

Instructional Transformation  Culture Shift
Meeting Evaluations

Please Complete Day 1 Evaluation Form and Leave on the Back Table
Baltimore City Priority Schools
Leadership Team Retreat

August 3, 2017
Meeting Outcomes

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Understanding Disproportionality Rates

Walter Sallee, Director
Student Services and Strategic Planning
Using Discipline Data to Identify and Address Disproportionality
Objectives

- Share Maryland’s approach to addressing disproportionality
- Outline support/technical assistance to be provided by MSDE
Introduction

- The Maryland State Board of Education adopted COMAR 13A.08.01.21, which required the Maryland State Department of Education to:

  - Develop a method to analyze local school system discipline data to determine whether there is a disproportionate impact on students of color and students with disabilities.
MSDE’s Charge

- To develop a method to examine the degree of disproportionality at the school level

- To assist local school systems in reducing disproportionality at the school level
  - Provide professional development opportunities
  - Support implementation of strategies that enhance culture and climate at the school level, as well as foster relationships between students and adults
  - Continually monitor data
Implementation: Three Phase Approach

- Phase 1: Initial Data Review
- Phase 2: Root Cause Analysis
- Phase 3: Full Implementation
Maryland’s School Discipline Data

- In school year 2015-2016, Maryland’s removal rate (out-of-school suspensions/expulsions) for all students was 4.3%.

- However, disparities exist when we examine removal data by student group. For example, in the 2015-2016 school year:
  - 8.1% of Black/African American students received an out-of-school removal compared to 2.3% of White students.
  - 9.9% of students with disabilities received an out-of-school removal compared to 3.6% of students without disabilities.
Note: Data based on unduplicated counts of students receiving an out-of-school suspension or expulsion divided by September 30 enrollment (for race) and June attendance (for students with disabilities). Data excludes prekindergarten students.
Maryland Model: Two Disproportionality Measures

**Risk Ratio**
Degree of disproportionality within a school between a student group and all other students.

**State Comparison**
Degree of disproportionality between a student group at a school compared to “All Students” at the State level.
Risk Ratio Example…

The removal rate for Black/African American students at ABC Elementary School is 20%.

The removal rate for all other students (non-Black) is 6.67%. The risk ratio is $20 \div 6.67 = 3.00$

Therefore, the risk of removal for African American students is 3 times higher than the risk of removal for all other students at the school.

<table>
<thead>
<tr>
<th>Risk Ratio Value</th>
<th>Level of disproportionality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>Equal</td>
</tr>
<tr>
<td>2.00</td>
<td>Two times higher risk</td>
</tr>
<tr>
<td>3.00</td>
<td>Three times higher risk</td>
</tr>
</tbody>
</table>
State Comparison Example...

The removal rate for students with disabilities at XYZ Middle School is 18%.

The statewide removal rate for all students in Maryland middle/high schools is 6.75%.

The risk of removal for students with disabilities at XYZ Middle School is 2.7 times higher than the risk of removal for middle/high school students statewide (18% ÷ 6.75%).

<table>
<thead>
<tr>
<th>State Removal Rate(^1)</th>
<th>School Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.53%</td>
<td>Elementary</td>
</tr>
<tr>
<td>6.75%</td>
<td>Middle/High</td>
</tr>
</tbody>
</table>

Maryland Model: Identification of Schools

A school will be identified as disproportionate if…

- The Risk Ratio and State Comparison measures for one or more student groups within a school meet or exceed a value of 3.0.
Technical Assistance

- Differentiated System of Support


- Technical Assistance Meeting Schedule
Continuous Improvement

- Review and respond to changes and trends in the data
- Engage, inform, and collaborate with stakeholders
- Continue to refine the Maryland Model in order to improve equity in school discipline
Identifying and Prioritizing School Improvement Needs

Dr. Felicia Lanham Tarason
Dr. Mary Minter
Ms. Tricia Crafton
Session Outcomes

- By the end of this session, participants will:
  - Review the updated comprehensive needs assessment template
  - Understand the tools available to identify prioritized needs
  - Work in school teams to identify strengths and challenges, and prioritized needs as foundational work for intervention plan development
Opener

When you hear the word **data**, what do you think?
Understanding and Owning the Data

Make it personal.

Where to begin?

Know your story.

The data is your friend.

The “now what?”
Focus Areas

City Schools Top Priorities

1. Student Wholeness
2. Opportunity through Literacy
3. School & District Leadership
Overview: The New Template

☐ Overview
  ■ Cover Page, Directions, and Background

☐ Comprehensive Needs Assessment
  ■ Streamlined from 14 sections to 4 sections
    □ School Profile, Student Profile, Student Achievement, and Staff Profile
  ■ Pre-populated with data from the Maryland State Report Card
  ■ LEA and School complete school-level data
Step 1: Strengths and Challenges

- **Directions and Need to Know Information:**
  - Analyze data from the school’s Comprehensive Needs Assessment and other data sources.
  - Identify school strengths and school challenges aligned with the Four Domains for Rapid School Improvement.
  - There may not be strengths and/or challenges in each domain.
  - Some strengths and challenges may cross multiple domains.
  - School teams will complete this task in the “goals” tab of the template.

- **Don’t forget – You have many data sources available to you for this process!**
Step 1: Strengths and Challenges

<table>
<thead>
<tr>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Directions:</strong> Using both qualitative and quantitative data, identify the strengths in each domain where applicable. There may not be strengths in each domain and some strengths may cross multiple domains.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain for Rapid of School Improvement</th>
<th>Guiding Questions</th>
<th>School Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Turnaround Leadership:</strong> Turnaround leaders catalyze and organize the coordinated work of the staff charged with implementing efforts to rapidly improve schools, harnessing their efforts and drawing them to a shared vision of success. Leaders at all levels understand their role in ensuring turnaround; they develop and execute data-informed turnaround plans that are customized to local needs to guide and monitor turnaround initiatives; and they accept responsibility for results.</td>
<td>What have been the most effective leadership strategies implemented at your school? (Shared Decision-Making, Creation of Leadership Team, etc.)</td>
<td>School Strengths</td>
</tr>
</tbody>
</table>
Step 2: Identify Prioritized Needs

- **Directions and Need to Know Information:**
  - Conduct deep data analysis and reflection on qualitative and quantitative evidence.
  - Identify the 3-4 highest-leverage prioritized needs that will increase student achievement for all students.
  - *Don’t forget – You have many data sources available to you for this process!*

- **Focus on areas that will:**
  - Increase achievement for all students
  - Narrow the scope for the development of the intervention goals, outcomes, and actions steps
Step 2: Identify Prioritized Needs

**Prioritized Needs**

*Identify Prioritized Needs*

What are the 3-4 highest-leverage prioritized needs that must be addressed to increase student achievement?
Step 3: Justification through Data Analysis

- **Directions and Need to Know Information:**
  - Complete the “5 Why” activity sheet for each prioritized need.
  - Be sure to complete the self-assessment portion of the “5 Why” activity.
  - After engaging in the data analysis process through the “5 Why” activity, complete the justification column in the chart.
Step 3: Justification through Data Analysis

□ **Think Abouts:**

- What qualitative and quantitative evidence do you have to support this prioritized need?
- What do you believe is at the core of the problem for this prioritized need?
- Would the problem or challenge caused by the prioritized need have occurred if that reason had not been present?
- If the reason is corrected, will the problem or challenge caused by the prioritized need reoccur?
- To validate the justification, ask the following: If you removed this reason, would this event or problem have been prevented?

□ *Don’t forget – You have many data sources available to you for this process!*
Step 3: Justification through Data Analysis

Justification through Data Analysis: Asking Powerful Questions through 5 Whys Worksheet

Prioritized Need #1

Why is it happening?

1. Why is that?

2. Why is that?

3. Why is that?

4. Why is that?

5. Why is that?

Caution!
- If the last answer is something the school can’t control, go back up to the previous answer.
- An answer cannot be because of one person.

<table>
<thead>
<tr>
<th>Justification through Data Analysis</th>
<th>Self-Assessment Questions</th>
<th>Self-Assessment (Evaluate the final “why” by circling yes or no for each question.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the final “why” address the reason for the prioritized need?</td>
<td></td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Does the data support the final “why”?</td>
<td></td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Is the final “why” within the school’s control to address?</td>
<td></td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

If the team cannot answer yes to the three self-assessment questions, the “why” must be eliminated from further analysis.

See Participant Packet for a hard copy!
## Step 3: Justification through Data Analysis

### Prioritized Needs

<table>
<thead>
<tr>
<th>Identify Prioritized Needs</th>
<th>Justification through Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the 3-4 highest-leverage prioritized needs that must be addressed to increase student achievement?</td>
<td>What data from the Comprehensive Needs Assessment led the team to identify this prioritized need? What additional quantitative and qualitative data led the team to identify this prioritized need?</td>
</tr>
</tbody>
</table>
Model It!
Show Me How!

Steps
1. Step 1: Strengths and Challenges
2. Step 2: Identification Prioritized Needs
3. Step 3: Justification through Data Analysis
Deliverables
1. Add school-level information to Needs Assessment
2. Identification of Strengths
3. Identification of Challenges
4. Identification of Prioritized Needs
5. The 5 Whys Activity for each prioritized need
6. Justification through Data Analysis
Lunch

Hayward Dining Room

Discuss answers to questions posted on lunch tables.
Requirements for Intervention Plans

Dr. Felicia Lanham Tarason
Dr. Mary Minter
Tricia Crafton

August 3, 2017
Session Outcomes

By the end of this session, participants will:

- Be introduced to the evidence-based requirements from ESSA
- Review the components of the Cycle of Continuous Improvement and relate it to school improvement planning
- Review the updated intervention plan template
- Develop a draft of one-year intervention plan based on the prioritized needs identified in the school's comprehensive needs assessment
Opener

City Schools Top Priorities

1. Student Wholeness
2. Opportunity through Literacy
3. School & District Leadership

Alignment of Prioritized Needs

<table>
<thead>
<tr>
<th>School’s Prioritized Needs</th>
<th>Domain for Rapid School Improvement</th>
<th>City Schools Priority</th>
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<td>Talent Development</td>
<td>Opportunity through Literacy</td>
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<td>Culture Shift</td>
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See Participant Packet for a hard copy!
Connecting the Ideas!

Intervention Plan

4 Domains for Rapid School Improvement

Cycle of Continuous Improvement

City Schools 3 Focus Areas

ESSA Evidence-based Requirements

School's Prioritized Needs

A Partnership Between Baltimore City Public Schools & Maryland State Department of Education
## ESSA – Evidence-Based Strategies

<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier I</strong> (Strong)</td>
<td>• At least one well-designed and well-implemented experimental study</td>
</tr>
<tr>
<td><strong>Tier II</strong> (Moderate)</td>
<td>• At least one well-designed and well-implemented quasi-experimental design (QED)</td>
</tr>
<tr>
<td><strong>Tier III</strong> (Promising)</td>
<td>• At least one well-designed and well-implemented correlational study controlling for selection bias</td>
</tr>
</tbody>
</table>
| **Tier IV** (Demonstrates a Rationale) | • High-quality research suggesting activity is likely to improve student or other relevant outcomes  
  • Ongoing evaluation |
Cycle of Continuous Improvement

Implement
- Ensure Fidelity of Implementation
- Progress Monitoring
- Make Adjustments, as needed

Identify Needs
- Collection and Analysis of Data
- Analyze Strengths and Challenges
- Prioritize Needs

Select Evidence-Based Interventions
- Create Intervention Goals
- Collaboratively Identify Interventions to Address Need
- Provide a rationale for each selection

Plan for Intervention
- Create Action Steps
- Establish Measurable Goals
- Create Timeline
- Establish Strategies to Monitor and Assess Outcomes
- Assign Responsibilities
- Determine necessary resources
Overview: The New Template

- Intervention Planning Guide
  - Cover Page
  - Goals
    - Aligned with the 4 Domains for Rapid School Improvement
    - Strengths and Challenges
    - Intervention Goals with Rationale, Annual Measurement and Benchmark/Milestone Measurements
Overview: The New Template

- Intervention Planning Guide
  - Strategies and Action Steps
    - Selection of Evidence-Based Strategies aligned with Intervention Goals
    - For each Evidence-Based Strategy:
      - Action Steps
      - Indicators of Success/Benchmark
      - Timeline
      - Person Responsible
      - Stakeholder/Partner Supporting

- Budget Narrative
Step 1: Establish Intervention Goals

Directions and Need to Know Information:

- For each prioritized need, identify an intervention goal focus area with a rationale supported by the data analysis from the comprehensive needs assessment.
- For each focus area, construct a SMART intervention goal.
- For each SMART intervention goal, complete the SMART goal self-assessment.
- The intervention SMART goals and rationale should be placed directly into goals portion of the intervention plan template.
Step 1: Establish Intervention Goals

- **Guiding Question:**
  - Given the prioritized needs of the school, what intervention focus areas (to be developed into intervention goals) will create a sense of urgency and focused efforts towards increasing student achievement?
## Step 1: Establish Intervention Goals

### Determining Intervention Focus Areas

<table>
<thead>
<tr>
<th>Intervention Goal: Focus Area</th>
<th>Why? – Rationale</th>
<th>Constructing Intervention Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(support with data from the Comprehensive Needs Assessment and data analysis of strengths and challenges)</td>
<td>SMART GOAL (Specific, Measurable, Achievable, Realistic, Time-bound)</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

See Participant Packet for a hard copy!
### Step 1: Establish Intervention Goals

SMART Goal Self-Assessment
To what extent do intervention goals meet SMART criteria?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the goal clearly defined?</td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td><strong>Measurable</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are concrete criteria identified for measuring progress toward attainment of the goal?</td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td><strong>Achievable</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the goal stretch the school while still being attainable?</td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td><strong>Realistic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the goal relate to student learning and achievement? Is it data-based?</td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
<tr>
<td><strong>Time-bound</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the timeframe appropriate for accomplishment of the goal?</td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

See Participant Packet for a hard copy!
Step 2: Measuring Intervention Goals

- **Directions and Need to Know Information:**
  - For each intervention goal, establish how goals and progress towards goals will be measured.
  - The answers to the guiding questions should be placed directly into goals portion of the intervention plan template.

- **Questions:**
  - How will this goal be measured annually?
  - What are the key benchmarks toward meeting identified goal?
Step 3: Select Evidence-Based Strategies

- Directions and Need to Know Information:
  - For each intervention goal, identify an appropriate evidence-based strategy that will be used to address the prioritized need.
    - Place directly into the strategies and action steps portion of the intervention plan template.
  - Create the indicators of success and benchmarks for each evidence-based strategy.
    - Place directly into the strategies and action steps portion of the intervention plan template.
Step 3: Select Evidence-Based Strategies

- **Guiding Questions:**
  - Plan with the end in mind
    - What specific outcome do you want?
    - What change in adult behaviors will be observable to achieve this outcome?
    - What action steps are needed to achieve this outcome?
  - Intentionally plan for success
    - How will you know when you have reached this outcome and made progress towards this goal?
    - What changes in practice will be observed?
    - What will be different if you are successful in implementing the action steps for implementation of the evidence-based strategy?
Step 3: Select Evidence-Based Strategies

Guiding Questions:

- Monitor progress
  - What are the metrics, feedback, observations, etc. the team will use to determine progress toward the outcome?
  - What is the evidence of progress?
  - How will you know the action steps are having a positive impact?
  - How might the action steps be adjusted due to accelerated progress or unanticipated barriers?
Step 4: Action Steps for Implementation

- **Directions and Need to Know Information:**
  - Determine the action steps that will promote a sense of urgency toward addressing the prioritized needs, implementing the evidence-based strategy, and achieving each outcome.
  - Define the specific actions steps for the implementation of each evidence-based strategy.
  - For each action step, include the resources needed, the timeline, the persons responsible, and the persons involved.
Step 4: Action Steps for Implementation

- **Guiding Questions:**
  - What are some possible ways to achieve the intervention goals?
  - What are the actions needed to move the school towards achieving the intervention goal?
  - Who is responsible for each action needed to move the school towards achieving the intervention goal?
  - What have you done in similar situations in the past? What worked? What didn’t work?
  - What is a new idea that the school never tried? Why is now the time to try it?
Step 4: Action Steps for Implementation

- **Guiding Questions:**
  - What strategies will be most impactful? Why?
  - Who will be responsible? Who will be involved? What resources are needed?
  - How are actions strategically owned by various individuals and stakeholders?
  - What obstacles need to be addressed? How will they be addressed?
  - What support will the school need to achieve the intervention goal?
Step 4: Action Steps for Implementation

Evidence-Based Strategy #1:

### Outcomes:

See Participant Packet for a hard copy!

Implementing Evidence-Based Strategies

<table>
<thead>
<tr>
<th>Action Steps for Implementation (all actions should address the prioritized need)</th>
<th>Resources Needed/Source</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Person(s) Involved, including Stakeholders and Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td></td>
</tr>
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</table>
Cycle of Continuous Improvement

**Implement**
- Ensure Fidelity of Implementation
- Progress Monitoring
- Make Adjustments, as needed

**Identify Needs**
- Collection and Analysis of Data
- Analyze Strengths and Challenges
- Prioritize Needs

**Select Evidence-Based Interventions**
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- Collaboratively Identify Interventions to Address Need
- Provide a rationale for each selection

**Plan for Intervention**
- Create Action Steps
- Establish Measurable Goals
- Create Timeline
- Establish Strategies to Monitor and Assess Outcomes
- Assign Responsibilities
- Determine necessary resources
# Intervention Planning within the Cycle of Continuous Improvement

## 1. Identify Needs
- School's Prioritized Needs
- Domain for Rapid School Improvement
- City Schools Priority

## 2. Select Evidence-Based Interventions
- Intervention Goal
- Level of Evidence
- Rationale
- Outcomes
- Action Steps
- Resources

## 3. Plan for Intervention
- Completion of Action Steps (FOCUS: Fidelity of Implementation)
- Timeframe
- Person Responsible
- Person(s) Involved

## 4. Implement
- Benchmarks (Indicators of Success and Progress)
- Annual Measurement of Intervention Goal

## 5. Examine and Reflect
- Monitoring

### School's Prioritized Needs
- ☐ Turnaround Leadership
- ☐ Talent Development
- ☐ Instructional Transformation
- ☐ Culture Shift

### Domain for Rapid School Improvement

### City Schools Priority

### Intervention Goal

### Level of Evidence

### Rationale

### Outcomes

### Action Steps

### Resources

### Completion of Action Steps (FOCUS: Fidelity of Implementation)

### Timeframe

### Person Responsible

### Person(s) Involved

### Benchmarks (Indicators of Success and Progress)

### Annual Measurement of Intervention Goal

### Monitoring

---

See Participant Packet for a hard copy!
Steps
1. Step 1: Establish Intervention Goals
2. Step 2: Measuring Intervention Goals
3. Step 3: Select Evidence-Based Strategies and Identify Indicators of Success
4. Action Steps for Each Evidence-Based Strategy
Deliverables
1. Intervention Goal Focus Areas with Rationale
2. Intervention SMART Goals with Self-Assessment
3. Annual and benchmark measurements for each intervention goal
4. Select evidence-based strategies and create indicators of success/benchmarks for each evidence-based strategy
5. Implementing Evidence-Based Strategies Chart, including:
   • Action steps for implementation
   • Resources needed/source
   • Timeline
   • Person Responsible
   • Person(s) Involved, including Stakeholders and Partners
# Reflection

## Your School’s Vision for Improvement

<table>
<thead>
<tr>
<th>Turnaround Leadership</th>
<th>Talent Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four Domains of Rapid School Improvement and Turnaround Toolkit</td>
</tr>
<tr>
<td>Instructional Transformation</td>
<td>Culture Shift</td>
</tr>
</tbody>
</table>
Next Steps

• Prepare to present intervention strategies
  – 5 minute presentation
  – Feedback from your peers on Promising Strategies and Opportunities for Growth

• Update Vision Boards
Meeting Evaluations

Please Complete Day 2 Evaluation Form and Leave on the Back Table
Baltimore City Priority Schools Leadership Team Retreat

August 4, 2017
Agenda Overview

Day One
- Review Four Domains of Rapid School Improvement
- Analyze the Turnaround Toolkit
- Discuss Professional Learning Communities

Day Two
- Analyze Data
- Prioritize Needs
- Identify Evidenced-Based Interventions

Day Three
- Continue Intervention Planning
- Share Intervention Plan
- Receive Feedback to Inform Revisions
Meeting Outcomes

By the end of the meeting, participants will have:

• Analyzed the Turnaround Strategy for Baltimore City Public Schools;
• Made connections between the Turnaround Strategy and Four Domains for Rapid School Improvement;
• Analyzed school data and prioritized school improvement needs;
• Identified evidence-based strategies for school improvement; and
• Collaborated to complete the priority school needs assessment and intervention plan.
SMART Goal

• During the 2017-2018 school year, the percent of 3rd graders that will be reading on or above grade level will increase from 30% to 35% as measured by the iReady end-of-year assessment.
SMART Goal

• During the 2017-2018 school year, all students that are reading:
  – on grade level will show at least 0.75 years of growth,
  – one year below grade level will show at least 1 year of growth, and
  – two or more years below grade level will show at least 1.5 years of growth

• from the first administration of iReady in September to the third administration in March 2017.
Evidence-Based Strategy

• Intensified Focus on Literacy
  – District Strategy and Supports:
    • Bi-weekly coaching cycle with Academic Content Liaison focused on literacy curriculum and cycles of professional learning
  – Examples of School Action Steps:
    • Identification of Literacy Lead
    • Development of the Master Schedule to ensure protected time for the cycle of professional learning
    • Collaborative planning
    • Site-based professional development
    • Choice Investment: Literacy Intervention or Coaching
## Turnaround Requirements, Supports, and Choice Matrix

<table>
<thead>
<tr>
<th>PRINCIPAL</th>
<th>LEADERSHIP TEAM(S)</th>
<th>LITERACY &amp; CYCLES</th>
<th>WHOLE CHILD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Strategies</td>
<td>One-on-One Principal Coaching to support Instructional Leadership</td>
<td>ILT, PLC, Collaborative Planning</td>
<td>Implementation and monitoring of Cycles of Professional Learning, Literacy Lead</td>
</tr>
<tr>
<td>District and MSDE Supports to ensure Requirement Viability</td>
<td>LED Support, Targeted Leadership Coaching</td>
<td>Targeted Leadership ILT Development, Learning Forward PLC Development and Coaching, Scheduling support to ensure collaborative planning time</td>
<td>Literacy-focused Cycle of Coaching 2x per month, Literacy ALCs dedicated to priority schools, Stipend for substitutes, Additional PD for all Teachers including stipend funds to support participation, Urban Teachers Support</td>
</tr>
<tr>
<td>Data Recommended to Drive Choice</td>
<td>Leadership Framework Score, VAL-ED Results, DL2 Survey input, IDP</td>
<td>ILT Rubric, Teacher Team Rubric</td>
<td>Needs Assessment, Formative and Summative Assessment data, LASW</td>
</tr>
<tr>
<td>Choice Investments</td>
<td>Coaching Support</td>
<td>Additional ILT and PLC support/development</td>
<td>Academic interventions, Literacy Coaching</td>
</tr>
</tbody>
</table>

### Systemic Turnaround & Improvement Efforts

#### Turnaround Leadership
- Prioritize improvement and communicate urgency
- Monitor short & long term goals
- Customize and target support to meet needs

#### Talent Development
- Recruit, develop, retain and sustain talent
- Target professional learning opportunities
- Set clear performance expectations

#### Instructional Transformation
- Diagnose and respond to student learning needs
- Provide rigorous evidence-based instruction
- Remove barriers and provide opportunities

#### Culture Shift
- Build a culture focused on student learning and effort
- Solicit and act upon stakeholder input
- Engage students and families
### Step 4: Action Steps for Implementation

#### Evidence-Based Strategy #1:

**Outcomes:**

<table>
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<th>Implementing Evidence-Based Strategies</th>
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1. 

2. 

See Participant Packet for a hard copy!
Intervention Planning with School Teams
Intervention Plan Sharing

Promising Strategy

Opportunity for Growth
Application Submission and Monitoring Requirements
School Year 2017 - 2018

Baltimore City Priority School Leadership Team Retreat
Mount Washington Conference Center
August 2 – 4, 2017
Application Submission
August 15, 2017

- Comprehensive Needs Assessment
- Intervention Plan with Evidence-Based Strategies
- Budget Narrative
Priority School Monitoring
Primary Function

- Conducting Onsite and Desk Monitoring
  - To review and analyze all facets of the school’s implementation of the identified evidence-based intervention strategies
  - To collaborate with leadership, staff, and other stakeholders pertinent to goal attainment
Leadership Team Interview
Initial Program Observation

- Discussion of the approved intervention plans with the school leadership and LEA staff

- Conducting learning walks to observe the implementation of the selected evidence-based strategies on teaching and learning
Program Review

- Documentation review with a focus on fidelity of implementation
- Conducting programmatic and fiscal monitoring of each Priority School
- Reviewing documentation to substantiate the school’s implementation of its intervention plan
- Desk monitoring with required electronic documentation.
Leadership Team Interview Final Program Observation Visit

- Conducting interview with the school leadership and LEA staff to discuss the school’s progress towards goals, targets and implementation of evidence-based strategies

- Conducting learning walks to observe and monitor the impact of the selected evidence-based strategies on teaching and learning
LEA Monitoring

- To conduct three onsite programmatic and fiscal monitoring visits with the LEA Central Support Team and the Turnaround Executive Support Team
- To monitor LEA support to the Priority Schools, monitor LEA-level data pertaining to evidence-based strategies, and monitor fiscal management
Program Improvement Family Support Branch
Technical Assistance Available

- Dr. Gail Clark Dickson, Section Chief, gail.dickson@maryland.gov, 410-767-5153
- Tricia Crafton, Program Specialist, patricia.crafton@maryland.gov, 410-767-3553
- KeShawn Golson, Program Coordinator, keshawn.golson@maryland.gov, 410-767-0338
Next Steps
Meeting Evaluations

Please Complete Day 3 Evaluation Form and Leave on the Back Table