

**TITLE I 1003(g) SCHOOL IMPROVEMENT GRANT  
(SIG IV)**

**Federal Fiscal Year 2014  
Federal Award Number: 377A140021**

**Pre-Implementation Year SY 2016-2017**

**REQUEST FOR PROPOSAL COVER SHEET**

**LOCAL SCHOOL SYSTEM: BALTIMORE CITY PUBLIC SCHOOLS**

**CONTACT PERSON: KIM HOFFMANN AND LAURIE-LYNN SUTTON**

**POSITION/TITLE: DIRECTOR**

**ADDRESS:** 200 E. NORTH AVE, ROOM 201

BALTIMORE, MD 21202

**TELEPHONE NUMBER:** (443) 642-4190

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**DATE SUBMITTED:** August 12, 2016

**MSDE Project Contact  
Dr. Christy Thompson, Executive Director  
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## Section A

Maryland will give priority to LEAs with the strongest commitment to implement fully and effectively one of the SIG models in its Priority schools to ensure sufficient support for full implementation of the intervention models. In addition, Maryland will give priority points to LEAs that choose to implement Maryland’s State Determined Model. Maryland will not award funds to Focus schools before all Maryland’s Priority schools that LEAs commit to serve and have the capacity to serve are served. LEAs proposing to serve Focus Schools with these funds, will not receive an award for Focus Schools until all eligible Priority Schools have been served.

Complete table A.1. List the schools the LEA will and identify the intervention model the LEA intends to implement in each school. A description of each intervention model can be found in Appendix C. The LEA must **also** complete Table A.2 indicating the Priority schools the LEA will not serve, if applicable. The list of eligible schools may be found in Appendix A.2. Add more rows as needed.

**Table A.1**

**Priority and Focus Schools the LEA is Committed Served with Cohort IV SIG Funds**

	School Name	NCES ID #	MSDE ID #	Priority	Focus	Intervention Model Selected						
						Turnaround	Restart	School Closure	Transformation	Early Learning	Whole School Reform	MD State Determined Model, Turnaround Principles
1	Academy for College and Career Exploration		0427	X								X
2	Brehms Lane Public Charter		0231	X								X
3	Frederick Elementary		0260	X								X
4	Harford Heights Elementary		0037	X								X

	School Name	NCES ID #	MSDE ID #	Priority	Focus	Intervention Model Selected						
						Turnaround	Restart	School Closure	Transformation	Early Learning	Whole School Reform	MD State Determined Model, Turnaround Principles
5	James McHenry Elementary/Middle		0010	X								X
6	Mary E. Rodman Elementary		0204	X								X
7	New Era Academy		0422	X								X

**Table A.2****Priority Schools Not to Be Served by the LEA**

	School Name	NCES ID #	MSDE ID #	Priority	Reasons LEA Chooses not to Serve the Priority School with Cohort IV SIG Funds
1	Arundel Elementary/Middle School	2400090 0C	0164	X	School is transitioning to serve only grade K-2 <sup>nd</sup> per the LEAs 21 <sup>st</sup> Century Buildings plan.
2	Augusta Fells Savage Institute of Visual Arts School		0430	X	School has previously received SIG funds.
3	Baltimore IT Academy		0378	X	School has previously received SIG funds.
4	Benjamin Franklin High School at Masonville Cove		0239	X	School has previously received SIG funds.
5	Booker T. Washington Middle School		0130	X	School has previously received SIG funds.
6	Eutaw-Marshburn Elementary School		0011	X	Ranked lower in a comparative study of school needs; data analysis of needs assessment did not identify school for selection.
7	Frederick Douglass High School		0450	X	School has previously received SIG funds.
8	Friendship Academy of Engineering and Technology		0339	X	Ranked lower in a comparative study of school needs; data analysis of needs assessment did not identify school for

	School Name	NCES ID #	MSDE ID #	Priority	Reasons LEA Chooses not to Serve the Priority School with Cohort IV SIG Funds
					selection.
9	Furman L. Templeton Preparatory Academy		0125	X	Charter schools were given the opportunity to apply for funds; this school opted not to submit an application.
10	Harlem Park Elementary/Middle School		0035	X	Ranked lower in a comparative study of school needs; data analysis of needs assessment did not identify school for selection.
11	Knowledge and Success Academy (K.A.S.A.)		0342	X	Ranked lower in a comparative study of school needs; data analysis of needs assessment did not identify school for selection.
12	The Historic Samuel Coleridge-Taylor Elementary School		0122	X	Ranked lower in a comparative study of school needs; data analysis of needs assessment did not identify school for selection.
13	Gilmor Elementary School		0107	X	School has previously received SIG funds.

## Priority or Focus School

<b>School Name:</b> <b>Academy for College and Career Exploration (ACCE)</b> <b>Address:</b> <b>2801 Saint Lo Drive</b> <b>Baltimore, MD 21213</b>	<b>LEA Point of Contact (POC)</b> <b>Name &amp; Position:</b> <b>Laurie-Lynn Sutton</b> <b>Director, Transformation and Turnaround</b> <b>Phone#: (443) 838-6941</b> <b>Email Address: lsutton03@bcps.k12.md.us</b>
<b>Grade levels enrolled (SY 2016-2017): 6th-12th</b>	<b>Projected Number of Students Enrolled (SY 2016-2017): 571</b>

<b>Level of Identification</b>	
Priority <input checked="" type="checkbox"/> _____	Focus _____

**Title I Status: All Priority and Focus Schools must operate a schoolwide program beginning with SY 2016-2017.**

**Schoolwide Program**

**Anticipated Intervention Model Selected :**

**Closure Model**  
 **Turnaround Model**  
 **Transformation Model**  
 **Restart Model**  
 **Maryland Turnaround Principles Model (Maryland's State Approved Model)**  
 **Whole School Reform Model**  
 **Early Learning Model**

### Cumulative Amount SIG Funds the LEA is requesting for Five Years

<b>Pre-implementation SY 2016-2017</b>	<b>FY 2014 SIG Funds</b>	<b>\$329,691.97</b>
<b>Year 1 SY 2017-2018</b>	<b>FY 2014 SIG Funds</b>	<b>\$900,000.00</b>
<b>Year 2 SY 2017-2018</b>	<b>FY 2015 SIG Funds</b>	<b>\$900,000.00</b>
<b>Year 3 SY 2018-2019</b>	<b>FY 2016 SIG Funds</b>	<b>\$900,000.00</b>
<b>Sustainability</b>	<b>FY 2016 SIG Funds</b>	<b>\$425,000.00</b>
<b>Total Amount of Funding Requested for this school over 5 years</b>		<b>\$3,454,691.97</b>



## **Comprehensive Needs Assessment**

**Academy for College and Career Exploration (ACCE)**

**#427**

**Baltimore City Public Schools**

**Conducted for SY 2016-2017**

**Name of Priority School: Academy for College and Career  
Exploration (ACCE)**

**LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

**Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)**

**1 Student Profile Information**

- Total enrollment
- Grade level enrollment
- Subgroups (including gender)- # of students in each
- Mobility % - Entrants & Withdrawals
- Attendance % (include chronic absentee data which in Maryland is defined as missing more than 20 days during the school year)
- Expulsions
- Suspensions
- Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students
- Graduation rate
- Dropout rate
- Homeless
- Foster Care

Total Enrollment SY1415	662
Total Enrollment SY1516	605
PK	
K	
1	
2	
3	
4	
5	
6	34
7	48
8	42
9	154
10	134
11	94
12	99
% Males	52.3
% Females	47.7



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- Special Education # and % (specialized programs in the school)

% FARMS	78.5
% ELL	0.9
%SWD	22.7
% Non-Hispanic African American	92.9
% Non-Hispanic White	5.1
% Hispanic	1.7
% Non-Hispanic Asian	0.2
% Non-Hispanic American Indian	0.2
% Non- Hispanic Multiracial	0
% Non-Hispanic Native Hawaiian/Other Pacific Islander	0
% Homeless	0.3
% Foster Care	
% Mobility SY1415	41
Attendance Rate SY1415	81.1
Attendance Rate SY1516	74.7
Chronic Absence Rate SY1415	47
At-Risk for Chronic Absence	61.2

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SY1516	
Expulsions	1
Suspension Incidents	142
Suspended Students	112
Advance Coursework completion	
Graduation Rate	70.33
Dropout Rate	5.1

**Summary:** The data shows that the school has seen increases in suspensions and expulsions this year (142 YTD compared to 59 for SY14-15) because of accurate recordkeeping procedures. We are a school that is being moved into swing space at another partially used school building (Lake Clifton campus) for two years while our current building is renovated as part of the district's 21 Century Buildings Plan. The mobility rate (41%), attendance rate (75% for SY15-16 compared to 81% for SY14-15), and chronic absence rate (61% for SY15-16 compared to 47% for SY14-15) are perceived to be a reflection of this pending move. We have seen a large increase in the mobility of students.

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		<p>As the second semester began, we lost several students who moved during the transfer window. Additionally, our school has been expected to deal with unfilled work orders (over 30) as the cost of repairs to the building's needs have been deemed a low priority given the pending renovations.</p> <p>We have 165 IEP students, which equals about 30% of our total population. We have a PRIDE program, which serves IEP students with severe emotional needs Currently there are 24 PRIDE students in grades 9-12.</p> <p>The graduation rate for students in the four-year cohort for SY1415 was 70.3%. The dropout rate for students in the four-year cohort for SY1415 was 5.1%.</p> <p><b>Strengths:</b> We have continued to offer AP courses and have increased our dual credit options through University of Baltimore.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>● Our school needs additional resources to help our students succeed. Specific</li> </ul>	

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resources include academic supports, climate/attendance supports, and math/literacy academic interventions.

- Teachers need ongoing PD and coaching to support effective implementation of the interventions.
- Strategies to engage and re-engage students at risk for chronic absence.

**2 Staff Profile**

- Principal – Length of time at the school
- Number of Assistant Principal/s and other administrators
- Number and % of teaching faculty’s total classroom instruction experience:
  - 0-5 years
  - 6-10 years
  - 11-15 years
  - 16+ years

**Priority Schools Admin Staff**

Row Labels	Count of Job Coding
0427 - ACADEMY FOR COLLEGE AND CAREER EXPLORATION	2

**Principal Tenure at School**

School	Sum of Years At School

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- Number and % of teaching faculty's service at this school:
  - 0-5 years
  - 6-10 years
  - 11-15 years
  - 16+ years
- Number and % of teachers that meet applicable State Certification and licensure requirements
- Number of school-based reading and English teachers of record
- Number of school-based mathematics and data/analysis teachers of record
- Number of school-based reading and English resource personnel
- Number of school-based mathematics and data/analysis resource personnel
- Number and % of paraprofessionals who are qualified
- Number of mentor teachers and number of

0427 - ACADEMY FOR COLLEGE AND CAREER EXPLORATION		0.8
<b>Classroom Teaching Experience</b>		
<b>Row Labels</b>	<b>Count of EEID</b>	<b>Count of EEID2</b>
<b>0427 - ACADEMY FOR COLLEGE AND CAREER EXPLORATION</b>	<b>42</b>	<b>7.36%</b>
<b>Teaching Staff</b>	<b>42</b>	<b>100.00%</b>
0-5 years	26	61.90%
11-15 years	5	11.90%
16+ years	2	4.76%
6-10 years	9	21.43%
<b>Teacher Experience at School</b>		
<b>Row Labels</b>	<b>Count of EEID</b>	<b>Count of EEID2</b>
<b>0427 - ACADEMY FOR COLLEGE AND CAREER EXPLORATION</b>	<b>42</b>	<b>7.36%</b>

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teachers being supported

- Teacher and administrator attendance %

<b>Teaching Staff</b>	<b>42</b>	<b>100.00%</b>
0-5 years	35	83.33%
6-10 years	7	16.67%

**Certification Requirements Summary**

Row Labels	Count of EEID	Count of EEID2
<b>0427 - ACADEMY FOR COLLEGE AND CAREER EXPLORATION</b>	<b>42</b>	<b>7.36%</b>
<b>Teaching Staff</b>	<b>42</b>	<b>100.00%</b>
Certified	37	88.10%
Not Certified	5	11.90%

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	Total # of Days Absent of MSDE 11, 8 & 9 Staff on 5/20	# of MSDE 11, 8 & 9 Staff as of 5/20/16	Average Days Absent of T & Admin Staff at Priority Schools on 5/20
<b>21 FY17 Priority Schools*</b>			
0427 - ACADEMY FOR COLLEGE AND CAREER EXPLORATION	334.9	45	7.4

<b>English Math Teacher Data</b>		
Schools	Count of Cert Q check - reading/English	Count of Cert Q check - Math/data analysis
0427 - ACADEMY FOR COLLEGE AND CAREER EXPLORATION	12	10

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**Summary:** The principal is in year one with Baltimore City Public Schools. We began the year with 8 teaching vacancies and did not have them all filled until the middle of October. The former AP went on FMLA in late October and resigned in mid-January. The climate and culture suffered with the gap in administrative support. Two AP's were hired at the end of January. Neither AP has been cleared to be a formal observer nor did this result in the principal devoting significant time to complete the teacher evaluation process; including all pre-observation meetings, formal observations, and post-observation conferences for all educators. The school has a large number of early career teachers through Teach for America and BCTR. 18 of our staff are in year 3 or less. This has caused significant strain on the instructional programming.

**Strengths:** The district attendance and reliability program has been instituted and has been followed.

**Needs:**

- Our school needs a focused PD plan and a viable set of resources to support our instructional team.



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- There is serious need for professional development in all areas of the instructional framework, training and ongoing implementation support of academic interventions, and classroom management.
- Stipends are needed for afterschool professional development

**3 Student Achievement**

- Student achievement data for reading and math on State assessments by the “all student” category and all subgroups

<b>Subject</b>	<b>Category</b>	<b># of Students Tested</b>	<b>Level 1 %</b>	<b>Level 2 %</b>	<b>Level 3 %</b>	<b>Level 4 %</b>	<b>Level 5 %</b>	<b>% of Students Meeting or Exceeding Expectations</b>
ALG01	All Students	112	42	50.9	7.1	0	0	0.0%

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ALG01	American Indian or Alaska Native	1	0	100	0	0	0	0.0%
ALG01	Black or African American	104	43.3	50	6.7	0	0	0.0%
ALG01	Hispanic/Latino of any race	5	20	60	20	0	0	0.0%
ALG01	White	2	50	50	0	0	0	0.0%
ALG01	Special Education	25	48	48	4	0	0	0.0%
ALG01	Limited English Proficient	1	0	100	0	0	0	0.0%

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ALG01	Free / Reduced Meals	98	38.8	54.1	7.1	0	0	0.0%
ALG01	Title I	112	42	50.9	7.1	0	0	0.0%
ALG01	ADA	4	0	100	0	0	0	0.0%
ALG01	Special Education - Exited	3	33.3	66.7	0	0	0	0.0%
ALG01	Female	43	41.9	51.2	7	0	0	0.0%
ALG01	Male	69	42	50.7	7.2	0	0	0.0%
ALG02	All Students	77	85.7	13	1.3	0	0	0.0%
ALG02	Black or African	70	87.1	12.9	0	0	0	0.0%

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	American							
ALG02	Hispanic/Latino of any race	2	100	0	0	0	0	0.0%
ALG02	White	5	60	20	20	0	0	0.0%
ALG02	Special Education	23	100	0	0	0	0	0.0%
ALG02	Limited English Proficient	2	100	0	0	0	0	0.0%
ALG02	Free / Reduced Meals	67	88.1	10.4	1.5	0	0	0.0%
ALG02	Title I	77	85.7	13	1.3	0	0	0.0%

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ALG02	ADA	3	100	0	0	0	0	0.0%
ALG02	Special Education - Exited	1	0	100	0	0	0	0.0%
ALG02	Redesignated Limited English Proficient	2	0	50	50	0	0	0.0%
ALG02	Female	31	90.3	9.7	0	0	0	0.0%
ALG02	Male	46	82.6	15.2	2.2	0	0	0.0%
ELA10	All Students	79	62	24.1	8.9	5.1	0	5.1%
ELA10	Black or African	75	62.7	24	9.3	4	0	4.0%

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	American							
ELA10	Hispanic/Latino of any race	3	66.7	33.3	0	0	0	0.0%
ELA10	White	1	0	0	0	100	0	100.0%
ELA10	Special Education	25	68	16	12	4	0	4.0%
ELA10	Limited English Proficient	1	100	0	0	0	0	0.0%
ELA10	Free / Reduced Meals	72	62.5	25	9.7	2.8	0	2.8%
ELA10	Title I	79	62	24.1	8.9	5.1	0	5.1%

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ELA10	ADA	3	66.7	33.3	0	0	0	0.0%
ELA10	Special Education - Exited	1	100	0	0	0	0	0.0%
ELA10	Female	29	51.7	31	10.3	6.9	0	6.9%
ELA10	Male	50	68	20	8	4	0	4.0%

**Summary:** According to the PARCC 2014-15 results, 0% of our students who tested met or exceeded the Algebra I and II PARCC tests and 5% of our students who tested met the Grade 10 Literacy and English Language Arts test.

Less than 2% of students in grades 6-8 met or exceeded expectations on the Reading PARCC Assessment. 0% of students met or exceeded expectations on the Mathematics PARCC Assessment.

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		<p><b>Strengths:</b> We have a number of students who have shown significant growth on their i-Ready tests and their EOC assessments.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• We need to deliver effective instruction as well as academic interventions to our students.</li> <li>• Interventions for the Tier II/III students</li> <li>• On-going review of data to make decisions for effective instruction and student groupings</li> <li>• On-going collaboration with the community learning network and Office of Transformation and Turnaround</li> </ul>	



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		<ul style="list-style-type: none"> <li>• Coaching around content and effective teaching strategies</li> </ul>	
<b>4 <u>Rigorous Curriculum</u></b> Alignment of curriculum implementation with state standards across grade levels <ul style="list-style-type: none"> <li>• Core English/Reading program</li> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> <li>• Other Programs</li> </ul>		<b>Literacy- (6-8)</b> City Schools' secondary literacy curriculum has been developed to align with the Maryland College and Career Ready Standards and City Schools' Literacy Model. The design principles focus on development of content knowledge through text analysis, speaking and listening skills, and writing skills while addressing culturally and ethically relevant themes. In order to reach these aims students focus on four modules per year per grade, each focused on an essential question. To address aspects of the essential question students engage in rigorous critical thinking, vocabulary development, writing and reading that culminate in a final essay to address the essential question.  <b>Literacy- (9-12)</b> City Schools' secondary literacy curriculum has been developed to align with the Maryland College and Career Ready Standards and City Schools' Literacy Model. The design principles focus on development of content knowledge through text analysis, speaking and	

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listening skills, and writing skills while addressing culturally and ethically relevant themes. In order to reach these aims students focus on four modules per year per grade, each focused on an essential question. To address aspects of the essential question students engage in rigorous critical thinking, vocabulary development, writing and reading that culminate in a final essay to address the essential question.

**Social Studies – (6-8)**

Through the middle grades, students build upon skills developed during the elementary curriculum, including history, geography, civics and government, and economics. Through the study of Ancient Civilizations, World Geography, and U.S. History to 1877, students explore cultural diffusion through the exchange of resources and ideas, geographical impact on societies, and foundations of American government.

**Social Studies – (9-12)**

In high school, Social Studies students examine U.S. History from 1877, American Government, and Modern World History. These courses prepare students to serve as responsible citizens within the construct of their community, nation, and world. In addition,

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		<p>students learn basic personal finance knowledge and skills necessary to function in society. Students will continue working with primary and secondary source documents by using sourcing, contextualization and corroboration.</p> <p><b>Mathematics -(6 – 8)</b></p> <p>With rigorous support for teachers and real world, contexts that help students understand new ideas; these courses prepare students to be successful in Algebra I and the Maryland College and Career Ready Standards.</p> <p>Middle school mathematics courses for grades 6, 7, and 8 provide powerful foundations in ratios, proportionality, and algebraic and geometric thinking. Students use graphing technology, manipulatives, and other mathematical tools to develop conceptual understanding as they tackle and solve interesting problems. Throughout these courses, students will:</p> <ul style="list-style-type: none"> <li>• Build on their understanding of multiplication and division and equivalent fractions</li> </ul>	

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as a basis for understanding ratios and proportional reasoning

- Begin formal work with expressions and equations as they use variables to represent relationships and solve problems
- Develop their understanding of variables from two perspectives—as placeholders for specific values and as sets of values represented in algebraic relationships
- Gain fluency with geometric concepts, such as area, surface area, and volume

**Mathematics- (9-12)**

Our research-based approach to instruction deepens students’ commitment to learning, encouraging their effort and persistence in the face of academic challenge. Agile Mind curriculum includes:

- Alignment to the Maryland College and Career Ready Standards
- Conceptually-based lessons with real-world contexts emphasizing problem solving

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	<p>and critical thinking</p> <ul style="list-style-type: none"> <li>• Visually rich animations and simulations in each lesson designed to deepen understanding of central concepts</li> <li>• Multiple representations of mathematical relationships that engage more students and help develop stronger and more flexible understandings</li> <li>• Interactive formative assessment items and practice sets with guided hints and feedback that increase engagement and personalize learning outside of class</li> <li>• Preparation for PARCC assessments with both automatically graded and open-response questions</li> <li>• Real-time reporting of progress that allows students to take responsibility for their own learning</li> </ul>

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		<p>We currently use Achieve 3000 as a literacy intervention in grade 6 through grade 8. This has been the second year of implementation.</p> <p>We currently provide the following AP classes:</p> <ul style="list-style-type: none"> <li>• Language and Composition</li> <li>• Literature</li> <li>• Statistics</li> <li>• Psychology</li> </ul> <p><b>Strengths:</b> Some students have demonstrated growth as documented by the BOY and EOY i-Ready assessment results.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Professional development to support the proper implementation and pacing of the</li> </ul>	

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		delivery of BCPS curricula; <ul style="list-style-type: none"> <li>• Training to support implementation of academic interventions to bridge the gaps between students' present level of performance and the grade level standards.</li> <li>• PD to support UDL and differentiated pedagogical practices.</li> <li>• Additional support with implementing the rigor expected in AP classes.</li> </ul>	
<b><u>5 Instructional Program</u></b> <ul style="list-style-type: none"> <li>• Planning and implementation of evidenced-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> <li>• Use of Response to Intervention</li> <li>• <b>Use of universal design for learning (UDL) principles to differentiate instruction</b></li> </ul>		ACCE teachers are expected to plan and implement lessons that are aligned to the BCPS curriculum and based on the CCSS. The master schedule allows for 70 minute classes and a five period day. The teachers are evaluated according to the Instructional Framework of BCPS, which aligns to evidenced-based instructional practices. <p>We currently have a variety of instructional resources (parts of the math curriculum, Blackboard, and other learning sites) that are online but we lack sufficient devices for all students to consistently access the resources. Whereas we have a few laptop carts, they are shared across four floors of classrooms and in many cases; several of the laptops are no</p>	

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<ul style="list-style-type: none"> <li>Extended learning time (extended day, week, or year)</li> </ul>		<p>longer functioning properly.</p> <p>Whereas our technology devices are limited for student use, several of our teachers have consistently demonstrated proficiency with technology integration and are eager to connect student learning with technology-based tools –when they are available.</p> <p>Given the instructional needs at the school and the large percentage of novice teachers, the school has not implemented a consistent RTI model or fully incorporated UDL principles in all classrooms. Both of these areas are in need of improvement and will be part of our plan. In addition to increasing our collaboration and use of RTI and UDL, we will also need to develop and implement protocols specific to data analysis.</p> <p>The school offers collaborative planning for teachers. These groups meet weekly both vertically and horizontally by department. Limited conversations were held to discuss I-ready assessment data.</p>	



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	<b>Needs:</b> <ul style="list-style-type: none"> <li>• Structured after school program to support with additional remediation and enrichment for Tier II/III students.</li> <li>• Coaching and PD for teachers</li> <li>• Interventions for ELA and mathematics</li> <li>• Technology to support online learning</li> <li>• Provide better focus and structure for collaborative planning sessions. Emphasis will be on SANE documentation, data analysis to include using data to inform instruction and provide differentiation opportunities for students.</li> </ul>
<b>6 Assessments</b> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> </ul>	The school experienced several transitions within the ILT between SY14-15 and SY15-16. Additional changes to the ILT are expected to occur between SY15-16 and SY16-17. As a result, the ILT will be more collaborative, consistent, and focused on student growth in the

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<ul style="list-style-type: none"> <li>• Use of technology, where appropriate</li> </ul>	<p>upcoming year. The ILT will plan during the summer to support a scope and sequence of assessment data review/analysis cycles that will allow our ILT, content teams, grade level teams, and teachers to better use formative, interim, and summative assessments better during SY16-17 to measure student growth.</p> <p>Many data points are available through the districts online resources and the team is able to access this information. In addition, the school intends to implement many technology driven academic interventions in SY16-17. These programs have online growth measuring tools and we need additional computers to deliver remediation software during intervention classes. Additional computers would also help us raise our participation rates on all computer-based assessments (I-Ready, PARCC, EOCs, Datalink, etc.)</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• On-going analysis of key data points</li> <li>• Regular, bi-monthly meetings, of the schools Instructional Leadership Team (ILT)</li> </ul>

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		with all content areas represented	
<b>7 <u>School Culture and Climate</u></b> <ul style="list-style-type: none"> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> <li>• <b>Acknowledgement of school successes</b></li> </ul>		<p>Summary: We have spent a lot of the school year looking at our current practices. The addition of two AP's and New Vision Youth Services has helped improve the school climate. During the 1516SY, we have a mid-year climate plan shift to improve climate and culture by revising traffic patterns and strategically placing staff in the high school. Similarly, in the middle school the purpose was to ensure the safety of MS students and reduce foot-traffic near the office. In addition, updates were made to the student handbook to reflect improvements to SW expectations around school climate and safety.</p> <p>Maryland State Department of Education (MSDE) defines satisfactory attendance as 94% present. This means that students must attend 94% of the school year, which is equivalent to 169 days. Thus, students should not be absent more than 11 days during the entire school. This includes excused and unexcused absences. Furthermore, students are expected to arrive to school on time 94% of the time. Thus, 11 or more tardies is unsatisfactory; excused or unexcused. ACCE has instituted measures to track student attendance and is working to redefine the reengagement plan.</p>	

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	<p>The school attendance rate for the 2015-16 school year has been hovering around 75% daily attendance rate.</p> <p>Students have access to a full time health suite throughout the school day. We had 165 students on IEPs and many students visited the health suite daily to receive medications in accordance with their medical diagnosis.</p> <p>Students had access to mental health services through a community partnership two full days per week.</p> <p>The SST process occurred weekly to identify students with attendance issues and provide support through various informal interventions such as:</p>

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	Check-in / Check out  Attendance Contract  Home Visits  PBIS Incentive Program  <b>Needs:</b> <ul style="list-style-type: none"> <li>• Training for staff in student engagement</li> <li>• Clearly defined rules and expectations for students</li> <li>• Clear processes and procedures outlined for all areas of school climate</li> <li>• Reengagement strategies for students that have dis-engaged and for students ARCA</li> <li>• Research based program to stabilize climate</li> </ul>

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- Due to the re-location of ACCE to a shared space campus (Lake Clifton) our students will share a health suite with another high school. We need to ensure that communication and access for students is maintained and the services provided are consistent.
- We need to formalize our SST process specific to student attendance issues. School wide attendance data will be a consistent agenda item for the ILT meetings.
- Our school needs to adopt and implement the full PBIS program for the upcoming school year.

**8 Students, Family, and Community Support**

- Social-emotional and community-oriented services and supports for students and families
- Engagement of parents/guardians in the education of students

The school has two social workers, a school psychologist, and two guidance counselors. These staff support students and families through individual and small group counseling, facilitating preventative supports, collaborating as members of the student support team, and providing additional interventions to support the social-emotional needs of the school community. The school partners with Catholic Charities to provide students and families with an on-site mental health therapist.

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- Communication of information with parents/guardians about student achievement data
- Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success
- Engagement of parents/guardians in school decision making and school activities
- Parent education programs

The school employs a variety of formal and informal opportunities for the parents and guardians to engage in the education of students. Once enrolled at ACCE, incoming 6<sup>th</sup> and 9<sup>th</sup> grade students, as well as summer transfers, are invited to summer orientation sessions. The parent sessions that are part of summer orientation are well intended and begin the parent school partnership. Ongoing throughout the year, the school hosts several back to school nights, parent teacher conferences, and School Family Council (SFC) meetings. The middle school grades have incorporated class parents to support parental engagement and communication. As part of the formal SFC meetings, the family members in attendance are able provide feedback regarding the school budget and aligning resources to the school's needs.

The school regularly communicates with parents and guardians about student achievement data. Standard letters regarding performance on formal assessments (PARCC, MSA, AP) are mailed to parents. Progress reports and report cards are mailed home 4 times each per

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		<p>year with additional copies of the progress reports and report cards sent home with students. Parents/guardians are frequently contacted by teachers via phone calls, emails, and home visits to communicate student progress. The Student Support Team (SST) meets monthly with parents/guardians of specific students regarding academic achievement.</p> <p>School leadership works daily with teachers and support staff daily to build their capacity in working with parents/guardians as partners in student success. One of the primary methods used to build capacity of others is the facilitation of parent conferences. School leadership meets daily with parents and school staff regarding student performance. A secondary method to support the capacity of staff is through consistent encouragement to communicate with parents regarding student performance.</p> <p>The school routinely engages parents in School Family Council (SFC). As part of the budget process, the SFC must provide input regarding the school's budget. Parents also</p>	



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	<p>support a variety of school activities such as the Maryland Food Bank, class functions, and the college application process initiatives.</p> <p>ACCE attempts to educate parents through multiple workshops. The workshops often connect to specific aspects of the school’s programming or based on the needs identified by parents. Parents have attended programs related to the 11<sup>th</sup> grade internship program, college access, FAFSA nights, and the 8<sup>th</sup> grade choice process. Parent education programs have been provided by our counselors, social workers, and homeless liaison based on specific needs. Additionally, our school operator, the Mayor’s Office of Employment Development, has supported parent education programming around career development.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Strategies to effectively engage parents</li> </ul>

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		<ul style="list-style-type: none"> <li>• Partnerships with community organizations</li> <li>• Greater representation on the SFC</li> <li>• Collaboration with the Family Community Engagement Office</li> </ul>	
<b>9 <u>Professional Development</u></b> <ul style="list-style-type: none"> <li>• Use of Maryland Professional Development standards</li> <li>• Professional development plans (alignment to student needs and building teacher instructional and classroom management capacity)</li> <li>• Accountability practices aligned to improved teaching and learning</li> </ul>		<p>The school has aligned the school-based professional development activities with the Maryland Professional Development Standards.</p> <p>As aforementioned in other sections of this document, the school staff has a variety of professional development needs. The school's ILT will develop a PD plan that will align to student needs build on teacher capacity by purposefully incorporating multiple strands of PD. These strands will include academic intervention training and implementation, use of UDL, differentiating instruction, classroom management, and data analysis.</p> <p>We have some teachers who can serve as facilitators of specific PD strands but in many cases, the PD will be best delivered from district staff or consultants from approved vendors.</p>	

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<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>		<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>	
		<b>Needs:</b> <ul style="list-style-type: none"> <li>• Focused professional development that builds the capacity of teaching staff and focuses on best practices for ALL students,</li> <li>• Establish routines for greater accountability across the school for attending PD sessions and implementing the practices teachers learn in PD.</li> </ul>	
<b><u>10 Organizational structure and resources</u></b> <ul style="list-style-type: none"> <li>• Collaborative planning time <b>in the master schedule</b></li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Resources for increasing learning time for students and teachers</li> </ul>		School year 2015-16 class configuration was a four period 90 minute block schedule. The majority of classes were semester long and there was no intervention time built into the master schedule.  The school offers collaborative planning for teachers. These groups meet weekly both vertically and horizontally by department. Limited conversations were held to discuss I-ready assessment data. During SY15-16, we had collaborative planning time built into the schedule but there was no PD or front loaded conversations about how to utilize the time.	

<b>Name of Priority School: Academy for College and Career</b> <b>LEA: Baltimore City Public Schools</b> <b>Exploration (ACCE)</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	<p>The department leads were inconsistent with utilizing the time and providing robust documentation and/or artifacts.</p> <p>Middle school students were able to take part in an after school reading intervention programs provided by a grant from Achieve 3000.</p> <p>High school students had enrichment opportunities after school through band, drumline and dance which was also grant funded. The ACCE Advisory Board provided grants for our athletics teams and for dual credit tuition through the University of Baltimore.</p> <p>ACCE has chosen a five period day. This schedule will provide collaborative planning for each department across grade bands for at least one day per week. We are committed to moving our SPED model towards a more inclusive approach and this will be permitted by our schedule for SY16-17.</p>

Name of Priority School: Academy for College and Career  
Exploration (ACCE)

LEA: Baltimore City Public Schools

Areas to consider for analysis as part of a comprehensive needs assessment

Review the available data from the 2014-2015 and 2015-2016 school year for each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. *(Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)*

Managing resources and budget:

The principal and admin team collaborate during admin meetings to identify and prioritize resources and budget development. This plan allows for input from teachers through their participation on the ILT to provide materials and other classroom needs.

Our structure and utilization of resources for SY16-17 will improve on the challenges experienced during SY15-16

**Needs:**

- Build a data protocol for our collaborative teams to focus their time during team meetings, maintain required (SANE) documentation, provide consistent leadership follow-up, and model expectations for PD.

<b>Name of Priority School: Academy for College and Career</b> <b>LEA: Baltimore City Public Schools</b> <b>Exploration (ACCE)</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
<b><u>11 Comprehensive and Effective Planning</u></b> <ul style="list-style-type: none"> <li>• School vision, mission and shared values (how it is communicated)</li> <li>• Current school goals</li> <li>• Practices for strategic school planning</li> <li>• School improvement plan development, implementation, monitoring, and evaluation</li> </ul>	<p>ACCE Vision: "ACCE helps Baltimore City youth develop a love of learning, a positive direction for their lives, and a belief in their own abilities to succeed by promoting academic success through the lens of 21<sup>st</sup> century careers." In this flexible, safe and nurturing high school, young people are supported in an atmosphere of high expectations.</p> <p>ACCE Mission: "Working together to inspire, engage and empower every student, every day."</p> <p>We have data available to measure the SPP for 2015-16. Through reflective practice, our school can begin the continuous improvement process with consistency.</p> <p>Goal 1: By the end of the academic year, students in grades 6-12 will increase their performance on the i-Ready reading assessment by one grade level.</p> <p>Goal 2: ACCE will increase the internship goal for juniors to 90% with an eye towards</p>

<b>Name of Priority School: Academy for College and Career</b> <b>LEA: Baltimore City Public Schools</b> <b>Exploration (ACCE)</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	preparing students for college and work.  Goal 3: By June 2016, the number of chronically absent students will decrease by 10%.  Practices for Strategic School Planning  In compliance with City Schools' template and guidance for school improvement plans ACCE developed an SPP that included data analysis, determination of root causes, goals for family and community engagement, plans for Title 1, goals for climate and attendance, goals for college and career readiness, and a parent involvement plan. The plan was communicated to all stakeholders through various channels to include: parent letters, website, all staff meeting agenda, Back to School night and school family council meetings.  School improvement plan development, implementation, monitoring, and evaluation

<b>Name of Priority School: Academy for College and Career</b> <b>LEA: Baltimore City Public Schools</b> <b>Exploration (ACCE)</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	<p>The ILT used the SPP as a tool to focus the strategies to be used to address the root causes so that progress could continue to be made around the goals of the SPP plan. As part of the ILT meetings the plan was monitored and reviewed to evaluate its effectiveness and adjusted as needed.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• We need to better articulate our school goals to all stakeholders so that we are collectively work to achieve them.</li> <li>• Improved partnerships to assist in the whole child education as articulated by the vision.</li> <li>• Increase student mentoring services to support the mission.</li> <li>• We need to be more consistent with the ILT meetings and the focus and monitoring and adjusting the SPP as we understand it is a living document.</li> </ul>



<b>Name of Priority School: Academy for College and Career</b>		<b>LEA: Baltimore City Public Schools</b>	
<b>Exploration (ACCE)</b>			
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>		<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>	
<b>12 <u>Effective Leadership</u></b> <ul style="list-style-type: none"> <li>• Instructional leadership to promote teaching and learning</li> <li>• Team structure and participation</li> <li>• Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Levels of parent and community participation in school leadership to promote academic, developmental, social, and career needs of students</li> </ul>		<p>The ILT has met consistently throughout the year to promote the teaching and learning within the building. The primary initiative has been to improve the structure and content of the departmental collaborative planning sessions. We have also focused the majority of our PD on the teaching and learning expectations embedded in the Instructional Framework. Additionally, school leadership has provided ongoing instructional supports in an informal observation and feedback cycle.</p> <p>Schedules were developed to provide content teachers on period per week to meet with the other members of their content team in grades 6-12. This structure has promoted collaboration within the content teams as well as vertical alignment of curriculum maps. We have found that the use of protocols have directly led to increased participation and have assisted with focusing the work of the teams.</p> <p>The leadership team uses student achievement data, informal observations, topic assessments, and lesson plan reviews to monitor curriculum implementation. The school has received additional support this year by the Academic Content Liaisons from the district office. To promote improved instructional practices, the ILT has directed the structure of the school's collaborative planning sessions and PD sessions. The school</p>	

<b>Name of Priority School: Academy for College and Career Exploration (ACCE)</b>		<b>LEA: Baltimore City Public Schools</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>		<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>	
		<p>leadership team also implements instructional feedback sessions to provide clear guidance to teachers to improve their instructional practices.</p> <p>The majority of the leadership team is new to the school this year and inherited a faculty who, on a school survey, identified that fewer than 50% of the staff felt supported by school leadership during the previous year. To this end, school leadership has attempted to provide consistent instructional supports to teachers to help them improve their pedagogical practices. The school also has a high percentage of novice teachers and these teachers have demonstrated needs with classroom management. School leadership has provided specific support measure and as the engagement strategies have increased, learning (based on informal observations) has also increase.</p> <p>The school accesses data, using technology, from a variety of sources. Currently the school teams frequently accesses several i-Ready reports to gauge growth of students, identify small group needs, and individualize select remediation/enrichment skills. The teams also used datalink to analyze course assessment results.</p> <p>During SY15-16, the school experienced teaching vacancies into the 3<sup>rd</sup> month of school and administrator vacancies until the 6<sup>th</sup> month of school. To limit these challenges for</p>	

<b>Name of Priority School: Academy for College and Career</b>		<b>LEA: Baltimore City Public Schools</b>	
<b>Exploration (ACCE)</b>			
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>		<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>	
		<p>SY16-17, school leadership has employed several strategies to retain staff and recruit new members to the team. Throughout SY15-16 school leadership has purposefully recognized staff for successes and plans to provide growth/promotion opportunities for SY16-17. The principal has also been actively recruiting candidates for SY16-17 and has collaborated with local organizations such Urban Teacher Center, Teach for America, and Baltimore City Teaching Residency.</p> <p>ACCE has an active advisory board who assists with identifying and coordinating resources to supplement the school needs. The advisory board has been instrumental in several recent additions to the additional programming at ACCE. During SY15-16 the board has supported the tuition and fees for students dually enrolled at ACCE and the University of Baltimore as well as helped provide the resources necessary for the school's marching band and drum line.</p> <p>The school principal collaborates with other stakeholders and the SFC to identify the priority needs of the Fair Students Funds allotted to the school by the district. These funds are aligned to the school needs.</p>	

<b>Name of Priority School: Academy for College and Career</b> <b>LEA: Baltimore City Public Schools</b> <b>Exploration (ACCE)</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	<p>The school's mission and vision directly address a collaborative approach that promotes the academic, developmental, social, and career needs of students. School leadership is in the process of increasing the collaboration and participation of parent and community members. However, the school's 11<sup>th</sup> grade internship programming, 12<sup>th</sup> grade college and career fairs are examples of collaboration and investment of parent and community members in the success of students.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• The school expects to lose five members of the ILT and need to bring on new leadership team members.</li> <li>• We need to embed the ILT tool and related data into our bi-weekly meetings.</li> <li>• Further develop our PLC program and expand the collaborative planning sessions with PD linked to literacy and math development.</li> <li>• We need to hire teachers in both math and English.</li> </ul>

**Name of Priority School: Academy for College and Career  
Exploration (ACCE)**

**LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a  
comprehensive needs assessment**

**Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. *(Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)***

- We want to expand the PLC format and leverage technology to improve instruction and student learning outcomes.

## B.4 Pre-Implementation Plan

School: Academy for College and College Exploration (ACCE) Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p><b>REQUIRED</b>  <b><u>I. Family and Community Engagement:</u></b>            Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by</p>	<p>School communities – parents, teachers, students, support staff and partners are involved through community-wide academic and engagement events for students to increase home-school connections and communication. The strategies and activities listed below will be led by a Family &amp; Community Engagement Liaison.</p> <ol style="list-style-type: none"> <li>1. Work with partner or service provider to conduct a needs assessment and gap analysis of the school to ensure the strategic alignment of supports, partners and resources</li> <li>2. Organize and conduct community walks to build collaborative relationships</li> </ol>	<p>October 2016</p> <p>October 2016</p>	<p>To develop closer ties to the community, neighbors; and connect school staff, students and families to community resources that benefit students and the community as a whole (#1)</p> <p>To support the development of the school’s goals, mission and</p>	<p>1.0 FTE FCE (/5) (Title I-Part A)</p> <p>Rebranding Materials-\$50,000</p> <p>Partnership with MAEC- \$45,000</p> <p>Living Tree-\$4 per student (funded under FY17 Priority plan)</p> <p>Parent Camp-\$2,500 for stipends</p> <p>District-wide Training-1 per quarter-\$1,500/4-</p>

## B.4 Pre-Implementation Plan

School: Academy for College and College Exploration (ACCE) Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p>providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.</p>	<p>between families, students, staff and partners</p> <ol style="list-style-type: none"> <li>3. Conduct visioning exercises and activities to include entire school community aligned to school improvement and 21<sup>st</sup> Century Building plan</li> <li>4. Convene a community forum and information sharing session led by school leaders to share with the community-at-large school performance and intervention models</li> <li>5. Coordinate and plan district-level professional development for all SIG schools staff, families and partners in high-impact family and engagement best practices</li> </ol>	<p>October 2016 November 2016</p> <p>November 2016 December 2016</p> <p>November 2016 December 2016</p>	<p>rebranding (#2, 3)</p> <p>To build district-wide capacity to meet the unique needs of students and families (#4)</p> <p>To strengthen parent networks at the school level to work with staff on initiatives to increase family and community engagement in instructional best practices and learning (#4)</p> <p>To provide supports and structures to enhance two-way communication to increase family and community engagement and student success (#5)</p> <p>To ensure that the unique needs of the school community are considered in informing all</p>	<p>\$6,000</p> <p>Materials/Supplies for Community Meetings and PD-\$5,000</p>

## B.4 Pre-Implementation Plan

School: Academy for College and College Exploration (ACCE) Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>6. Identify and train a workgroup comprised of parents, staff, students, and community partners to support implementation and planning of school improvement grant and sustainability</p> <p>7. Hold “Parent Camps” to share experiences, opinions, hopes and ideas to improve the education and well-being of all children and their families to include the school improvement plan, choice options, if applicable, and additional community resources and providers available</p> <p>8. Orient and train school</p>	<p>December 2016 January 2017</p> <p>January 2017 February 2017</p> <p>February 2017</p>	<p>family and community engagement strategies (#6)</p> <p>To increase students and families awareness of FCE strategies and their links to academic outcomes (#7)</p> <p>To inform decision-making and support advocacy among all stakeholders (#7)</p> <p>The Family and Community Engagement Liaison will lead efforts to strengthen parent involvement, form strong school-parent relationships and ensure effective implementation of strategies (#9)</p> <p>To ensure that the school is equipped to address the whole child (#9, 10)</p>	



## B.4 Pre-Implementation Plan

School: Academy for College and College Exploration (ACCE) Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>leaders and school-based staff on how to utilize high-impact family and school community engagement strategies</p> <p>9. Identification and training of a LEA family and community engagement liaison who will monitor the implementation of the model of engagement, manage communication strategies and plan additional parent activities</p> <p>10. Conduct a communications training to include website, the district mobile app, Infinite Campus (Student Management System); implement web-based family and community engagement network, Living Tree</p>	<p>January 2017 February 2017</p> <p>October 2016</p> <p>February 2017</p>	<p>To strengthen parent-teacher relationships and ensure parents understand student-data and academic progress (#9, 10)</p> <p>To support meaningful 2-way communication, collaboration between teachers, school leaders, parents and family members (#9, 10)</p> <p>To ensure that parents, family members and key stakeholders have access to academic data to support learning at home and college and career readiness (#10)</p> <p>These activities will ensure the effective alignment of goals, strategies, and resources (#11)</p>	

<b>B.4 Pre-Implementation Plan</b>				
School: Academy for College and College Exploration (ACCE)		Intervention Model (If Applicable): Turnaround Principles		
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	11. Conduct Community Resource meeting to include all stakeholders (faith-based, private, philanthropic, public organizations)  12. Identify partner or service provider to support planning and implementation of school improvement grant	March 2017  March 2017	To ensure the development of targeted supports and strategies that meet the unique needs of the school community (#12)	
<b>REQUIRED if Applicable</b> <b>2. <u>Rigorous Review of External Providers:</u></b> Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.	NA	NA	NA	NA

## B.4 Pre-Implementation Plan

School: Academy for College and College Exploration (ACCE) Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p><b><u>REQUIRED</u></b>  <b><u>3.Staffing:</u></b>            Evaluate the strengths and areas of need of current staff and/or recruit and hire the incoming principal, leadership team, instructional staff, and administrative support (if applicable).</p>	<p>Highly qualified and effective staff are an integral part of school turnaround. As such it is imperative that school staff are competent, knowledgeable and skilled; that barriers to their hiring are removed and that their retainment is prioritized.</p> <ol style="list-style-type: none"> <li>1. Conduct thorough contextual analysis of teacher/leader qualifications and certifications</li> <li>2. The school will continue to use the leadership framework to identify areas of strength and opportunity for growth amongst individual teachers as well as grade bands.</li> <li>3. Review district policies and regulation related to hiring, teacher/leader transfers, performance improvement</li> </ol>	<p>November 2016</p> <p>Ongoing (initiate September 2016)</p> <p>November-January 2017</p>	<p>To ensure that school staff are equipped to implement school improvement plan with success (#1)</p> <p>To identify skill gaps within staff (#2, 6)</p> <p>To ensure that all barriers to the hiring of highly qualified candidates are removed (#3)</p> <p>To ensure that SIG schools receive the highest qualified staff (#3, 4, 5)</p>	<p>Recruitment Materials/Supplies \$2,000</p> <p>Hiring Fair \$2,000</p> <p>Contracted Services \$2,000</p> <p>Communications \$1,000</p>

## B.4 Pre-Implementation Plan

School: Academy for College and College Exploration (ACCE) Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>initiatives and incentives that impacts school</p> <ol style="list-style-type: none"> <li>4. Develop SIG specific hiring processes and timelines</li> <li>5. Prioritize staffing for the SIG schools through hiring fairs, recruitment strategies, and transfers</li> <li>6. Conduct needs survey of remaining/retained staff</li> </ol>	<p>November-January 2017</p> <p>March 2017</p> <p>March 2017</p>		
<p><b>4. Instructional Programs:</b> Identify possible instructional materials that are evidence-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another,</p>	<p>The district provides comprehensive curriculum aligned to State academic standards for all grade levels. Additional academic interventions would support the rigorous instructional program outlined in the curriculum.</p> <ol style="list-style-type: none"> <li>1. Conduct learning walks to gather data on current instructional program</li> </ol>	<p>October 2016</p>		<p>Stipends for teachers to attend Professional Development, engage in data reviews and provide feedback on instructional program and needs</p>

## B.4 Pre-Implementation Plan

School: Academy for College and College Exploration (ACCE) Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
collaborating within and across disciplines, and devising student assessments.	<ol style="list-style-type: none"> <li>2. Conduct rigorous data analysis of student needs current instructional programs and determine implementation gaps</li> <li>3. Conduct inventory of all current materials, curriculum, and academic interventions</li> <li>4. Identify new instructional materials, if needed based on outcomes</li> <li>5. Identify consultant for the training of teachers in pedagogical best practices and classroom management approaches.</li> <li>6. Review master schedules and adjust accordingly to</li> </ol>	<p>October 2016</p> <p>November 2016</p> <p>March 2017</p> <p>April – June 2017</p> <p>February – March 2017</p>	<p>To provide an analysis of best practices currently in place at the school and what should be removed and/or added in order to strengthen the instructional program (#1-8)</p>	<p>\$30/hr.; 60 teachers; 3 full day events on weekend (7 hours each) plus an additional 20 hours</p> <p>Contract with Consultant(s) ~\$100,000</p>

## B.4 Pre-Implementation Plan

School: Academy for College and College Exploration (ACCE) Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>maximize student learning as well as collaborative planning time.</p> <p>7. Conduct a teacher survey to assess and identify professional development needs</p> <p>8. Establish a parent focus group and student focus group to garner feedback around academic programming and extra-curricular activities</p>	<p>November-December 2016</p> <p>January 2017</p>		
<p><b><u>5. Professional Development and Support:</u></b> Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the</p>	<p>Professional development around the use of curriculum, the instructional framework, and other academic intervention programs is needed.</p> <p>1. Plan district-level</p>			<p>Ron Clark (ILT) – 6 staff @ \$2205 (registration and travel)</p> <p>Salary for sub</p>

## B.4 Pre-Implementation Plan

School: Academy for College and College Exploration (ACCE) Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p>school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.</p>	<p>professional development for all schools identified as SIG.</p> <ol style="list-style-type: none"> <li>2. Create cycles of support for Network teams and Ed Specialists in the Office of Turnaround and Transformation</li> <li>3. Support school's instructional leadership team (ILT) in planning school-based professional development calendar for the SY17-18</li> <li>4. Hold institutes led by district staff, consultants, and MSDE Breakthrough Center focused on instructional framework, curriculum, content, and academic interventions; provide stipends for teachers to attend</li> </ol>	<p>October 2016</p> <p>October 2016</p> <p>March 2017</p> <p>June 2017</p>	<p>To align strategic support offered to schools by the district (#1, 2)</p> <p>Support the development and capacity building of strong district-level and school-based leaders in school turnaround principles and strategies (#5, 6, 7, 8, 9)</p>	<p>coverage while teachers attend conference</p> <p>On-going ILT Coaching- (****)</p> <p>Conference-Out of Town Travel and Registration Fees-\$2,800 per attendee/3-\$8,400</p> <p>Teacher Stipends to attend district Institutes and for professional development funded under Title II and the FY17 priority plan</p>

## B.4 Pre-Implementation Plan

School: Academy for College and College Exploration (ACCE) Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<ol style="list-style-type: none"> <li>5. Contract School Turnaround consultant to provide support to district staff, school ILT and other school leaders</li> <li>6. Attend National School Turnaround Conferences and Symposiums (Principal and 2- ILT Members)</li> <li>7. Attend Ron Clark Academy (principal, teacher, parent, FCE)</li> </ol>	<p>November 2016</p> <p>June 2017</p> <p>TBD</p>		
<p><b><u>REQUIRED</u></b>  <b><u>6. Progress Monitoring and Reporting:</u></b>            The LEA must describe its plan to prepare written monthly status reports of completed pre-implementation activities, including status on budget, hiring, and other activities designed to prepare the school for full implementation of the selected model in SY 2017-2018. This report must be available and reported on during the monthly Central Support Team</p>	<p>The district's Turnaround Specialist is responsible for developing monthly reports related to pre-implementation activities.</p> <ol style="list-style-type: none"> <li>1. Develop monthly status report template and clarify reporting methods</li> <li>2. Conduct bi-weekly meetings</li> </ol>	<p>October 2016</p> <p>Ongoing (initiate</p>	<p>Streamline reporting process and ensure accurate data collection (#1)</p> <p>Respond in a timely manner to</p>	<p>No cost</p>



<b>B.4 Pre-Implementation Plan</b>				
School: Academy for College and College Exploration (ACCE)		Intervention Model (If Applicable): Turnaround Principles		
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
(CST) meetings.	<p>between district offices to review and respond to critical issues reported</p> <p>3. Make report available at monthly CST meetings</p>	<p>September 2016)</p> <p>Ongoing (initiate September 2016)</p>	<p>implementation barriers (#2)</p> <p>Ensure that state is thoroughly informed of status of pre-implementation activities (#3)</p>	
<p><b><u>REQUIRED FOR CERTAIN MODELS</u></b></p> <p><b><u>7. Planning for increased learning time to begin at the start of the 2017-2018 school year</u></b></p>	<p>Increased learning time can provide students with the opportunity to more thoroughly engage the school's instructional program, the use of academic interventions and enrichment programs.</p> <p>1. Conduct research and feasibility study on extended learning time models</p> <p>2. Understand and anticipate barriers to implementing extended day, extended year and other models for increased learning time such</p>	<p>January 2017</p> <p>March 2017</p>	<p>Ensure that most effective and efficient strategies are selected to increase learning time for students (#1, 2)</p>	

## B.4 Pre-Implementation Plan

School: Academy for College and College Exploration (ACCE) Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	as the impact on bell schedules, transportation, staff compensation, etc.			
<b><u>8 .Other LEA Determined Activities (Please Describe)</u></b>				

## Priority or Focus School

<b>School Name:</b> <b>Brehms Lane Public Charter School</b>  <b>Address:</b> <b>3536 Brehms Lane</b> <b>Baltimore, MD 21213</b>	<b>LEA Point of Contact (POC)</b> <b>Name &amp; Position:</b> <b>Laurie-Lynn Sutton</b> <b>Director, Transformation and Turnaround</b> <b>Phone#: (443) 838-6941</b> <b>Email Address: lsutton03@bcps.k12.md.us</b>
<b>Grade levels enrolled (SY 2016-2017): PreK- 5th</b>	<b>Projected Number of Students Enrolled (SY 2016-2017): 700</b>

<b>Level of Identification</b>	
Priority <input checked="" type="checkbox"/> _____	Focus _____

**Title I Status: All Priority and Focus Schools must operate a schoolwide program beginning with SY 2016-2017.**

**Schoolwide Program**

**Anticipated Intervention Model Selected :**

**Closure Model**  
 **Turnaround Model**  
 **Transformation Model**  
 **Restart Model**  
 **Maryland Turnaround Principles Model (Maryland's State Approved Model)**  
 **Whole School Reform Model**  
 **Early Learning Model**

### Cumulative Amount SIG Funds the LEA is requesting for Five Years

<b>Pre-implementation SY 2016-2017</b>	<b>FY 2014 SIG Funds</b>	<b>\$51,789.75</b>
<b>Year 1 SY 2017-2018</b>	<b>FY 2014 SIG Funds</b>	<b>\$1,200,000.00</b>
<b>Year 2 SY 2017-2018</b>	<b>FY 2015 SIG Funds</b>	<b>\$1,200,000.00</b>
<b>Year 3 SY 2018-2019</b>	<b>FY 2016 SIG Funds</b>	<b>\$1,200,000.00</b>
<b>Sustainability</b>	<b>FY 2016 SIG Funds</b>	<b>\$450,000.00</b>
<b>Total Amount of Funding Requested for this school over 5 years</b>		<b>\$4,101,789.75</b>



# Comprehensive Needs Assessment

**Brehms Lane Public Charter School #231**

**Baltimore City Public Schools**

**Conducted for SY 2016-2017**

**Name of Priority School: Brehms Lane Public Charter School LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

**Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)**

<p><b>1 <u>Student Profile Information</u></b></p> <ul style="list-style-type: none"> <li>• Total enrollment</li> <li>• Grade level enrollment</li> <li>• Subgroups (including gender)- # of students in each</li> <li>• Mobility % - Entrants &amp; Withdrawals</li> <li>• Attendance % (include chronic absentee data which in Maryland is defined as missing more than 20 days during the school year)</li> <li>• Expulsions</li> <li>• Suspensions</li> <li>• Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and %</li> </ul>	Total Enrollment SY1415	700
	Total Enrollment SY1516	712
	PK	69
	K	113
	1	119
	2	96
	3	112
	4	96
	5	107
	6	
	7	
	8	
	9	
	10	
	11	
12		
% Males	53.7	
% Females	46.3	
% FARMS	93.7	
% ELL	0.1	
%SWD	12.7	

**Name of Priority School: Brehms Lane Public Charter School LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

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<ul style="list-style-type: none"> <li>of students</li> <li>• Graduation rate</li> <li>• Dropout rate</li> <li>• Homeless</li> <li>• Foster Care</li> <li>• Special Education # and % (specialized programs in the school)</li> </ul>	% Non-Hispanic African American	95.7	
	% Non-Hispanic White	0.3	
	% Hispanic	3.7	
	% Non-Hispanic Asian	0	
	% Non-Hispanic American Indian	0	
	% Non- Hispanic Multiracial	0	
	% Non-Hispanic Native Hawaiian/Other Pacific Islander	0.3	
	% Homeless	5.7	
	% Foster Care		
	% Mobility SY1415	33.1	
	Attendance Rate SY1415	91.1	
	Attendance Rate SY1516	76.1	
	Chronic Absence Rate SY1415	28.2	
	At-Risk for Chronic Absence SY1516	58.4	
	Expulsions	2	
	Suspension Incidents	76	
	Suspended Students	53	
	Advance Coursework completion		
Graduation Rate			
Dropout Rate			

Name of Priority School: Brehms Lane Public Charter School LEA: Baltimore City Public Schools	
Areas to consider for analysis as part of a comprehensive needs assessment	Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. <i>(Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</i>
	<p><b>Summary:</b> In general, the school’s total enrollment has stayed the same with around 700 students enrolled in SY1415 and SY1516.</p> <p>Attendance is low (just above 90.8%) and has continued to drop in SY1516. Chronic absenteeism is high (28% in SY1415) and has swelled to over 50% of all students at risk for chronic absenteeism in SY1516. The student mobility rate in SY1415 was 33%.</p> <p>There have been 76 suspension incidents for all students in SY1516. Almost 13% of the student population is SWD. 94% of students are FARMS eligible, 96% identify as African American and 54% of students are male (46% female).</p> <p><b>Strengths:</b> It's challenging to find strengths in the data. As of this point, the trends with respect to student profile information are not positive.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• The school is in immediate need of comprehensive change to all aspects of the program. This work is in process as part of the conversion to charter status. Afya Baltimore, Inc. (ABI) will operate the school beginning July 1, 2016.</li> </ul>
2 <u>Staff Profile</u>	Principal Tenure at School

**Name of Priority School: Brehms Lane Public Charter School LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

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- Principal – Length of time at the school
- Number of Assistant Principal/s and other administrators
- Number and % of teaching faculty’s total classroom instruction experience:
  - 0-5 years
  - 6-10 years
  - 11-15 years
  - 16+ years
- Number and % of teaching faculty’s service at this school:
  - 0-5 years
  - 6-10 years
  - 11-15 years
  - 16+ years
- Number and % of teachers that meet applicable State

School	Sum of Years At School
0231 - BREHMS LANE ELEMENTARY	2.6

Priority Schools Admin Staff	
Row Labels	Count of Job Coding
0231 - BREHMS LANE ELEMENTARY	2

Classroom Teaching Experience		
Row Labels	Count of EEID	Count of EEID2
<b>0231 - BREHMS LANE ELEMENTARY</b>	<b>37</b>	<b>6.48%</b>
<b>Teaching Staff</b>	<b>37</b>	<b>100.00%</b>
0-5 years	14	37.84%
11-15 years	6	16.22%
16+ years	7	18.92%
6-10 years	10	27.03%

Teacher Experience at School		
Row Labels	Count of EEID	Count of EEID2



**Name of Priority School: Brehms Lane Public Charter School LEA: Baltimore City Public Schools**

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- Certification and licensure requirements
- Number of school-based reading and English teachers of record
- Number of school-based mathematics and data/analysis teachers of record
- Number of school-based reading and English resource personnel
- Number of school-based mathematics and data/analysis resource personnel
- Number and % of paraprofessionals who are qualified

<b>0231 - BREHMS LANE ELEMENTARY</b>	<b>37</b>	<b>6.48%</b>
<b>Teaching Staff</b>	<b>37</b>	<b>100.00%</b>
0-5 years	23	62.16%
11-15 years	2	5.41%
16+ years	6	16.22%
6-10 years	6	16.22%

<b>Certification Requirements Summary</b>		
<b>Row Labels</b>	<b>Count of EEID</b>	<b>Count of EEID2</b>
<b>0231 - BREHMS LANE ELEMENTARY</b>	<b>37</b>	<b>6.48%</b>
<b>Teaching Staff</b>	<b>37</b>	<b>100.00%</b>
Certified	34	91.89%
Not Certified	3	8.11%

<b>Qualified PARA</b>			
<b>Organization</b>	<b>Job Coding</b>	<b>Count of EEID</b>	<b>Sum of EEID2</b>
<b>0231 - BREHMS LANE ELEMENTARY</b>	Qualified Para	7	100.00%

**Name of Priority School: Brehms Lane Public Charter School LEA: Baltimore City Public Schools**

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- Number of mentor teachers and number of teachers being supported
- Teacher and administrator attendance %

	Total # of Days Absent of MSDE 11, 8 & 9 Staff on 5/20	# of MSDE 11, 8 & 9 Staff as of 5/20/16	Average Days Absent of T & Admin Staff at Priority Schools on 5/20
<b>21 FY17 Priority Schools*</b>			
0231 - BREHMS LANE ELEMENTARY	496.7	40	12.4

<b>English Math Teacher Data</b>		
Schools	Count of Cert Q check - reading/English	Count of Cert Q check - Math/data analysis
0231 - BREHMS LANE ELEMENTARY	34	33

**Summary:** With respect to staffing, the school has glaring needs: First, the school has high staff turnover annually. This year, for example, 24 percent of staff is not returning. Few of these non-returns are related to the conversion to charter; rather, for the past five years or so there has been a high rate of turnover, perhaps connected to the percentage of staff that report that they would stay at the school if given the chance, just 45%. Second, the staff attendance rate is not good. On a daily basis, 4-to-5 staff members are absent for one reason or another. Inconsistent staffing leads to an

Name of Priority School: Brehms Lane Public Charter School LEA: Baltimore City Public Schools																											
Areas to consider for analysis as part of a comprehensive needs assessment		Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)																									
		<p>overall lack of stability at the school, which in turn affects the quality of the programming.</p> <p><b>Strengths:</b> There is, at the school, a strong core of staff with a range of experience that remains committed to the school and is excited about the conversion to charter.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>The need is for comprehensive change in the school's approach to staff recruitment, moral and team-building, and leadership development. ABI is aware of this need, has been preparing to address it since the outset of the conversion process, and is taking the first steps to addressing this challenge.</li> </ul>																									
<b>3 Student Achievement</b>																											
<ul style="list-style-type: none"> <li>Student achievement data for reading and math on State assessments by the “all student” category and all subgroups</li> </ul>		<table border="1"> <thead> <tr> <th>Subject</th> <th>Category</th> <th># of Students Tested</th> <th>Level 1 %</th> <th>Level 2 %</th> <th>Level 3 %</th> <th>Level 4 %</th> <th>Level 5 %</th> <th>% of Students Meeting or Exceeding Expectations</th> </tr> </thead> <tbody> <tr> <td>ELA03</td> <td>ADA</td> <td>7</td> <td>42.9</td> <td>42.9</td> <td>14.3</td> <td>0</td> <td>0</td> <td>0.0</td> </tr> </tbody> </table>								Subject	Category	# of Students Tested	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	% of Students Meeting or Exceeding Expectations	ELA03	ADA	7	42.9	42.9	14.3	0	0	0.0
Subject	Category	# of Students Tested	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	% of Students Meeting or Exceeding Expectations																			
ELA03	ADA	7	42.9	42.9	14.3	0	0	0.0																			

**Name of Priority School: Brehms Lane Public Charter School LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

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ELA03	All Students	105	43.8	28.6	12.4	13.3	1.9	15.2
ELA03	Black or African American	99	44.4	28.3	13.1	12.1	2	14.1
ELA03	Female	44	25	31.8	13.6	27.3	2.3	29.6
ELA03	Free / Reduced Meals	101	43.6	29.7	11.9	12.9	2	14.9
ELA03	Hispanic/Latino of any race	4	50	50	0	0	0	0.0
ELA03	Male	61	57.4	26.2	11.5	3.3	1.6	4.9
ELA03	Native Hawaiian or Other Pacific Islander	2	0	0	0	100	0	100.0
ELA03	Special Education	22	68.2	18.2	9.1	4.5	0	4.5
ELA03	Title I	105	43.8	28.6	12.4	13.3	1.9	15.2
ELA04	ADA	5	80	20	0	0	0	0.0
ELA04	All Students	110	44.5	36.4	13.6	5.5	0	5.5

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ELA04	Black or African American	109	45	35.8	13.8	5.5	0	5.5
ELA04	Female	55	40	38.2	14.5	7.3	0	7.3
ELA04	Free / Reduced Meals	106	46.2	35.8	13.2	4.7	0	4.7
ELA04	Hispanic/Latino of any race	1	0	100	0	0	0	0.0
ELA04	Limited English Proficient	1	100	0	0	0	0	0.0
ELA04	Male	55	49.1	34.5	12.7	3.6	0	3.6
ELA04	Special Education	20	70	30	0	0	0	0.0
ELA04	Special Education - Exited	1	0	0	100	0	0	0.0
ELA04	Title I	110	44.5	36.4	13.6	5.5	0	5.5
ELA05	ADA	2	100	0	0	0	0	0.0
ELA05	All Students	92	48.9	31.5	15.2	4.3	0	4.3
ELA05	Black or African American	90	47.8	32.2	15.6	4.4	0	4.4

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ELA05	Female	40	45	30	17.5	7.5	0	7.5
ELA05	Free / Reduced Meals	85	49.4	31.8	14.1	4.7	0	4.7
ELA05	Hispanic/Latino of any race	2	100	0	0	0	0	0.0
ELA05	Male	52	51.9	32.7	13.5	1.9	0	1.9
ELA05	Special Education	23	60.9	39.1	0	0	0	0.0
ELA05	Special Education - Exited	4	100	0	0	0	0	0.0
ELA05	Title I	92	48.9	31.5	15.2	4.3	0	4.3
MAT03	ADA	7	28.6	42.9	14.3	14.3	0	14.3
MAT03	All Students	103	22.3	44.7	15.5	16.5	1	17.5
MAT03	Black or African American	97	23.7	45.4	12.4	17.5	1	18.5
MAT03	Female	43	18.6	39.5	11.6	27.9	2.3	30.2
MAT03	Free / Reduced Meals	99	21.2	45.5	16.2	16.2	1	17.2

**Name of Priority School: Brehms Lane Public Charter School LEA: Baltimore City Public Schools**

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MAT03	Hispanic/Latino of any race	4	0	50	50	0	0	0.0
MAT03	Male	60	25	48.3	18.3	8.3	0	8.3
MAT03	Native Hawaiian or Other Pacific Islander	2	0	0	100	0	0	0.0
MAT03	Special Education	21	33.3	52.4	14.3	0	0	0.0
MAT03	Title I	103	22.3	44.7	15.5	16.5	1	17.5
MAT04	ADA	5	40	60	0	0	0	0.0
MAT04	All Students	112	30.4	38.4	19.6	11.6	0	11.6
MAT04	Black or African American	111	30.6	37.8	19.8	11.7	0	11.7
MAT04	Female	57	24.6	43.9	19.3	12.3	0	12.3
MAT04	Free / Reduced Meals	108	31.5	39.8	18.5	10.2	0	10.2
MAT04	Hispanic/Latino of any race	1	0	100	0	0	0	0.0

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MAT04	Limited English Proficient	1	100	0	0	0	0	0.0
MAT04	Male	55	36.4	32.7	20	10.9	0	10.9
MAT04	Special Education	20	50	50	0	0	0	0.0
MAT04	Special Education - Exited	1	0	0	100	0	0	0.0
MAT04	Title I	112	30.4	38.4	19.6	11.6	0	11.6
MAT05	ADA	2	50	50	0	0	0	0.0
MAT05	All Students	92	42.4	38	15.2	4.3	0	4.3
MAT05	Black or African American	90	43.3	36.7	15.6	4.4	0	4.4
MAT05	Female	40	50	35	12.5	2.5	0	2.5
MAT05	Free / Reduced Meals	85	42.4	40	12.9	4.7	0	4.7
MAT05	Hispanic/Latino of any race	2	0	100	0	0	0	0.0
MAT05	Male	52	36.5	40.4	17.3	5.8	0	5.8



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Areas to consider for analysis as part of a comprehensive needs assessment	Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. <i>(Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</i>								
	MAT05	Special Education	23	47.8	39.1	13	0	0	0.0
	MAT05	Special Education - Exited	4	50	50	0	0	0	0.0
	MAT05	Title I	92	42.4	38	15.2	4.3	0	4.3
	<p><b>Summary:</b> The school struggled in all grades and in all subgroups on the PARCC assessment. Overall, just 26 of 307 (8%) students in grades three through five met the standard in reading; 35 (8%) students met the standard in mathematics.</p> <p><b>Strengths:</b> Performance in third grade was by far the best: 15.2% of students met the standard in reading and 17.5% of students met the standard in math.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• The needs are comprehensive. The quality of overall instruction needs to improve dramatically, and will through the effective rollout of evidence-based instructional practices such as guided-reading, Do the Math, and Foundations.</li> <li>• The quality of instructional leadership needs to improve dramatically.</li> </ul>								

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<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	<ul style="list-style-type: none"> <li>• The level and intensity of academic interventions needs to increase dramatically. Across the board, in every way, the school needs comprehensive change.</li> <li>• The level and intensity of the effective use of data needs to increase dramatically. Data will be collected from our intervention work and will drive professional learning work. School leaders will assess this data, from sources like i-Ready, Amplify, and formative assessments, weekly, and will share, monthly, with teachers, trends and areas of strength and growth.</li> </ul>
<b>4 <u>Rigorous Curriculum</u></b> Alignment of curriculum implementation with state standards across grade levels <ul style="list-style-type: none"> <li>• Core English/Reading program</li> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> <li>• Other Programs</li> </ul>	<b>Literacy- (K-5)</b> City Schools’ literacy curriculum has been developed to align with the Maryland College and Career Ready Standards and City Schools’ Literacy Model. The design principles focus on the three shifts: regular practice with complex texts and academic language; using evidence from literary and informational texts in reading, writing, and speaking; and building knowledge through content-rich non-fiction. Each module is designed to include word study, whole group lesson plans and seeds, small group guidance, and writing, while incorporating Universal Design for Learning practices.  <b>Elementary-(K-5)</b> City Schools’ math curriculum has been developed to align with the Maryland College and Career Ready Standards. The design principles focused on the 3 shifts: Focus, Coherence, and Rigor by designing grade level units that focus on major content areas and builds from grade to grade. Each unit is designed to have a balance of fluency exercises, reasoning, and conceptual activities that

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	<p>bring out the standards. In addition to content standards, the Standards for Mathematical Practice that rest on important “processes and proficiencies” are connected throughout each lesson in the units.</p> <p><b>Social Studies – (K-5)</b></p> <p>City Schools’ Social Studies curriculum has been developed to align with the Maryland College and Career Ready Standards. Students develop foundational skills in the social studies disciplines: history, geography, civics and government, and economics. In a first examination of U.S. History, students will be introduced to the skills important to the analysis of primary source documents; sourcing, contextualizing, and corroborating.</p> <p><b>Summary:</b> The school as currently managed, has curriculum structures in place. Brehms Lane uses the curriculum provided by City Schools, which is firmly rooted in the standards. The dramatic change that ABI plans will focus more on personnel, training, engagement with families and the community, and culture and climate. ABI will implement a more consistent approach to intervention programming, using guided reading and leveled libraries from Scholastic, and Do the Math, and providing additional intervention time both during and after school. Enrichment will be an increased emphasis at Brehms, both before and after school. This programming will feature a robust arts program and will also include advanced learning for talented students, though this is not a Year One priority of the charter conversion, as we need to focus on struggling learners first, as that’s the overwhelming need, as the data indicates clearly.</p>

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	<p><b>Strengths:</b> The strength, as mentioned, is that there is a strong curriculum foundation at the school. ABI will build from this foundation, focus on urgent priorities, and concentrate on teacher recruitment and training and development.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• There is not a need for comprehensive change with respect to curriculum. The need, as mentioned, is about the quality of implementation, which is linked improving the quality of leadership and teaching.</li> <li>• The need, also, is to increase curriculum emphasis on quality intervention curriculum.</li> </ul>
<p><b>5 <u>Instructional Program</u></b></p> <ul style="list-style-type: none"> <li>• Planning and implementation of evidenced-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate</li> </ul>	<p><b>Summary:</b> The instructional program at Brehms Lane, through the conversion to charter, will undergo comprehensive change. Modeling after the work at Tunbridge PCS, where there is time for small-group and differentiated instruction, an elementary/middle school also operated by ABI, Brehms Lane will use evidence-based instructional practices, featuring the current curriculum in place, but with a much more intensive and focused intervention program, using leveled libraries and guided reading and the Do the Math. As discussed in detail in the charter, which was approved by the Baltimore City Board of School Commissioners, the school will organize for instructional success through changes to the schedule to allow for more effective groupings of students and a comprehensive approach to school climate and culture that allows for the possibility of</p>

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<p>instruction</p> <ul style="list-style-type: none"> <li>• Master Schedule by content area (include minutes of instruction)</li> <li>• Use of Response to Intervention</li> <li>• <b>Use of universal design for learning (UDL) principles to differentiate instruction</b></li> <li>• <b>Extended learning time (extended day, week, or year)</b></li> </ul>	<p>differentiation of instruction. The after school program will be doubled in size, to 150 students, to broaden the impact.</p> <p>Collaborative Planning Time:</p> <ul style="list-style-type: none"> <li>• 45 Mins grade level collaborative planning time each day</li> </ul> <p>Class scheduling (in general for all grade levels K-5<sup>th</sup>)</p> <ul style="list-style-type: none"> <li>• 90 Mins – English/Language Arts including Word Study, Read Aloud</li> <li>• 45 Mins – Literacy Intervention including Guided Reading</li> <li>• 40 Mins – Social Studies/Science alternating days</li> <li>• 50 Mins – Mathematics</li> <li>• 90 Mins – Resource alternating days</li> </ul> <p>Class configuration:</p> <ul style="list-style-type: none"> <li>• Four sections at each grade level (K-5<sup>th</sup>); three sections of Pre-K</li> </ul>

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<b>6 <u>Assessments</u></b> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> </ul>	<p><b>Summary:</b> Brehms Lane currently has a robust assessment program in place, using i-Ready, Amplify, the district’s mathematics benchmarks, and early childhood assessment. With few exceptions, ABI will keep the current assessments in place.</p> <p>Data is available to the school leadership and to instructional staff through Data Link, SMS, and Power Teacher Gradebook. Infinite Campus will be replacing SMS as the new student management system this Fall. Also, the district provides the school a monthly ILT tool that gives specific data points and trends for review.</p> <p><b>Strengths:</b> The strength here is that there is a strong foundation for assessments: they are in place and part of the school’s approach to programming.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• The need is for a much more effective approach to using the information that the school has. This speaks to creating better, more positive conditions within the classroom, creating areas of focus of professional development and then implementing this work effectively so teacher improvement positively effects student outcomes, and creating conditions so the school can better organize, through scheduling and creation of small groups, to address the needs of</li> </ul>

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	students.
<b>7 <u>School Culture and Climate</u></b> <ul style="list-style-type: none"> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> <li>• <b>Acknowledgement of school successes</b></li> </ul>	<p><b>Summary:</b> In the area of school climate and culture, the school is struggling in all facets. Student health services are provided on-site through the nurse’s clinic.</p> <p><b>Strengths:</b> There is a strong group of staff and families that are committed to change. ABI has been focused on this area of the work for over a year now and is planning for comprehensive change.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• The school needs a near total change in its approach to culture and climate and needs to create a place that is significantly safer for students and teachers alike and significantly more conducive to learning.</li> <li>• The school needs a significantly more intensive approach to addressing student attendance, both on a daily basis for all students and for those who are chronically absent. Boosting the school's investment in engagement is one aspect of this work; better coordination with school supports through the social worker, through the parent liaison, and with teachers and school leaders is another.</li> </ul>
<b>8 <u>Students, Family, and</u></b>	<b>Summary:</b> Brehms Lane is currently struggling in the area of engagement with families. The school doesn’t have an organized parent group but does regularly communicate with families through

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<u><b>Community Support</b></u> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents/guardians in the education of students</li> <li>• Communication of information with parents/guardians about student achievement data</li> <li>• Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success</li> <li>• Engagement of parents/guardians in school decision making and school</li> </ul>	<p>various media platforms. This is an area of high need and will be an area of focus in the 1617SY,</p> <p><b>Strengths:</b> The school has a core of trusted staff that are closely connected with the community and with families. This group consistently organizes family outreach events for various reasons, including understanding the new standards and learning more about the charter conversion process.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• The school is in need of a new approach to engagement, one the fully welcomes parents in the daily life of the school, provides opportunities to participate in the decisions about the school’s present and future, and gives families a reason to celebrate and be proud of their school.</li> <li>• Communication of information to families is a high priority. There are, as mentioned, some structures in place, but consistent communication and messaging, in a variety of ways, is critical to building continuity and cohesiveness in the school community.</li> </ul>



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activities <ul style="list-style-type: none"> <li>• Parent education programs</li> </ul>	
<b>9 <u>Professional Development</u></b> <ul style="list-style-type: none"> <li>• Use of Maryland Professional Development standards</li> <li>• Professional development plans (alignment to student needs and building teacher instructional and classroom management capacity)</li> <li>• Accountability practices aligned to improved teaching and learning</li> </ul>	<p><b>Summary:</b> The school currently has professional development planning in place for areas related to culture and climate and guided reading. Consistent implementation of these plans is the challenge.</p> <p><b>Strengths:</b> The operator has been working for the past year, with staff, to develop a comprehensive professional development plan. This implementation of this plan was underway prior to the Priority School designation. The additional resources that come with this designation will further enhance the work.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• The school is in need of a comprehensive approach to professional development that is closely aligned to the mission and focuses on key areas of need.</li> <li>• The school also needs to create a new ethos, a new culture, of teacher pride and commitment to the work. This needs to happen through clear leadership, the creation of a more collaborative learning environment, and a much stronger sense of direction.</li> </ul>

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<b><u>10 Organizational structure and resources</u></b> <ul style="list-style-type: none"> <li>• Collaborative planning time <b>in the master schedule</b></li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Resources for increasing learning time for students and teachers</li> </ul>	<p><b>Summary:</b> In the areas of organizational structure and resources the charter operator plans dramatic changes. The scheduling will be modeled after the work that occurs at Tunbridge PCS. Management of resources and budgets will occur with significant school-based input from staff and leadership but there will be considerable supervision from the executive director and oversight from the governing board to ensure that additional resources, including grants, are accessed and learning time can be increased.</p> <p><b>Strengths:</b> Working closely with staff, the operator has been planning for this work for over a year now.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Comprehensive change is needed in all areas of the work related to organizational structure and adding resources.</li> </ul>
<b><u>11 Comprehensive and Effective Planning</u></b> <ul style="list-style-type: none"> <li>• School vision, mission and shared values (how it is communicated)</li> <li>• Current school goals</li> </ul>	<p><b>Summary:</b> Through the conversion to charter, Brehms Lane will be adopting the mission and vision of the Afya Baltimore network of schools. The transition to charter has been underway for over a year now and includes planning for and communicating positive change. The current goals of the conversion include the following: focusing instructional practice and professional training on reading and mathematics interventions; creating an environment that is significantly safer for students and teachers alike; re-engaging families in daily life of the school in positive ways; and creating a sense</p>

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<ul style="list-style-type: none"> <li>Practices for strategic school planning</li> <li>School improvement plan development, implementation, monitoring, and evaluation</li> </ul>	<p>of pride in the school community through clear messaging about the purpose of the work, meaningful and visible changes to the school facility, and an infusion of positive energy.</p> <p><b>Strengths:</b> The school community has been engaged in this work on various levels, which is strength.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>The need, at this point, is the time to fully begin implementation of the planning, which will begin this summer.</li> </ul>
<p><b>12 <u>Effective Leadership</u></b></p> <ul style="list-style-type: none"> <li>Instructional leadership to promote teaching and learning</li> <li>Team structure and participation</li> <li>Monitoring of curriculum implementation and instructional practices linked to student growth</li> </ul>	<p><b>Summary:</b> Consistent instructional leadership at the school has been a challenge. ABI understands this and will be taking immediate action to build leadership capacity at the school level. The leadership envisioned will be comprehensive and dynamic and will include dramatic changes to the entire instructional program and the level of community engagement and participation in the daily life of all aspects of the school.</p> <p><b>Strengths:</b> There is a core of staff at the school that understands the need for change. This was evident in the support of ABI received from staff during the conversion process, where over 95 percent of staff supported the move to charter. This has been evident over the past year, as the operator has conducted needs assessments with staff and held small group and individual meetings</p>

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<ul style="list-style-type: none"> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Levels of parent and community participation in school leadership to promote academic, developmental, social, and career needs of students</li> </ul>	<p>with teachers and school leaders.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• The operator needs to work closely with staff and the school community to transition to the charter. There will be many changes that happen during this time, potentially to staff; The operator will need to manage this change effectively, through good communications and well-organized planning. The first 3-to-6 months of this transition are critically important. The school community needs to see and feel and hear positive change in the school right away. Leadership will be the key aspect of this transitional work. Relatedly, it is essential that the operator uses all its resources to effectively communicate the needed changes on a daily basis through multiple platforms, including through daily personal contact with families, students, and staff.</li> </ul>

## **Pre-Implementation Plan Introduction**

Afya Baltimore Inc. (ABI), a charter school operator in Baltimore City, applied for a charter to convert Brehms Lane Elementary School from a traditional school to a neighborhood charter school from the Baltimore City Board of School Commissioners in March 2015. The charter was approved in June 2015— the only one granted by the school board last year— and ABI took official control of the school in July 2016. Leading up to that approval, ABI did extensive outreach with both the community at large and staff from the school to learn about the school community’s hopes and dreams for the future of Brehms Lane. As we did this work, we surveyed staff, we created planning teams, we held outreach meetings with parents, and we worked collectively to create a charter that encompassed what ABI believed the school needed to thrive and the community would benefit from.

From June 2015 to June 2016, the planning and transition year, ABI continued to do extensive planning with all stakeholders. This work focused on leadership issues, curriculum decisions, facility concerns, and a variety of ways to change the culture and climate for the better. This was made possible by the generous financial support of two local foundations, the Goldseker Foundation and Joseph and Harvey Meyerhoff Charitable Family Funds. Our goals through this planning year were comprehensive, and included funding to help with community outreach, teacher collaboration and planning, the re-branding of the school, and consulting related to facility design and transformation. Our theme has been to engage the community to help us, and to work with us, as we Build a Better Brehms Lane.

This grant application captures the extensive scope of the work ABI has done over the past 18 months. We are now deep into summer construction updates, clean-up and planning for the first day of school. Our application then looks ahead to the next four months, building from the work in progress to extend and solidify our long-term plans for positively changing the school for the better. Through the charter conversion process we have been able to bring change in a variety of ways. Our organization, ABI, has a long history of successful school reform work in Baltimore City. With a network of three schools: Afya PCS in Belair-Edison, Tunbridge

PCS in Govans, and now Brehms Lane PCS, also in Belair-Edison, we have the capacity to provide our schools services and expertise in academics, culture and climate improvement, facility enhancement, communications, community engagement, and out-of-school time programming. While the most critical work is already underway at Brehms Lane to prepare for opening day, funding the various initiatives to meet our long-term goals, and to truly transform the school, will certainly be a challenge. We have been fortunate to receive support from foundations thus far, but the dramatic work the school needs (evidenced by its status as a Priority School) will require as much additional revenue as possible. The SIG grant is vital to meeting the challenges the Brehms Lane community faces. Through the work we have done over the past 18 months, ABI is well positioned to capitalize on increased funding supports to truly make a dramatic and long-lasting difference for the future of the students and families at Brehms Lane Public Charter School.

### **A Note About School Leadership**

Throughout the planning phase of the charter conversion process, ABI worked closely with the principal of Brehms Lane, who supported the initiative, both in writing and during the presentation to the school board prior to the approval of the charter application in June 2015. This past spring, the principal sought and received extended leave from the school system. It was then necessary for ABI to recruit and select a new principal for Brehms Lane, a process that is now complete. This new principal was officially appointed to the position on August 9, 2016. During the selection process, ABI worked with the school system and with Brehms Lane families and staff to engage them in the process.

<b>B.4 Pre-Implementation Plan</b>				
School: Brehms Lane Public Charter School		Intervention Model (If Applicable): Turnaround Principles		
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
<p><b><u>REQUIRED</u></b></p> <p><b><u>1.Family and Community Engagement:</u></b></p> <p>Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status,</p>	<p><b>Prior Engagement:</b></p> <p>Held informal information and outreach meetings between ABI board president, executive director, founding members and school leaders/teachers from Brehms Lane Elementary School, to discuss the possibility of converting Brehms Lane to a charter school operated by ABI.</p>	<p>Spring/ Summer 2014</p>	<p>School leaders from Brehms were able to learn about the proposed initiative and ask questions about the opportunities that converting to a charter school would present. Staff from Brehms had a hand in the decision-making from the outset, increasing overall support</p>	<p>To support the planning work of the Brehms Lane conversion to charter, ABI sought and received grant funding from the Goldseker Foundation and Meyerhoff</p>

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School: Brehms Lane Public Charter School		Intervention Model (If Applicable): Turnaround Principles		
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically	Held meetings with staff at Brehms Lane to discuss the school’s past progress and the opportunities available through the charter conversion. (Please see Appendix I)  Created a Conversion Steering Committee, consisting of parents, teachers, and community members to assess the school’s progress and set	November 2014  October 2014, November 2014, December	and enthusiasm for the work.  These conversations began to set a baseline for understanding the school’s history and identifying the school’s challenges.  This committee formalized the planning work and created a structure of eight workgroups that allowed	Family Charitable Funds. ABI received \$75k in 2014-15 and another \$125k in 2015-16. The second phase of grant funding expires in October 2016.



<b>B.4 Pre-Implementation Plan</b>				
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<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
for students attending a new school if their prior school is implementing the closure model.	goals for improving the school through the charter conversion.	2014	for intense planning around school improvement. The committees' focused work gave direction to the charter conversion application. Workgroups ranged from Teacher Collaboration, Culture and Climate, Academics, and Community Engagement, to Facility, Enrollment and Communications. ABI board members, staff from Tunbridge Public	

<b>B.4 Pre-Implementation Plan</b>				
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	<p>Created ad hoc sub committee of the ABI board to provide oversight of the conversion work.</p> <p>Workgroup #1 of the Conversion Steering Committee—Teacher Collaboration—organized</p>	<p>September 2014</p> <p>January 2015, February 2015</p>	<p>Charter School (TPCS), Afya Public Charter School (APCS) and Brehms Lane made up the groups. (See Appendix II)</p>	

<b>B.4 Pre-Implementation Plan</b>				
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<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	<p>information meetings about the conversion to charter for Brehms Lane teachers and staff. These meeting were held at ABI's other schools, APCS and TPCS. The meetings, led by teachers from Brehms Lane, APCS and TPCS, provided opportunities for Brehms Lane teachers to learn about the charter conversion, the mission and vision of an ABI school, and provide feedback to the Steering Committee about the work of</p>			

<b>B.4 Pre-Implementation Plan</b>				
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	<p>the conversion.</p> <p>Held a vote for Brehms Lane staff to confirm support of the charter conversion.</p> <p>Garnered support from key community partners to support the charter conversion, including: Belair-Edison Neighborhoods, Inc., Belair-Edison Community Association, Talent Program Solutions, LLC, St. Andrew's Christian Community, All</p>	<p>February 3, 2015</p> <p>February 2015, March 2015</p>		

<b>B.4 Pre-Implementation Plan</b>				
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	<p>Walks of Life, Metropolitan United Methodist Church, APCS, TPCS</p> <p>Brehms Lane staff and community members presented to the Baltimore City Board of School Commissioners</p> <p>Held a series of meetings for Brehms Lane families and community members to seek feedback about their hopes and dreams for the future of the school and the community, to</p>	<p>May 2015</p> <p>February 2015, April 2016, June 2016, July 2016, August 2016</p>		

<b>B.4 Pre-Implementation Plan</b>				
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	provide information about the opportunities the charter conversion provides, engage families in conversations about high school readiness, and to energize the community to further support the school as it pursues its mission to dramatically change Brehms Lane for the better. These meetings also served as an opportunity to increase parent involvement through discussions of new initiatives, and inform parents of new			

<b>B.4 Pre-Implementation Plan</b>				
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	<p>uniform requirements, and facility improvements. (See Appendix III)</p> <p>Create and distribute professional quality newsletter mailers to families and staff to create energy about the planned work, familiarize families and staff about ABI, inform them about the conversion process and upcoming events, and articulate the vision of the work ahead. (See Appendix III)</p>	July 2015 - present		

<b>B.4 Pre-Implementation Plan</b>				
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	<p>Held individual meetings with each staff member of Brehms Lane, seeking their input on the challenges the school faces and their beliefs about what needs to change: instructionally, with respect to culture and climate, family engagement — and how they felt this work should proceed.</p> <p><b>Engagement for Fall 2016</b></p> <p>Continue to produce and distribute monthly newsletter mailers to inform them about</p>	May/June 2016		\$1200 per mailer x 4 months (Sept.-Dec.) = <b>\$4,800</b>



<b>B.4 Pre-Implementation Plan</b>				
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	<p>upcoming events and engage them in the work that is underway at the school around our instructional and climate priorities</p> <p>Hold weekly meetings for a core group of families during the first six weeks of school, to brainstorm ways to energize and engage parents, raise funds for parent projects, and set expectations for family involvement.</p>	September/ October 2016	The initial goal of these meetings is to recruit 100 families to join the school's parent group. For the last two years, there has been no organized parent group. We believe an active parent group is vital to the school's	Stipends for staff to facilitate 3 people @\$30 hr. x 12 hrs. + FICA

<b>B.4 Pre-Implementation Plan</b>				
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	<p>Establish formal parent organization.</p> <p>Hold meetings with the new parent organization to fully inform families of the opportunities available through the school improvement grant.</p>	<p>Early October 2016</p> <p>Late October 2016 - December 2016</p>	<p>success, and that there are enthusiastic parents who need the guidance and support to get a group off the ground.</p> <p>Elect parent leaders of the new organization.</p>	

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	Elect parent representatives from Brehms Lane to the ABI governing board; the parent organization itself will vote and make these recommendations to the ABI governing board.	November 2016		
	Have all students and staff create their <i>Hopes and Dreams</i> for their future at Brehms Lane, to be displayed in the hallways.	November 2016		
	Continue meetings of the Conversion Steering Committee, amending the scope	Beginning in November 2016	Identify specific parent and community engagement work to	Stipends for participants 5 people @ \$30 hr x 15 hrs + FICA

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	<p>of work and the planning needed to create and write the implementation plan for the school improvement grant.</p> <p>Redesign the school’s social media platforms to make them more accessible and user friendly. This includes updating and maintaining the school’s Facebook page and creating and maintaining the school’s new website. The website will</p>	September-December 2016	pursue through the charter conversion and through the intervention support provided by the infusion of new school improvement funding.	<p>Website design <b>\$3500</b></p> <p>Website maintenance \$1000 per month x 3 months (Oct-Dec) = <b>\$3000</b></p> <p>Facebook/</p>

<b>B.4 Pre-Implementation Plan</b>				
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<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	<p>include individual teacher sites so parents can access updated information about their student's performance and about class- and grade-level activities.</p> <p>Hold a series of community meetings to engage parents and community leaders around key topics important for school reform and neighborhood development, including facilitated conversations about high-school and college</p>	<p>October 2016, November 2016, December 2016</p>		<p>Social Media maintenance \$250 per month x 4 months = <b>\$1,000</b></p>

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<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	<p>readiness, the importance of school choice, thinking about the ways green space can be used to enhance the school's curriculum and engage the school community in the neighborhood, and organizing groups of parents to advocate for both the school and the community.</p> <p>Create a Belair-Edison community newsletter that highlights the change that is happening at Brehms Lane</p>	<p>October 2016, December 2016</p>		<p>\$1500 per mailer x 3 months (Oct.- Dec.) = <b>\$4,500</b></p>

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<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	Public Charter School, and informs the community about the work that is under way to transform the school and neighborhood, and invite neighbors to participate in positive activities that promote the community.			
<b>REQUIRED if Applicable</b> <b>2. <u>Rigorous Review of External Providers:</u></b> Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity	N/A			

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<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
(see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.				
<p><b><u>REQUIRED</u></b></p> <p><b><u>3.Staffing:</u></b></p> <p>Evaluate the strengths and areas of need of current staff and/or recruit and hire the incoming principal, leadership team, instructional staff, and administrative support (if applicable).</p>	<p><b>Prior Work Related to Staffing:</b></p> <p>As part of the charter conversion, the Steering Committee worked to evaluate the strengths and needs of the current staff. The process by</p>	June 2015- June 2016	The work completed prior to the beginning of the school year by the operator and the transition team has allowed Brehms	



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	<p>which this occurred is outlined above, in the engagement section. The planning process and the Workgroup structure, designed to engage current teachers, is detailed in Appendix II.</p> <p>Because the school’s principal went on extended leave, the operator needed to recruit a new principal. In doing so, we created a small transition team, which included three current</p>	Spring 2016	Lane to be fully prepared for the start of school in all aspects of programming. We are now ready to begin the challenging work of school improvement from a position of strength.	

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	<p>staff members and two external members, to work with the operator to plan for the upcoming school year. As part of this work, the transition team met with all teachers, something that is referenced above, and also began actively recruiting teachers and staff for the 2016-17 school year. This group also did extensive planning with respect to instruction and professional development, both of which will be discussed in detail below.</p>			

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<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	<p>Because of the work of this transition team, pre-planning staff work has been completed. We do have next steps in this area, however.</p> <p><b>Next Steps:</b></p> <p>Create a teacher-led workgroup that will work with school leaders and the operator to prepare for teacher recruitment in 2017-2018. This group will</p>	November/ December 2016	<p>Creating a high quality staff is critical to the school's future. Brehms Lane has, in the past several years, had an</p>	<p>Stipends for 7 teachers @ \$30/hr x 15 hrs. + FICA</p>

<b>B.4 Pre-Implementation Plan</b>				
School: Brehms Lane Public Charter School		Intervention Model (If Applicable): Turnaround Principles		
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	<p>meet monthly in the fall to identify the qualities of outstanding teaching at Brehms Lane, to do outreach with recruiting and teacher development groups like Teach for America, Urban Teachers and the Baltimore City Teaching Residency, create interview and teacher selection protocols, and plan communication and outreach strategies to maximize recruitment pool of qualified and interested teachers.</p>		<p>average teacher attrition rate of just over 20 percent. Through the work of this group we will build teacher capacity and pride in the school. We'll also create protocols for hiring and selection of future teachers whose expertise and interests align with the charter mission and the principles of this school improvement initiative.</p>	

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<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
<p><b>4. <u>Instructional Programs:</u></b> Identify possible instructional materials that are evidence-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and</p>	<p><b>Prior Work Related to Instructional Programming:</b>  Academic Workgroup #4 of the Conversion Steering Committee: Over the past year, through the work of the steering committee, discussed above, and the writing of the charter application, ABI has taken a number of steps to identify programs that are evidenced-based and aligned with state academic standards, and have</p>	<p>Fall 2015-present</p>	<p>This work has laid the foundation for the school’s new principal and leadership team to start the year with focused professional development and a clear plan of action for the coming months. This also well positions Brehms Lane teachers and school leaders, with the</p>	

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devising student assessments.	<p>data-based evidence of raising student achievement. The decisions ABI made in these areas are thoroughly outlined in our charter application, which was approved by the school board in June 2015. (See Appendix IV)</p> <p>This past spring, Brehms Lane was identified as a Priority School, and submitted an application for funding to focus on key areas of school improvement. With respect to</p>		<p>support of ABI staff, to do intensive work this fall to expand the instructional scope of our work next year to include a more intensive focus on mathematics, writing and science. We believe the work we've done during these past 18 months is Phase One work, essential work to prepare the school for a successful first year. Our Phase Two work will help the school more</p>	

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	academics, the focus of this work will be on mathematics and reading interventions. Our mathematics intervention program will feature the Do the Math program. Our reading intervention program will feature guided reading, using Scholastic Leveled Reading Libraries. To support both of these initiatives we have created an instructional schedule that allows intervention time, planned for intensive professional develop to train		thoroughly plan for the next four to five years. We've done some of this work through our charter application. This grant funding will allow for more intensive organizational and instructional planning around Phase Two.	

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<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	<p>teachers, and purchased supporting materials.</p> <p>Transition Team—Instructional Planning Workgroup: As discussed above, in the introduction, when we learned that the principal of Brehms Lane was going to be out on extended leave, we created a transitional leadership team. One component of this team’s work focused on academic planning for the 2016-17 school year.</p>	<p>May 2016- August 2016</p>	<p>This group completed essential work to ready Brehms Lane for the start of the school year, including completing a curriculum and materials audit to determine what materials the school has and needs to support instruction; developing the school’s assessment program; developing the</p>	



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			school's professional development plan; and managing the implementation of the school's Priority Grant work, which is slated to begin August 16 <sup>th</sup> , with professional development for staff. All of this work is laying a strong foundation for the school's teachers and leaders to embark on the work related to longer-term school improvement	

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<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	<p><b>Next Steps:</b></p> <p>Restart the Academic Workgroup meetings that were taking place under the Steering Committee’s umbrella. Work collaboratively to assess progress of this year’s implementation (by looking at interim assessment data in both reading and math) and plan for</p>	October 2016	<p>from a position of strength.</p> <p>This group will build from current work and make important curriculum decisions related to science and writing instruction. Additionally, this group will make decisions with respect to instruction related to</p>	<p>Stipends for 8 teachers @ \$30/hr. x 2 hrs./week for 15 weeks + FICA</p>

<b>B.4 Pre-Implementation Plan</b>				
School: Brehms Lane Public Charter School			Intervention Model (If Applicable): Turnaround Principles	
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	expansion of our academic focus for next year and beyond, especially in science and writing.		language acquisition and vocabulary development, and enrichment for more advanced students. During our first year, since Brehms Lane is so clearly struggling across the board, we are focusing our academic work on reading and mathematics interventions. Next year we need to broaden the scope of our program to offer students a more comprehensive and	

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			diverse academic experience, one that will better prepare them for middle school and beyond. This Academic Workgroup will lead this important work.	
<b><u>5. Professional Development and Support:</u></b> Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention	<b>Previous Work Related to Professional Development:</b>  Both the Conversion Steering Committee and the Transition Team's Instructional Planning Workgroup have done comprehensive work related to	Fall 2015-present	The work of the Conversion Steering Committee and the Transition Team's Instructional Planning	

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model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school’s comprehensive instructional plan and the school’s intervention model; or train staff on the new evaluation system and locally adopted competencies.	professional development to prepare Brehms Lane for the upcoming school year. The Steering Committee’s work led to the charter application, which articulates the instructional vision of the school and the corresponding professional development. At the time, that work was modeled after work of TPCS, our elementary/ middle school in the ABI network. (See Appendix V)  This past year, as planning		Workgroup has laid the foundation for the school, preparing the way for a successful start to the school year. The professional development plan supports the charter mission and ties to the Priority Grant focus areas.	

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	<p>became more intensive and focused, and during the writing of our Priority Grant Application, the Transition Team’s Instructional Planning Workgroup did work specific to the Brehms Lane’s instructional imperatives for this coming year, including literacy and mathematics interventions, schoolwide culture and climate initiatives, and data driven decision-making. (See Appendix VI)</p>			

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<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	<p><b>Next Steps:</b></p> <p>Continue the work of the Instructional Planning Workgroup.</p>	October-December 2016	The group will assess implementation of work through the summer and first months of school, make adjustments and then begin planning for next year and broader implementation of the school improvement reforms that are needed to dramatically change the school. The group will be facilitated by the	<p>Stipend for professional development consultant \$100/hr x 80 hrs.</p> <p>Stipends for 4 teachers @ \$30/hr. x 60 hrs. + FICA</p>

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			professional development consultant who worked with the instructional leadership team over the summer to design its intervention and professional development plan.	
<p><b><u>REQUIRED</u></b></p> <p><b><u>6. Progress Monitoring and Reporting:</u></b></p> <p>The LEA must describe its plan to prepare written monthly status reports of completed pre-implementation activities,</p>				



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including status on budget, hiring, and other activities designed to prepare the school for full implementation of the selected model in SY 2017-2018. This report must be available and reported on during the monthly Central Support Team (CST) meetings.				
<b><u>REQUIRED FOR CERTAIN MODELS</u></b> <b><u>7. Planning for increased learning time to begin at the start of the 2017-2018 school year</u></b>	The Steering Committee Academic Workgroup #4, which will continue its work this fall as described above, will meet to plan for this intervention. This workgroup	October-December 2016	Over the past two years, we have created an out-of-school time program. Last year we provided programming for 75 students through funding	Consulting stipends with partnership schools (CJR & PPPCS) 6 staff x \$30/hr. x 20

<b>B.4 Pre-Implementation Plan</b>				
School: Brehms Lane Public Charter School		Intervention Model (If Applicable): Turnaround Principles		
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	will coordinate a partnership with staff from Commodore John Rogers School and Patterson Park Public Charter School to learn about successful extended learning day and intervention programming. The work will also include visits to the schools by Brehms Lane teachers.		from the 21 <sup>st</sup> Century Community Learning Centers grant. This year we are doubling the size of this program, with help from Priority Funding. We'd like to continue offering this programming during the 2017-2018 school year. We'd also like to extend the school day as an intervention time for all students.  The Steering Committee	hrs + FICA  Stipends for substitute teachers \$80/day x 15 days visits

<b>B.4 Pre-Implementation Plan</b>				
School: Brehms Lane Public Charter School			Intervention Model (If Applicable): Turnaround Principles	
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
			will build from the work we've done thus far in offering extended time for learning and work to create a schedule that adds more time to the school day so we have more time to do meaningful interventions. Since we are focusing on intervention time this coming school year, at the expense of having enough time for some other content areas, it's quite	

<b>B.4 Pre-Implementation Plan</b>				
School: Brehms Lane Public Charter School		Intervention Model (If Applicable): Turnaround Principles		
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
			likely that we will continue with our current intervention block of time and use the added time to <u>strengthen</u> science and writing instruction, both of which are Phase Two priorities, as discussed above. Through visits to partnership schools, Brehms teachers will see effective interventions firsthand, develop relationships with fellow teachers, and bring best	

<b>B.4 Pre-Implementation Plan</b>				
School: Brehms Lane Public Charter School			Intervention Model (If Applicable): Turnaround Principles	
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
			practices back to BLPCS.	
<b><u>8.Other LEA Determined Activities</u></b> <b><u>(Please Describe)</u></b>				

### Priority or Focus School

<b>School Name:</b> Frederick Elementary School <b>Address:</b> 201 North Bend Rd. Baltimore, MD 21229	<b>LEA Point of Contact (POC)</b> <b>Name &amp; Position:</b> Laurie-Lynn Sutton Director of School Turn-Around and Transformation <b>Phone#:</b> 443-838-6941 <b>Email Address:</b> lsutton03@bcps.k12.md.us
<b>Grade levels enrolled (SY 2016-2017):</b> Pre-K - 5	<b>Projected Number of Students Enrolled (SY 2016-2017):</b> 185 (Projected to be 450 when school renovation is complete.)
<b>Level of Identification</b> Priority <u>  X  </u> _____ Focus _____	
<b>Title I Status: All Priority and Focus Schools must operate a schoolwide program beginning with SY 2016-2017.</b> <u>  X  </u> Schoolwide Program	
<b>Intervention Model Selected:</b>	
<input type="checkbox"/> Closure Model <input type="checkbox"/> Turnaround Model <input type="checkbox"/> Transformation Model <input type="checkbox"/> Restart Model <input checked="" type="checkbox"/> Maryland Turnaround Principles Model (Maryland's State Approved Model) <input type="checkbox"/> Whole School Reform Model <input type="checkbox"/> Early Learning Model	
<b>Cumulative Amount SIG Funds the LEA is requesting for Five Years</b>	
<b>Pre-implementation SY 2016-2017</b>	<b>FY 2014 SIG Funds</b> <b>\$104,456.23</b>
<b>Year 1 SY 2017-2018</b>	<b>FY 2014 SIG Funds</b> <b>\$305,000</b>
<b>Year 2 SY 2017-2018</b>	<b>FY 2015 SIG Funds</b> <b>\$190,000</b>
<b>Year 3 SY 2018-2019</b>	<b>FY 2016 SIG Funds</b> <b>\$175,000</b>
<b>Sustainability</b>	<b>FY 2016 SIG Funds</b> <b>\$125,000</b>
<b>Total Amount of Funding Requested for this school over 5 years</b>	
<b>\$899,456.23</b>	



# **Comprehensive Needs Assessment**

**Frederick Elementary School #260**

**Baltimore City Public Schools**

**Conducted for SY 2016-2017**

**Name of Priority School: Frederick Elementary #260**

**LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

**Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)**

**1 Student Profile Information**

- Total enrollment
- Grade level enrollment
- Subgroups (including gender)- # of students in each
- Mobility % - Entrants & Withdrawals
- Attendance % (include chronic absentee data which in Maryland is defined as missing more than 20 days during the school year)
- Expulsions
- Suspensions
- Advance Coursework completion (IB/AP/early college high schools, dual

Total Enrollment SY1415	275
Total Enrollment SY1516	185
PK	18
K	32
1	32
2	29
3	27
4	26
5	21
6	
7	
8	
9	
10	
11	
12	
% Males	52.7
% Females	47.3
% FARMS	98.2



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<p>enrollment classes) # and % of students</p> <ul style="list-style-type: none"> <li>• Graduation rate</li> <li>• Dropout rate</li> <li>• Homeless</li> <li>• Foster Care</li> <li>• Special Education # and % (specialized programs in the school)</li> </ul>	% ELL	0
	%SWD	9.1
	% Non-Hispanic African American	85.1
	% Non-Hispanic White	10.9
	% Hispanic	3.6
	% Non-Hispanic Asian	0
	% Non-Hispanic American Indian	0.4
	% Non- Hispanic Multiracial	0
	% Non-Hispanic Native Hawaiian/Other Pacific Islander	0
	% Homeless	3.6
	% Foster Care	
	% Mobility SY1415	42.1
	Attendance Rate SY1415	91
	Attendance Rate SY1516	80.7
	Chronic Absence Rate SY1415	34.8
	At-Risk for Chronic Absence SY1516	46
	Expulsions	0
Suspension Incidents	48	
Suspended Students	41	
Advance Coursework completion		

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Graduation Rate	
Dropout Rate	

**Summary:**

Frederick's current student enrollment is 185. Enrollment has dropped significantly during SY15-16. A large contributing factor to the decrease in enrollment is the school's move into a swing space located at the West Baltimore Middle building (located approximately 3.5 miles from the original location) while the school is being renovated. The move to the swing space has presented several challenges to Frederick. It has also negatively impacted the school's overall attendance and ARCA rate. For SY14-15, Frederick's overall attendance rate was 91% and the percentage of chronically absent students was 34.8%. For the current school year the overall attendance rate in 87.6% and the percentage of chronically absent students is 39.5%. All of Frederick's students are bused to the swing space. There have been many challenges since the start of school regarding consistent pick up of students on time, issues regarding bus monitors/drivers, and consistent communication with school staff. Frederick has a traditionally high mobility rate, registering at 71.1% for SY14-15.

In SY1415, less than 10% of the population were students with disabilities. 10.9% of students were identified as white and 3.6% were identified as Hispanic.

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	<p><b>Strengths:</b> There have been a total of 35 suspensions and 0 expulsions for SY15-16. Those 35 suspendable offenses are attributed to 19 students meaning there were students who had multiple suspensions. All of these students either have IEPs/BIPs that address their behavioral concerns or have been referred for additional services through the appropriate channels or have been referred to the SST team.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• The PBIS structure/focus needs to be revamped and realigned based on the areas of improvement that need to be targeted for the upcoming school year.</li> <li>• A clear system of consequences in alignment with the Code of Conduct needs to be established and all stakeholders must be made aware of those consequences.</li> </ul>		
<b>2 Staff Profile</b>	<b>Principal Tenure at School</b>		
<ul style="list-style-type: none"> <li>• Principal – Length of time at</li> </ul>	School	Sum of Years At School	

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the school

- Number of Assistant Principal/s and other administrators
- Number and % of teaching faculty’s total classroom instruction experience:
  - 0-5 years
  - 6-10 years
  - 11-15 years
  - 16+ years
- Number and % of teaching faculty’s service at this school:
  - 0-5 years
  - 6-10 years
  - 11-15 years
  - 16+ years
- Number and % of teachers that meet applicable State Certification and licensure requirements

0260 - FREDERICK ELEMENTARY	2.6
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**Priority Schools Admin Staff**

Row Labels	Count of Job Coding
0260 - FREDERICK ELEMENTARY	1

**Classroom Teaching Experience**

Row Labels	Count of EEID	Count of EEID2
<b>0260 - FREDERICK ELEMENTARY</b>	<b>12</b>	<b>2.10%</b>
<b>Teaching Staff</b>	<b>12</b>	<b>100.00%</b>
0-5 years	5	41.67%
11-15 years	2	16.67%
16+ years	1	8.33%
6-10 years	4	33.33%

**Teacher Experience at School**

Row Labels	Count of EEID	Count of EEID2
<b>0260 - FREDERICK ELEMENTARY</b>	<b>12</b>	<b>2.10%</b>
<b>Teaching Staff</b>	<b>12</b>	<b>100.00%</b>
0-5 years	9	75.00%

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- Number of school-based reading and English teachers of record
- Number of school-based mathematics and data/analysis teachers of record
- Number of school-based reading and English resource personnel
- Number of school-based mathematics and data/analysis resource personnel
- Number and % of paraprofessionals who are qualified
- Number of mentor teachers and number of teachers being supported
- Teacher and administrator attendance %

6-10 years	3	25.00%
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Certification Requirements Summary		
Row Labels	Count of EEID	Count of EEID2
<b>0260 - FREDERICK ELEMENTARY</b>	<b>12</b>	<b>2.10%</b>
<b>Teaching Staff</b>	<b>12</b>	<b>100.00%</b>
Certified	10	83.33%
Not Certified	2	16.67%

Qualified PARA			
Organization	Job Coding	Count of EEID	Sum of EEID2
<b>0260 - FREDERICK ELEMENTARY</b>	Qualified Para	2	100.00%

	Total # of Days Absent of MSDE 11, 8 & 9 Staff on 5/20	# of MSDE 11, 8 & 9 Staff as of 5/20/16	Average Days Absent of T & Admin Staff at Priority Schools on 5/20
<b>21 FY17 Priority Schools*</b>			

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0260 - FREDERICK ELEMENTARY	221.0	14	15.8
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English Math Teacher Data		
Schools	Count of Cert Q check - reading/English	Count of Cert Q check - Math/data analysis
0260 - FREDERICK ELEMENTARY	9	9

**Strengths:** 82% of the teaching staff meet state certification standards. The other two staff members hold provisional and conditional certification.

**Needs:**

- Frederick has a novice teaching staff with 82% of the teaching staff having less than five years of experience. Frederick needs to recruit and retain highly qualified teachers preferably with experience in working with at-risk students, who are skilled in using data to modify and drive instruction and have a subset of skills in classroom management.

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- Dedicated time should be set aside for classroom management professional development training/coaching for teachers.

**3 Student Achievement**

- Student achievement data for reading and math on State assessments by the “all student” category and all subgroups

Subject	Category	# of Students Tested	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	% of Students Meeting or Exceeding Expectations
ELA03	ADA	1	0	0	100	0	0	0.0
ELA03	All Students	37	62.2	18.9	10.8	8.1	0	8.1
ELA03	Black or African American	28	60.7	21.4	10.7	7.1	0	7.1
ELA03	Female	17	58.8	23.5	11.8	5.9	0	5.9

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ELA03	Free / Reduced Meals	37	62.2	18.9	10.8	8.1	0	8.1
ELA03	Hispanic/Latino of any race	5	80	0	0	20	0	20.0
ELA03	Male	20	65	15	10	10	0	10.0
ELA03	Special Education	8	62.5	37.5	0	0	0	0.0
ELA03	Title I	37	62.2	18.9	10.8	8.1	0	8.1
ELA03	White	4	50	25	25	0	0	0.0
ELA04	All Students	29	41.4	27.6	24.1	6.9	0	6.9
ELA04	Black or African American	25	44	28	20	8	0	8.0
ELA04	Female	11	27.3	18.2	45.5	9.1	0	9.1



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ELA04	Free / Reduced Meals	29	41.4	27.6	24.1	6.9	0	6.9
ELA04	Male	18	50	33.3	11.1	5.6	0	5.6
ELA04	Special Education	3	66.7	33.3	0	0	0	0.0
ELA04	Title I	29	41.4	27.6	24.1	6.9	0	6.9
ELA04	White	4	25	25	50	0	0	0.0
ELA05	ADA	1	0	100	0	0	0	0.0
ELA05	All Students	27	37	55.6	7.4	0	0	0.0
ELA05	Black or African American	20	35	55	10	0	0	0.0
ELA05	Female	13	15.4	69.2	15.4	0	0	0.0

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ELA05	Free / Reduced Meals	26	34.6	57.7	7.7	0	0	0.0
ELA05	Hispanic/Latino of any race	1	100	0	0	0	0	0.0
ELA05	Male	14	57.1	42.9	0	0	0	0.0
ELA05	Special Education	3	66.7	33.3	0	0	0	0.0
ELA05	Title I	27	37	55.6	7.4	0	0	0.0
ELA05	White	6	33.3	66.7	0	0	0	0.0
MAT03	ADA	1	0	0	100	0	0	0.0
MAT03	All Students	37	62.2	24.3	5.4	8.1	0	8.1
MAT03	Black or African American	28	60.7	25	7.1	7.1	0	7.1

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MAT03	Female	17	58.8	29.4	5.9	5.9	0	5.9
MAT03	Free / Reduced Meals	37	62.2	24.3	5.4	8.1	0	8.1
MAT03	Hispanic/Latino of any race	5	80	20	0	0	0	0.0
MAT03	Male	20	65	20	5	10	0	10.0
MAT03	Special Education	8	87.5	12.5	0	0	0	0.0
MAT03	Title I	37	62.2	24.3	5.4	8.1	0	8.1
MAT03	White	4	50	25	0	25	0	25.0
MAT04	All Students	31	71	29	0	0	0	0.0
MAT04	Black or African American	26	69.2	30.8	0	0	0	0.0

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MAT04	Female	12	66.7	33.3	0	0	0	0.0
MAT04	Free / Reduced Meals	31	71	29	0	0	0	0.0
MAT04	Male	19	73.7	26.3	0	0	0	0.0
MAT04	Special Education	5	80	20	0	0	0	0.0
MAT04	Title I	31	71	29	0	0	0	0.0
MAT04	White	5	80	20	0	0	0	0.0
MAT05	ADA	1	100	0	0	0	0	0.0
MAT05	All Students	28	53.6	39.3	7.1	0	0	0.0
MAT05	Black or African American	21	52.4	38.1	9.5	0	0	0.0

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MAT05	Female	14	42.9	42.9	14.3	0	0	0.0
MAT05	Free / Reduced Meals	27	51.9	40.7	7.4	0	0	0.0
MAT05	Hispanic/Latino of any race	1	100	0	0	0	0	0.0
MAT05	Male	14	64.3	35.7	0	0	0	0.0
MAT05	Special Education	3	66.7	33.3	0	0	0	0.0
MAT05	Title I	28	53.6	39.3	7.1	0	0	0.0
MAT05	White	6	50	50	0	0	0	0.0

**Summary:** In general, 5% of all students met or exceeded expectations on the SY1415 PARCC Reading Assessment. 2.7% of all students met or exceeded expectations on the SY1415 PARCC Mathematics Assessment.

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	<p><b>DIBELS and TRC Grades K-2:</b></p> <p>Students scoring on level at MOY are as follows: K at 22% DIBELS and 13.9% TRC; Grade 1 at 40.5% DIBELS and 14.3% TRC; Grade 2 at 30% DIBELS and 37.9% TRC.</p> <p><b>PreK:</b> Literacy EOY at 83.3% proficient and Math EOY at 80.6% proficient.</p> <p><b>Math Interims Grades 1 and 2:</b> Grade 1 EOY Interim 79.3% proficient or advanced and Grade 2 EOY Interim 81.3% proficient or advanced.</p> <p><b>i-Ready Math:</b> There was an overall scale score gain of 12.7 from W1 to W3 with the following breakdown: Grade 3 at 12.7; Grade 4 at 12.1; Grade 5 at 13.3. 30% of students met the growth target with the following breakdown: Grade 3 at 25%; Grade 4 at 32%; and Grade 5 at 30%. Number of students at or above grade level stayed the same from W1 to W3: Grade 3 at 0; Grade 4 at 1; Grade 5 at 1. Number of students one year below grade level increased from W1 to W3 from 7 to 17 students overall: Grade 3 increased by 5; Grade 4 increased by 3; Grade 5 increased from 2. Number of students two years below grade level decreased from W1 to W3 from 63 to 54 overall: Grade 3 decreased by 4; Grade 4 decreased from 2; Grade 5 decreased by 3.</p> <p><b>i-Ready Reading:</b> There was an overall scale score gain of 23.8 from W1 to W3 with the following breakdown: Grade 3 at 33.4; Grade 4 at 20.1; Grade 5 at 17.3. 52.9% of students met the growth target with the following breakdown: Grade 3 at 62.5%; Grade 4 at 48%; and Grade 5</p>

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	<p>at 47.6%. Number of students at or above grade level increased from 3 to 6 from W1 to W3: Grade 3 increased by 1; Grade 4 increased by 2; Grade 5 stayed the same at 2. Number of students one year below grade level increased from W1 to W3 from 10 to 19 students overall: Grade 3 increased by 4; Grade 4 increased by 2; Grade 5 increased from 3. Number of students two years below grade level decreased from W1 to W3 from 59 to 48 overall: Grade 3 decreased by 4; Grade 4 decreased from 3; Grade 5 decreased by 4.</p> <p><b>Strengths:</b> Approximately 80% proficiency in Grade 1 and 2 Math Interims. Over 50% of students met growth target for i-Ready Reading. Overall decrease in number of students 2 or more levels below in both i-Ready Reading (16.1%) and Math (13.5%) which resulted in student movement upward to 1 or move levels below in both Reading (12.1%) and Math (13.6%).</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• DIBELS (fluency) proficiency is 40% or less at all levels Grades K-2. TRC (comprehension) proficiency is less than 20% in Grades K and 1 and slightly over 35% in Grade 2. Increased professional development and coaching needed for Foundations (first and double dose) and Guided Reading.</li> <li>• Less than 5% of students' scores on level according to W3 i-Ready for both Reading and</li> </ul>		

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		<p>Math. Less than 10% of students scoring Level 3 or 4 on PARCC Math (with the exception of Grade 4 ELA). Intensive intervention needed to address foundational skills and increased professional development for teachers on using i-Ready data (scale scores, growth targets, profile reports) to inform instructional decisions and increased professional development in Literacy content standards and planning using district curriculum and teacher developed lessons.</p> <ul style="list-style-type: none"> <li>• 2016-2017 i-Ready BOY Math Grade 3 scores need to be closely compared to 2015-2016 Grade 2 Interim scores during grade level data review meetings.</li> <li>• Only 30% of students met growth target in i-Ready Math compared to 50% in Reading. Less than 10% of students scoring Level 3 or 4 on PARCC Math. Ongoing professional development needed in Math content standards and planning using district curriculum.</li> </ul>	
<p><b>4 <u>Rigorous Curriculum</u></b> Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> <li>• Core English/Reading program</li> </ul>		<p><b>Literacy- (K-5)</b></p> <p>City Schools’ literacy curriculum has been developed to align with the Maryland College and Career Ready Standards and City Schools’ Literacy Model. The design principles focus on the three shifts: regular practice with complex texts and academic language; using evidence from literary and informational texts in reading, writing, and speaking; and building knowledge through content-rich non-fiction. Each module is designed to include word study, whole group lesson plans and seeds, small group guidance, and writing, while incorporating Universal Design for Learning</p>	



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<ul style="list-style-type: none"> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> <li>• Other Programs</li> </ul>	<p>practices.</p> <p><b>Elementary-(K-5)</b></p> <p>City Schools’ math curriculum has been developed to align with the Maryland College and Career Ready Standards. The design principles focused on the 3 shifts: Focus, Coherence, and Rigor by designing grade level units that focus on major content areas and builds from grade to grade. Each unit is designed to have a balance of fluency exercises, reasoning, and conceptual activities that bring out the standards. In addition to content standards, the Standards for Mathematical Practice that rest on important “processes and proficiencies” are connected throughout each lesson in the units.</p> <p><b>Social Studies – (K-5)</b></p> <p>City Schools’ Social Studies curriculum has been developed to align with the Maryland College and Career Ready Standards. Students develop foundational skills in the social studies disciplines: history, geography, civics and government, and economics. In a first examination of U.S. History, students will be introduced to the skills important to the analysis of primary source documents; sourcing, contextualizing, and corroborating.</p> <p><b>Literacy Intervention:</b> Kindergarten through Grade 3 implement Foundations first dose daily. Grades 1-3 implement Foundations double dose daily and Grades 4-5 implement Just Words daily. All grades have a daily Literacy Intervention block of 45 minutes. Resource teachers and other support staff are assigned to classrooms to support Guided Reading (Jan Richardson Model) and</p>		

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	<p>Fundations intervention. Additional block of 30-45 minutes daily for Literacy teachers to see two Guided Reading Groups daily.</p> <p><b>Math Intervention:</b> Grades 1-5 implement Do the Math for 30 minutes daily using district indicated models. Additional 15 minutes of Ongoing Learning and Practice daily based on exit ticket data and Math Action Planning that is facilitated during collaborative planning.</p> <p><b>Enrichment Programs:</b> Students participated in teacher-developed differentiated centers within small group instruction in Literacy and Math.</p> <p><b>Other Programs:</b> Grades PreK and K receive weekly lessons from the PIEL team using LIPS program and Brady lessons and classroom teachers implement BCPSS curriculum as indicated. Grades K-5 utilize American Reading Company modules for Whole Group Reading lessons and Explorations in Nonfiction Writing for Writing. Grades 4-5 utilize Building Vocabulary daily.</p> <p>Grade 1 teachers departmentalized for Literacy and Math.</p> <p><b>Strengths:</b> All Foundations teachers participated in online Foundations training and utilized the program's website for reviewing models of lesson activities. All Foundations Intervention and Just Words Teachers received school-based training on the intervention structure and implementation.</p>

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	<p>Fundations teachers utilized unit tracker data to implement reteach plans and inform decision-making within intervention grouping. Foundations checklists and in-class coaching were used to provide feedback and modeling for teachers. UDL strategies implemented throughout planning and lesson delivery to differentiate instruction for intervention groups. All staff participated in school-based training on the Jan Richardson Guided Reading model prior to the start of the school year. Initial training and multiple in-class coaching sessions provided for Do the Math teachers.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Increased planning time for teachers (including support staff) to work collaboratively with guidance by lead teacher on lesson plan development (Foundations, Just Words, Guided Reading) and increased professional development and real-time coaching in all program implementation: Foundations, Just Words, Guided Reading, Do the Math, core district curriculum and Corrective Reading and Spire (Special Educators).</li> <li>• Additional modules of Do the Math to more appropriately match students' needs at each grade level. Replacement materials for Foundations and Just Words and additional Guided Reading leveled books.</li> </ul>
<b>5 <u>Instructional Program</u></b>	<b>Planning and Implementation of Evidence-Based Instructional Practices</b>
<ul style="list-style-type: none"> <li>• Planning and implementation</li> </ul>	

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<p>of evidenced-based instructional practices</p> <ul style="list-style-type: none"> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> <li>• Use of Response to Intervention</li> <li>• <b>Use of universal design for learning (UDL) principles to differentiate instruction</b></li> <li>• <b>Extended learning time (extended day, week, or year)</b></li> </ul>		<p>Fundations (first and double dose) and Just Words lesson templates used for planning indicated instructional activities including choices from Unit Resources. Jan Richardson model utilized for Guided Reading Instruction. Do the Math program followed using formative assessment to determine differentiation such as additional game practice or small group time with the teacher. Baltimore City curriculum followed as prescribed including American Reading Company, Building Vocabulary and Explorations in Nonfiction Writing. Frequent informal observation, feedback, and follow up support provided by administrative team (Principal, Assistant Principal, Lead Teacher) and ILT. Network Strategic Team supports in-class observation/feedback, in-class coaching for teachers, coaching techniques for Lead Teacher, and collaborative planning implementation.</p> <p><b>Use of Technology Based Tools:</b> First in Math utilized for Grades 1-5. Limited availability to functional Smart Boards and document cameras.</p> <p><b>Use of Data Analysis:</b> Teachers meet weekly to action plan using current formative and summative data alternating between Literacy and Math. Literacy planning focuses on Fundations and Just Words Unit testing, reteaching, and intervention as needed. Math planning focuses on using exit tickets to plan Ongoing Learning and Practice. All Action Planning utilizes the DDI process. Teachers indicate proficiency groups based on the data and are supported during collaborative planning in strategy development and results indicators including teacher and student actions. Action Plans include re-assessment to evaluate effectiveness of intervention and determine</p>	

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	<p>next steps.</p> <p>Guided Reading groups developed using Amplify Wireless data and i-Ready data and revised bi-monthly using Progress Monitoring data and in-class formative assessment. Math i-Ready data utilized to inform Automaticity focus and to identify pre-requisite needs to be addressed in Teaching New Concepts and Ongoing Learning and Practice.</p> <p><b>Master Schedule:</b>  Literacy: Intervention: 45 minutes  Foundations: 30 minutes/ Building Vocabulary: 20 minutes  Routine Writing: 15 minutes  Whole Group Reading: 20 minutes  Small Group Reading: 30-45 minutes  Writing: 30 minutes  Math:  Automaticity/Review/Assess: 15 minutes  Teaching New Concepts: 30 minutes  Ongoing Learning and Practice: 15 minutes  Do the Math: 30 minutes</p> <p><b>Use of Response to Intervention:</b> Daily intervention block (45 minutes) for Grades K-5 addressing Guided Reading, Foundations Double Dose, and Just Words. Daily additional block of</p>

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		Guided Reading instruction (30-45 minutes) for Grades K-5 with two groups meeting daily. Daily Do the Math intervention (30 minutes).	
<b>6 Assessments</b> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> </ul>		<b>Strengths:</b> Teachers create assessment pacing calendars utilized for Early Learning Assessments and all Amplify Wireless testing. Testing implementation is monitored by Lead Teacher. Teachers utilize Foundations and Just Words Unit Trackers to develop reteaching as needed. Data must be submitted bi-weekly alternating between Literacy and Math. Teachers create and follow Math pacing calendars. Unit test scores are due within 3 days of completion of testing. School-wide data wall is used to measure student growth in all formative (Interims, Amplify, and i-Ready) assessments. The data wall is utilized by ILT for school-wide trends, implications, and next steps.  <b>Needs:</b> <ul style="list-style-type: none"> <li>• Increased time needed for data meetings with teachers to triangulate data in real-time to make adjustments to daily instruction.</li> <li>• Ongoing professional development on understanding various assessment sources and the implications for instruction.</li> <li>• Ongoing professional development and in-class coaching on use of formative assessment within classroom instruction particularly during Guided Reading instruction.</li> </ul>	

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<b>7 <u>School Culture and Climate</u></b> <ul style="list-style-type: none"> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> <li>• <b>Acknowledgement of school successes</b></li> </ul>		<p><b>School Safety:</b> Frederick utilizes PBIS to help facilitate the growth of a positive school climate. This year the school developed five schoolwide rules that are posted in all classrooms. In tandem with the development of the schoolwide rules was the development of a schoolwide point sheet which all students utilize every day. On this point sheet, students are able to evaluate their adherence to the schoolwide rules 3 times during the school day. There are weekly incentives provided to students who earn a set number of points for demonstrating their compliance to the schoolwide rules.</p> <p><b>Student Health Services:</b> There is a nurse on staff at Frederick to provide care for minor health situations as they arise. For students who require additional mental health supports, Frederick has, on-site, part-time, a staff member from Villa Maria. Villa Maria provides care and services to individuals and families eligible for Medicaid and MD Child Health Insurance such as prevention services through small groups, teacher in-services, consultations, crisis support, etc.</p> <p><b>Attendance Supports:</b> Frederick has an attendance committee that consists of the assistant principal, social worker, special educator, IEP manager, secretary, Para educator, and support staff. This team meets weekly to examine current attendance data and to determine strategies to increase attendance. SST meetings and home visits are conducted for students who have chronic absences.</p> <p><b>Acknowledgement of Success:</b> Frederick has won awards for its PBIS implementation-- winning</p>	

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	<p>PBIS Bronze and PBIS Silver awards in recent years.</p> <p><b>Strengths:</b></p> <p>Staff participated in weekly PD sessions held by FBA/BIP team from January through June. The team also supported in-class coaching.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Climate Survey data from SY14-15 indicates growth is needed in the following areas: school safety, opportunities for students in the area of the arts, respect (student-student and student-staff)</li> <li>• Frederick could use a full-time staff member whose responsibility would be to focus on the school’s culture and climate (PBIS and other school safety measures.)</li> <li>• Frederick needs a whole school alternative to suspension approach with ongoing supports.</li> <li>• Early identification of students who are at-risk for chronic attendance issues and provide proactive student supports to increase attendance and avoid truancy (i.e. early monitoring by the Attendance Team, school based truancy meetings with parents, incentives for students and parents.)</li> </ul>



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<p><b><u>8 Students, Family, and Community Support</u></b></p> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents/guardians in the education of students</li> <li>• Communication of information with parents/guardians about student achievement data</li> <li>• Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success</li> <li>• Engagement of parents/guardians in school</li> </ul>		<p><b>Summary:</b> School social worker, psychologist, and clinical therapist (Villa Maria) work in conjunction to support all students and parents with a particular focus on students identified through SST/504 process. This process is coordinated by the Assistant Principal. School-based food pantry used to support families in need. Schoolwide information is shared through regular flyers, monthly newsletters, parent links, and community meetings held close to the students' homes (due to currently being in a swing space). Schoolwide parent conferences, focused on report card results, are scheduled twice yearly. Student data shared through home reports (i-Ready, Wireless) and through teacher-parent conferencing. Professional development is provided to staff around home connect and home reports (i-Ready, Wireless, Do the Math, Foundations). Community meetings are held to engage parents/community in the decision-making process of the school.</p> <p><b>Strengths:</b> Co-ordination of available staff to connect with parents on social-emotional supports. Availability of staff to meet with parents and provide one-on-one conferencing (via phone or in person) when needed regarding academics or behavioral support.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Increased parent education programs related to academics, academic programs, social-emotional development, and additional community services.</li> </ul>	

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decision making and school activities <ul style="list-style-type: none"> <li>• Parent education programs</li> </ul>		<ul style="list-style-type: none"> <li>• Increased opportunities for parents to participate in school-based student activities.</li> <li>• Funding needed to support parents with transportation to school-based events during the 2016-2017 school year while the school is in transition within the swing space.</li> </ul>	
<b>9 Professional Development</b> <ul style="list-style-type: none"> <li>• Use of Maryland Professional Development standards</li> <li>• Professional development plans (alignment to student needs and building teacher instructional and classroom management capacity)</li> <li>• Accountability practices aligned to improved teaching and learning</li> </ul>		<p>The school has aligned the school-based professional development activities with the Maryland Professional Development Standards.</p> <p>The school Principal seeks district support for recruiting teachers as soon as need is anticipated and/or identified. Principal utilizes ILT members for interview process of instructional staff. Teachers are supported through weekly grade level team meetings which are led by the Team Lead and participate in weekly Professional Learning Communities which are led by the Lead Teacher/Instructional Coach. Frequent informal observation with feedback/coaching cycles are conducted by the Lead Teacher/Instructional Coach, Educational Associate, and Principal.</p> <p>Principal provides structures and processes for on-site mentoring and demonstrating of best practices provided by Lead Teacher and identified demonstration teacher(s).</p> <p>Our school experienced a huge budget deficit for the past 2 years. This has hindered our ability to hire more than 1 instructional coach. Currently our instructional coach supports teacher development during collaborative planning meetings, models best practices in the classrooms, and</p>	

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	<p>provides coaching cycles of support. Given the budget challenges, we were unable to purchase all the additional intervention materials for scholars meeting below grade level standards in reading and math.</p> <p>The school's leadership team regularly observes Foundation intervention using the Foundations Checklist and Data Action Planning Forms. Additionally, school leadership regularly observes guided reading instruction (informal observations and Learning Walks) using Jan Richardson's prescribed lesson plan sequence for the indicated instructional level. Leadership reviews student data including student work samples on a weekly basis to make plans for instructional adjustments for individual classroom and school-wide.</p> <p>Strengths: Based on the aforementioned practices, our strengths are the weekly discussions around student performance (Foundations checklist- Math Exit Tickets), instructional coaching for teachers identified with the most need of improvement and the informal observations and coaching cycles related to standard/ objective alignment to task.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Resources are needed to purchase professional materials/development sessions directly related to school-based needs as identified through regular informal observations of instruction and analysis of student data. These resources will support all teachers and para-</li> </ul>		

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		<p>educators in their respective classroom roles in providing consistent ongoing differentiated instruction.</p> <ul style="list-style-type: none"> <li>• Additional professional materials/development sessions will support the identified needs of school leadership to support the instructional leadership of the assistant principal and principal. Extension of planning time is needed so that teachers can carefully analyze and plan for re-teach and adjustment within teams. Teachers currently have only 45 minutes of planning time due limited staff coverage.</li> <li>• Additional ongoing teacher training for Guided Reading; Foundations Intervention, Corrective Reading, and Spire is needed to support teachers and student growth.</li> <li>• In order to continue to grow the school based teams capacity around instructional coaching, the ILT will need to meet weekly to discuss school-wide data and related next steps.</li> <li>• Given the time commitment required for these meetings and the desire to build capacity of many members of the school community, these meetings will need to occur after-school</li> </ul>	
<b><u>10 Organizational structure and resources</u></b> <ul style="list-style-type: none"> <li>• Collaborative planning time in</li> </ul>		<b>Summary:</b> An intervention block is created in the master schedule to support the mastery of foundational skills (9:00 a.m. - 10:00 a.m.). All teachers have received some training in Foundations, Just Words, and Do the Math. Resources have been trained to help pull small groups	

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<p><b>the master schedule</b></p> <ul style="list-style-type: none"> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Resources for increasing learning time for students and teachers</li> </ul>		<p>in the general-education classrooms.</p> <p>Collaborative planning (Professional Learning Communities) takes place for all grades</p> <ul style="list-style-type: none"> <li>• (Pre-k – 5) on Tuesdays for 45 minutes.</li> <li>• Grade 2 10:00 – 10:45</li> <li>• Grade 1 10:45 – 11:30</li> <li>• Grade Pre-K 12:25 – 1:10</li> <li>• Grade 3 1:10 – 1:55</li> <li>• Grade 4 1:55 – 2:40</li> <li>• Grade 5 2:40 – 3:25</li> </ul> <p>Due to budget deficit in Fall 2015, positions had to be eliminated. We currently have 1 pre-k class, 1 Kindergarten class, 2 first grade classes, 1 third grade class, 1 fourth grade class, and 1 fifth grade class. Departmentalization occurs in the first grade. Teachers are teaching in their strength area. We currently have 2.5 special educators who provide push-in and pull out services for students with IEPs. Additionally due to the budget deficit in Fall 2015, multiple classes in the</p>	

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	<p>following grade bands had to be consolidated (Grade 1, Grade 3, and Grade 4). In order to not compromise the quality of instruction for our students, teachers were strategically placed in classrooms to fit the academic need. Special education resources are being used to purchase the Corrective Reading and Inspire Interventions programs. Teachers will receive a stipend to tutor special education students after school.</p> <p><b>Strengths:</b> One of the strengths of our schedule is an established school-wide intervention block carved out in the master schedule to provide extra doses for phonics/reading mastery.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Teachers need more training around Foundations implementation. Special Education Teachers will need training with Corrective Reading (Intermediate Grades) and Inspire (Primary Grades).</li> <li>• Based on student needs and interests, we hope to acquire more programs such as dance, music, arts, and science lab to support the whole child in the enhancement of the academic program. This will also allow us to create more planning time for teachers during the school day to discuss student data trends and plans for adjustments.</li> </ul>		

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	<ul style="list-style-type: none"> <li>No additional grants support these efforts.</li> </ul>
<b><u>11 Comprehensive and Effective Planning</u></b> <ul style="list-style-type: none"> <li>School vision, mission and shared values (how it is communicated)</li> <li>Current school goals</li> <li>Practices for strategic school planning</li> <li>School improvement plan development, implementation, monitoring, and evaluation</li> </ul>	<p>Frederick Elementary Community School Vision:</p> <p>The Frederick Elementary School Community is committed to empowering our scholars through rigorous educational opportunities that renders critical and creative thinking in the pursuit of excellence in the middle grades.</p> <p>Academic Mission: Our mission is to provide research-based, differentiated instruction based on the Common Core Standards to meet individual student needs.</p> <p>Climate Mission: Our mission is to foster a safe and inviting atmosphere for scholars through consistent structures and high expectations.</p> <p>School Improvement Plan goals were developed in collaboration with the Instructional Leadership team, school administrators and other school stakeholders. The School Improvement Plan is monitored and evaluated at the school and district level.</p> <p>Goal 1: 70% of students in Grades K-2 will make three or more levels of reading comprehension growth as measured by Amplify Wireless (TRC) End of Year Assessment. Number of students in</p>

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	<p>Grades 3-5 scoring more than 1 grade level below in comprehension will decrease by 20% as measured by i-Ready Reading EOY testing</p> <p>Goal 2: Grades 1-2 students will make 20% growth in Math Interim scores as measured by comparing Interim 1 to Interim 4. Number of students in Grades 3-5 scoring more than 1 grade level below in Numbers in Base 10 will decrease by 20% as measured by i-Ready Reading EOY testing.</p> <p><b>Strengths:</b> Teachers and staff work in teams (ILT, Climate, Attendance, SFC, Child Study Team, and Student Support Team) to analyze relative data monthly and to establish strategies for advancement of progress.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• In order to promote continuous school improvement processes, the school is in need of more frequent and consistent instructional coaching for teacher teams and leadership teams as this will build capacity of the staff and enhance teaching and learning. (Teachers will engage in learning in whole group and small groups).</li> <li>• Furthermore, the school would benefit by becoming a lab site to offer model learning in</li> </ul>		



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		various areas of need. (Differentiated learning)	
<b>12 <u>Effective Leadership</u></b> <ul style="list-style-type: none"> <li>• Instructional leadership to promote teaching and learning</li> <li>• Team structure and participation</li> <li>• Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Levels of parent and community participation in</li> </ul>		Core theories of action of our leadership team include: <ul style="list-style-type: none"> <li>• If school leadership regularly observes guided reading instruction through informal observations and Learning Walks using Jan Richardson's prescribed lesson plan sequence for the indicated instructional level, then then students will receive more effective instruction in guided reading groups.</li> <li>• If school leadership provides opportunities for coaching and peer observation of best practices in guided reading instruction then students will receive more effective instruction in guided reading groups</li> <li>• If school leadership monitors teachers using the district-provided Foundations materials and school-based guided reading materials (Guided Reading texts, Jan Richardson's Professional Resources) and follow prescribed sequence of instructional activities for both Foundations and guided reading at the indicated instructional level, then students will experience normed instructional practices to develop fluency and comprehension.</li> </ul> Teacher teams discuss Maryland CCSS and alignment to daily objectives and task weekly. Teacher teams discuss student assessment results (Foundations checklist- Math exit tickets) weekly	

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<p>school leadership to promote academic, developmental, social, and career needs of students</p>		<p>and develop action plans with strategies to support student progress. Leadership attends collaborative planning meetings and observes the strategy implementation indicated on the action plans for effectiveness. Due to budget constraints, we could not hire any FTE intervention teachers or another coach. Leadership has identified teacher coaches to support other teachers in the classroom.</p> <p>Parents receive continuous communications about the importance of school attendance as well as our attendance goals and attendance incentive programs. For example:</p> <ul style="list-style-type: none"> <li>• Morning Meeting: Daily class attendance of 94% or above is recognized and parents are in attendance daily</li> <li>• Monthly Newsletter: Monthly class averages reported and strategies are reinforced to support the importance of attendance</li> <li>• Attendance Mediation Meetings: Parents attend meetings to collaboratively plan strategies to support improved attendance for specific students.</li> </ul> <p><b>Strengths:</b> We have identified our weekly cycles of data analysis using the DDIT process as a</p>	

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	<p>strength. Teachers are consistent with recording student progress and analyzing the data with the coaching from lead teacher.</p> <p>As part of the 21<sup>st</sup> Century Buildings Plan of our district, our home school is currently being renovated. As a result, our students were moved at the beginning of SY5-16 to a swing (temporary space). This has moved us further away geographically from the parents, families, and communities of our school. As a result, parent participation has decreased significantly, including our student daily attendance. Our students receive transportation to and from school. We are expected to move back into our renovated building at the beginning of SY17-18.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• We also are in need of more collaborative time for in depth planning horizontally and vertically.</li> <li>• Continued support from the Instructional Leader Executive Director (ILED)</li> <li>• Although some efforts were made to celebrate staff successes, additional strategies are need to retain teachers and support their professional development.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Additional efforts are needed to actively engage parents.</li> </ul>	

## B.4 Pre-Implementation Plan

School: Frederick Elementary School #260 Intervention Model: Maryland Turnaround Principles Model

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p><b>REQUIRED</b>  <b><u>I. Family and Community Engagement:</u></b>            Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans,</p>	<p>In 2017, Frederick Elementary will move into a newly renovated 21<sup>st</sup> Century school facility. It has been recommended that Samuel F.B. Morse Elementary be closed at the end of School Year 2016-2017 and that students from this school enroll at Frederick Elementary for School Year 2017-2018. The School Board will vote on the proposed closure/merger in December 2016.</p> <p>The transition into a new school facility and likely merger of two schools present a tremendous opportunity to build a cohesive school community that is fully engaged in providing the best education possible for students at the new Frederick Elementary.</p> <p>If the School Board votes in favor of the closure/merger, an intensive family and community engagement strategy drawing on the resources of the Baltimore Curriculum Project, Frederick Elementary, Baltimore City Public Schools, Bon Secours and other community partners will be critical to</p>	<p>(1) Monthly meetings will take place from October 2016 through July 2017. Meetings will alternate between morning and evening times to accommodate all stakeholders.</p> <p>(2) BCP will attend community association meetings on an ongoing basis beginning October 2016.</p> <p>(3) Surveying will take place between January and February 2017. Results will be reported to all stakeholders at community meetings, the schools and via e-mail in March and April 2017.</p> <p>(4) Communication with parents and community will take place on an ongoing basis.</p> <p>(5) Tours will be conducted throughout SY16/17 as</p>	<p>(1) Holding monthly meetings in the mornings and evenings alternately at a location convenient for families and community members will enable BCP to engage the maximum number of stakeholders in developing and implementing a plan that reflects community needs and has broad community support. Family and community support is critical for the successful implementation of the intervention.</p> <p>(2) Presenting updates at Community Association meetings will enable BCP to engage stakeholders who would not otherwise attend meetings focused solely on Frederick Elementary. This</p>	<p><b>TOTAL COST: \$15,266</b>            (Line Items Below)</p> <p>(1) <b>\$700</b>  <u>Staff time:</u>            10 meetings *            2 hrs/mtg *            \$35/hr = \$700</p> <p>(2) <b>\$840</b>  <u>Staff time:</u>            12 meetings *            2 hrs/meeting *            * \$35/hr</p> <p>(3) <b>\$788</b>  <u>Staff time:</u>            5 focus groups * 1.5 hrs/group *            \$35/hr = \$263  <u>Staff time:</u>            10 interviews * 1 hr * 35/hr</p>

<p>choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.</p>	<p>ensuring a seamless transition into the new school and a harmonious merger of the two school communities.</p> <p>The family and community engagement activities described below will support the successful implementation of the Maryland Turnaround Principles Model at Frederick Elementary.</p> <p>(1) BCP will hold monthly meetings with families and community members from Frederick Elementary and - if the board approves the closure/merger - with Samuel F.B. Morse Elementary at Christian Community Church of God to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected.</p> <p>(2) BCP will also provide updates on school performance, the school intervention model and the development of the school improvement plans at meetings of the Shipley Hill, Carrolton Ridge, and Mill Hill Community Associations.</p> <p>(3) If the school board votes to close Samuel F.B. Morse and merge the two schools, BCP will augment the data collected through the Community Schools needs assessment process by assessing additional student, family and community needs related specifically to the school merger. BCP will gather data through paper surveys, online surveys, one-on-one interviews and focus groups.</p> <p>(4) BCP will communicate with parents and the community about school status, improvement plans, choice options, and</p>	<p>needed.</p> <p>(6) If the school board votes to close Samuel F.B. Morse and merge the two schools, the following timeline will be implemented:</p> <p>a. The student letter writing campaign will begin in January 2017 and continue through May 2017.</p> <p>b. The school rebranding campaign will begin in late January/early February 2017.</p> <p>c. Monthly joint planning sessions will begin in October 2016.</p> <p>d. The meeting with Samuel F.B. Morse teachers will be held in November 2016. The joint teacher meeting will be held in December 2016.</p> <p>e. The "Safe Routes to Schools Committee" will meet monthly beginning October 2016.</p> <p>f. The professional facilitator will facilitate joint community meetings in November 2016 March 2017.</p> <p>g. BCP will begin connecting partners with the schools in October 2016. We anticipate that we will need to convene ten partner meetings during SY16-17.</p> <p>h. BCP will begin grant research in September 2016.</p> <p>(7) BCP will begin working to</p>	<p>strategy will increase buy-in and support for the intervention.</p> <p>(3) Surveying students, families and community members through a variety of methods will help ensure that the intervention addresses the needs expressed by a broad base of stakeholders, as opposed to a small group of vocal stakeholders, which could skew the results.</p> <p>(4) Communication with parents through a variety of strategies will enable BCP to inform the maximum number of parents and community members about school status, improvement plans, and choice options as well as help them increase their utilization of health, nutrition and social services. Increased understanding of the intervention will increase support for the intervention. Access to basic health and human services will support family stability and, in turn, increase parent involvement in and support for the intervention.</p> <p>(5) BCP school tours will give staff, families and community members a deeper understanding of the BCP educational model, enabling them to participate more fully and effectively in</p>	<p>= \$350</p> <p><u>Paper/Online Survey Development and Data Tabulation</u> 5 hrs * \$35/hr = \$175</p> <p>(4) <b>\$7,990</b></p> <p><u>Mgmt of print/electronic outreach</u> 10 hrs/mo. * 12 mos. *\$35/hr = \$4,200</p> <p><u>Door-knocking/Door Hangers</u> 10 hrs * 3 people * \$35/hr = \$1,050</p> <p><u>Direct Mail</u> 2 post card mailings * 3,000 post cards * \$.34/stamp = \$2,040</p> <p>Design/Printing = \$700</p> <p>(5) <b>\$175</b></p> <p><u>Staff Time</u> 5 school tours * 1 hr/tour * \$35/hr</p> <p>(6) <b>\$3,023</b></p> <p>a. NA b. <u>Staff Time</u></p>
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	<p>local service providers for health, nutrition, and social services through press releases, newsletters, the Friends of Frederick e-mail list, E-mail blasts to all parents, robo-calls, newspaper announcements, door-knocking, distribution of door hangers in the neighborhoods, parent outreach coordinators, text messages, Facebook posts, website announcements and direct mail.</p> <p>(5) BCP will host tours of other BCP schools for staff, families and community members so that they can experience the BCP educational model firsthand.</p> <p>(6) If the school board votes to close Samuel F.B. Morse and merge the two schools, BCP will assist families in transitioning from Samuel F.B. Morse to Frederick Elementary and will work closely with Baltimore City Schools to facilitate a harmonious merger of the Frederick Elementary and Samuel F.B. Morse communities. If the school board votes to close Samuel F.B. Morse and merge the two schools, the following strategies will be implemented:</p> <ol style="list-style-type: none"> <li>Initiate a student letter writing/ pen pal project between the two schools for each grade after the parent meeting October 2016.</li> <li>Facilitate a school rebranding and motto campaign involving both school communities after the School Board vote on the closure of Samuel F.B. Morse in December 2016. This will include focus groups, community meetings and meetings with leadership.</li> <li>Convene monthly planning sessions</li> </ol>	<p>strengthen PTO in October 2016.</p> <p>(8) BCP will begin working with the Community School Coordinator in October 2016.</p> <p>(9) BCP will begin working with OST Provider in October 2016.</p>	<p>the intervention.</p> <p>(6) School merger activities will facilitate a harmonious transition so that school leadership and staff can focus most of their energy on the successful implementation of the intervention, as opposed to focusing mostly on resolving potential conflict between the two school communities.</p> <p>(7) A strong PTO will provide a critical means of engaging parents and teachers in the successful implementation of the intervention by developing additional parent and teacher leaders to engage in outreach.</p> <p>(8) Coordination with the Community School Coordinator will enable BCP staff to maximize the extent and effectiveness of efforts to engage parents and community members in the successful implementation of the intervention.</p> <p>(9) Coordination with the OST Provider will enable BCP staff to maximize the extent and effectiveness of efforts to engage parents and community members in the successful implementation of the intervention. This strategy will also enable BCP to engage with parents who pick up their children</p>	<p>5 hrs/mo. * 5/mos. * \$35/hr = \$875</p> <p>c. 9 mtgs * 1.5 hrs/mtg * \$35/hr = \$473</p> <p>d. 2 mtgs * 2 hrs/mtg * \$35/hr = \$140</p> <p>e. 3 mtgs * 2 hrs/mtg * \$35/hr = \$210</p> <p>f. <u>Pro-Facilitator</u> 6 hrs * \$75/hr = \$450</p> <p>g. <u>Staff Time</u> 10 mtgs * 1.5 hrs/mtg * \$35/hr = \$525</p> <p>h. <u>Staff Time for Grant Research</u> 10 hrs * \$35/hr = \$350</p> <p>(7) <b>\$1,750</b> <u>Staff Support for PTO</u> 5 hrs/mo * 10 mos. * \$35/hr</p> <p>(8) NA</p> <p>(9) NA</p>
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	<p>with BCP, Frederick, Samuel F.B. Morse and BCPS leadership to review Frederick and Samuel F. B. Morse data and family engagement opportunities</p> <p>d. Host a meeting with Samuel F. B. Morse teachers followed by a joint meeting with Samuel F. B. Morse and Frederick teachers.</p> <p>e. In collaboration with the 21st century office, develop and implement a “Safe Routes to Schools” committee. The committee will walk the route from Samuel F. B. Morse to Frederick documenting what they see on the route to share with the CEO and Board of School Commissioners for consideration in future transportation discussions.</p> <p>f. A professional facilitator will be brought in to facilitate two community meetings involving the two school communities.</p> <p>g. Connect current and new partners with Frederick and Samuel. F. B. Morse.</p> <p>h. Research grants for school culture and climate support.</p> <p>(7) BCP will work with Interim Principal Brown, teachers, and families to establish a fully-functioning PTO that can serve as an additional conduit for community engagement.</p> <p>(8) A local nonprofit organization (TBD) will be receiving a grant from the Family League of Baltimore to serve as the lead Community School Agency for Frederick Elementary beginning School Year 16/17. This organization will provide an on-site Community School Coordinator</p>		<p>from the after school program and those who are unavailable during the regular school day.</p>	
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	<p>who will be responsible for increasing parent involvement and community engagement at Frederick. BCP will work closely with this organization and the Community School Coordinator at Frederick Elementary to engage families and community members in the activities described above.</p> <p>(9) The Family League of Baltimore is currently seeking a partner to provide Out of School Time (OST) programming for Frederick. This includes providing activities that engage parents and family members. BCP will work closely with the OST provider to engage families and community members in the activities described above.</p>			
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<p><b>REQUIRED if Applicable</b>  <b>2. <u>Rigorous Review of External Providers:</u></b>  Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.</p>	<p>The Baltimore Curriculum Project (BCP) was approved on July 12, 2016 to commence operating Frederick Elementary School as a conversion charter school on July 1, 2017. BCP has been partnering with Baltimore City Schools for twenty years, and has operated conversion charter schools since 2005. We are well positioned for success at Frederick Elementary as we have twenty years of experience with implementing both curricular changes and climate improvements. Our schools serve their neighborhood zones. With BCP as the operator, achievement on state tests has improved, and enrollment has increased dramatically at each school. We have external partners whom we have vetted throughout the years who provide teacher training and coaching support for reading, math, and Restorative Practices. We anticipate working with these same partners during the first implementation year, 2017-2018.</p>	NA	<p>The Baltimore City Board of School Commissioners supported the application to convert Frederick to a BCP operated conversion charter school because of our history of success in partnering with low-performing, high-needs schools and increasing student achievement, improving school climate, increasing both parent satisfaction and enrollment of neighborhood children. We are committed to focusing intensively on community building and effective, rigorous instruction as we engage with the school and the broader community.</p>	<p>No cost anticipated during pre-implementation year.</p>
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<p><b>REQUIRED</b>  <b>3. Staffing:</b>  Evaluate the strengths and areas of need of current staff and/or recruit and hire the incoming principal, leadership team, instructional staff, and administrative support (if applicable).</p>	<p>1. BCP will conduct a rigorous search for a permanent principal. The principal during SY16-17 has an interim placement. BCP will form a principal selection group comprised of staff from BCP, Bon Secours Community Works group (one of Frederick’s most important community partners), parents from the surrounding community, teachers, an existing BCP principal, and a representative from Baltimore City Schools. We will advertise the position both locally and nationally (e.g. in Ed Week). We predict this will be a highly competitive process, as the new principal will take over a newly renovated and expanded 21<sup>st</sup> Century Building. Furthermore, the permanent principal will be part of a handful of conversion charter schools in Baltimore City, which may appeal to applicants, and Frederick will have support as a Community School.</p> <p>2. BCP will conduct a rigorous search for approximately 12-16 teaching staff for SY17-18. Frederick is currently in swing space while the permanent building is being renovated. The swing space is approximately 3.5 miles from the permanent building, and enrollment has dropped precipitously as a result. The school currently has one teacher in each grade, preK-5. When the permanent building is reopened, enrollment is predicted to support a three section per grade school. This means that 2/3 of the teaching staff will be new to Frederick. If the recommendation to close/merge Morse is approved, we will offer all Morse teachers the opportunities to tour BCP schools and become familiar with our instructional model, and would work with the current Morse principal to identify effective teachers from Morse. If there is mutual interest, BCP would interview those teachers</p>	<p>1a. BCP will meet with City Schools officials to coordinate plan for principal search and form a search committee in September 2016.</p> <p>1b. Committee will meet and discuss strategy for recruitment of highest caliber candidates for the job in October, 2016.</p> <p>1c. Advertising and active recruiting will occur in January –February of 2017.</p> <p>1d. Screening and initial interviews will take place in February-March of 2017.</p> <p>1e. Second round interviews and selection of new principal will occur in April, 2017. New principal will commence work at Frederick Elementary as soon as allowed.</p> <p>2. Teacher recruitment will begin in January, 2017 and will continue until all positions are filled.</p>	<p>1. Hiring the right principal for Frederick Elementary is of utmost importance to the success of the school. The likely combining of two school communities, both current Priority Schools, will require a leader who knows how to increase student achievement, build bridges between two communities, and provide the kind of educational and extra-curricular opportunities all children deserve. BCP currently has four highly experienced, successful principals, and we know that they are absolutely critical to the success of the school. We intend to devote a significant amount of time in the intervening months to ensure we have the right candidate.</p> <p>2. Hiring effective teachers who are interested in BCP’s instructional model will allow us to begin raising achievement in the first year of implementation. We have extensive experience in recruiting, training, and supporting new teachers, as well as in supporting veteran teachers in their own continuous improvement. By familiarizing existing staff with the new model through piloting the curriculum and by touring existing schools, we will ensure a cohort of enthusiastic, well-</p>	<p><b>Total Advertising for principal and teacher positions: \$5,000</b></p>
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	<p>for a position at Frederick, as familiar faces at the new school will be reassuring to families from the closing school. We will also recruit from our existing sources starting in January of 2017. Those sources include but are not limited to: Baltimore City Teaching Residency program, Urban Teachers program, Teach for America, Loyola University Maryland, Baltimore City Schools' teacher transfer fairs, Towson University, Goucher College, Howard University, as well as local and national job lists. Candidates are required to deliver a sample lesson for our review, either at one of our schools if they are new teachers, or in their own classroom if they are currently teaching.</p>		<p>informed experienced teachers to complement the new teachers.</p>	
<p><b><u>4. Instructional Programs:</u></b> Identify possible instructional materials that are evidence-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across</p>	<p>Frederick has been approved to be a conversion charter school operated by BCP. The charter school application was approved featuring Reading Mastery Signatures Language Arts curricula as well as Core Knowledge read-aloud curricula for content and vocabulary building. This approval was based on ample research demonstrating the effectiveness of Reading Mastery in teaching literacy, as well as research demonstrating the need for intensive, coordinated, quality content instruction beginning in the lowest grades. Both of these programs are fully aligned with State standards. BCP met with the ILED for Frederick Elementary in order to coordinate pre-implementation activities with the existing Priority School plan. Piloting of the above mentioned programs in the lower grades will have limited impact on the existing plan and will set the school up for a smooth transition to the subsequent conversion charter school year. The Core Knowledge Read-Aloud curriculum will be</p>	<p>Selected teachers will receive training in Reading Mastery and Core Knowledge in August, 2016. Implementation in the pilot grades will commence in September, 2016.</p>	<p>Piloting two key programs in the lower grades will position the school for success during the implementation years by developing staff expertise and program knowledge, and by demonstrating effectiveness of the programs. By having someone at each grade level who is experienced with the program, we can more quickly build grade level team expertise. Furthermore, this year will give staff members a chance to see what is in store for them in the following school year regarding training, coaching, data review, monitoring, etc. If this is not appealing to certain staff members, they will have the opportunity to transfer schools voluntarily. Since the staff at</p>	<p>DI Materials: <b>\$20,000</b> Core Knowledge Material: <b>\$4,500</b></p>

<p>disciplines, and devising student assessments.</p>	<p>piloted in grades PreK-2, the Signatures Reading Mastery will be piloted in grades K, 1 and with students reading significantly below level in grade 2.</p>		<p>Frederick voted to support the application for charter status, we anticipate that most teachers will choose to stay.</p>	
<p><b><u>5. Professional Development and Support:</u></b>  Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school’s comprehensive instructional plan and the school’s intervention model; or train staff on the</p>	<p>1. BCP will hire a part time instructional coach to support a pilot implementation of DI and Core Knowledge in grades K-2. This support will include initial training and follow-up coaching throughout the year. Teachers in the pilot program will receive feedback on student performance 1-3 times per week. This feedback will be based on direct classroom observation as well as examination of curriculum based performance data (e.g. fluency measures and independent work).  2. Furthermore, in the spring of 2017, BCP will provide stipends to all teachers to become trained on the ELA curricula which will be implemented in SY17-18. We have identified a coach who is eager to work with Frederick Elementary. She recently retired as the instructional coach from the high-performing, Title I award-winning BCP school, Wolfe Street Academy, and has been training and coaching Direct Instruction and Core Knowledge for years. BCP schools feature use of Restorative Practices in all of their schools, but we are not including funds for this in the pre-implementation year, as Restorative Practices are already in the existing Priority School Plan for Frederick.</p>	<p>1. Trainer/Coach will train selected pilot program teachers in the ELA and Core Knowledge programs in August, 2016. In-class coaching, monitoring and data analysis will commence in September 2016 and will continue throughout the year. The teachers involved in the program will receive feedback on student performance 1-3 times per week.  2. The teachers who are not involved in the pilot program will be invited to attend weekly after school training sessions throughout April-June in order to be prepared for the coming year. This training will be in addition to a formal training week which will be offered prior to the beginning of the 2017-2018 school year.</p>	<p>By providing consistent, high quality professional development and in-class coaching in the pilot classrooms, we will demonstrate the power of using well-designed curricula combined with effective teaching practices, and we will set the stage for a much larger implementation the following year.</p>	<p>DI Trainer/Coach: (½ time) <b>\$45,000</b>   Core Knowledge Trainer/Coach: <b>\$6,000</b>   Teacher Stipends for voluntary training outside of school hours: <b>\$5,000</b></p>

<p>new evaluation system and locally adopted competencies.</p>				
<p><b><u>REQUIRED</u></b>  <b><u>7. Progress Monitoring and Reporting:</u></b>  The LEA must describe its plan to prepare written monthly status reports of completed pre-implementation activities, including status on budget, hiring, and other activities designed to prepare the school for full implementation of the selected model in SY 2017-2018. This report must be available and reported on during the monthly Central Support Team (CST) meetings.</p>	<p>To be completed by BCPS.</p>			
<p><b><u>REQUIRED FOR CERTAIN MODELS</u></b>  <b><u>8. Planning for increased learning time to begin at the start of the 2017-2018 school year</u></b></p>	<p>N.A.</p>			

<b><u>9.Other LEA Determined Activities (Please Describe)</u></b>	NA			
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## Priority or Focus School

<b>School Name:</b> <b>Harford Heights Elementary School #37</b> <b>Address:</b> <b>1919 N. Broadway</b> <b>Baltimore, MD 21213</b>	<b>LEA Point of Contact (POC)</b> <b>Name &amp; Position:</b> <b>Laurie-Lynn Sutton</b> <b>Director, Transformation and Turnaround</b> <b>Phone#: (443) 838-6941</b> <b>Email Address: lsutton03@bcps.k12.md.us</b>
<b>Grade levels enrolled (SY 2016-2017): PreK-5th</b>	<b>Projected Number of Students Enrolled (SY 2016-2017): 492</b>

<b>Level of Identification</b>	
Priority <input checked="" type="checkbox"/> _____	Focus _____

**Title I Status: All Priority and Focus Schools must operate a schoolwide program beginning with SY 2016-2017.**

Schoolwide Program

**Anticipated Intervention Model Selected :**

Closure Model  
 Turnaround Model  
 Transformation Model  
 Restart Model  
 Maryland Turnaround Principles Model (Maryland's State Approved Model)  
 Whole School Reform Model  
 Early Learning Model

### Cumulative Amount SIG Funds the LEA is requesting for Five Years

<b>Pre-implementation SY 2016-2017</b>	<b>FY 2014 SIG Funds</b>	<b>\$316,027.31</b>
<b>Year 1 SY 2017-2018</b>	<b>FY 2014 SIG Funds</b>	<b>\$900,000.00</b>
<b>Year 2 SY 2017-2018</b>	<b>FY 2015 SIG Funds</b>	<b>\$900,000.00</b>
<b>Year 3 SY 2018-2019</b>	<b>FY 2016 SIG Funds</b>	<b>\$900,000.00</b>
<b>Sustainability</b>	<b>FY 2016 SIG Funds</b>	<b>\$450,000.00</b>
<b>Total Amount of Funding Requested for this school over 5 years</b>		<b>\$3,466,027.31</b>



# **Comprehensive Needs Assessment**

**Harford Heights Elementary School #37**

**Baltimore City Public Schools**

**Conducted for SY 2016-2017**



**Name of Priority School: Harford Heights Elementary School**

**LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

**Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)**

**1 Student Profile Information**

- Total enrollment
- Grade level enrollment
- Subgroups (including gender)- # of students in each
- Mobility % - Entrants & Withdrawals
- Attendance % (include chronic absentee data which in Maryland is defined as missing more than 20 days during the school year)
- Expulsions
- Suspensions
- Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students
- Graduation rate
- Dropout rate
- Homeless
- Foster Care
- Special Education # and % (specialized programs in the school)

Total Enrollment SY1415	584
Total enrollment SY1516	562
PK	83
K	91
1	90
2	88
3	72
4	67
5	71
6	
7	
8	
9	
10	
11	
12	
% Males	48.1
% Females	51.9
% FARMS	97.9

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% ELL	0.2
%SWD	14.4
% Non-Hispanic African American	98.3
% Non-Hispanic White	0.5
% Hispanic	1
% Non-Hispanic Asian	0
% Non-Hispanic American Indian	0.2
% Non- Hispanic Multiracial	0
% Non-Hispanic Native Hawaiian/Other Pacific Islander	0
% Homeless	5.6
% Foster Care	
% Mobility SY1415	50.6
Attendance Rate SY1415	88.6
Attendance Rate SY1516	90.4
Chronic Absence Rate SY1415	38.1
At-Risk for Chronic Absence SY1516	28.6
Expulsions	1
Suspension Incidents	35
Suspended Students	24
Advance Coursework completion	

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Graduation Rate	
Dropout Rate	

**Summary:** Harford Heights' enrollment has been consistent over the past few years around 570 students. Early grades hold the greatest amount of students while grades 3-5 hold the least. Attendance averages 88% with a 31% chronic absenteeism rate. The mobility rate is 50%. There has been an increase in suspensions from 2015 to 2016 with most suspensions in grades 3 and 4. There have been 13 SWD suspensions and 22 general education suspensions. We have 96 students with disabilities which make up 17% of our population.

**Strengths:** The number of students with chronic absenteeism had decreased and monthly attendance has increased recently this year.

**Needs:**

- Since we consistently struggle with attendance, the school would

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benefit from having an attendance monitor to enter, monitor, develop strategies, incentivize, and communicate it.

- Since our school is very challenged with undesired student behaviors that result in ongoing and escalated conflict, our school would benefit from a resource such as Continuous Growth which supports students in de-escalation, redirection, peer mediation, and other alternatives to suspension. We would also benefit from a mental health resource such as the University of Maryland to provide counseling and mental health services for our students and families.

**2 Staff Profile**

- Principal – Length of time at the school
- Number of Assistant Principal/s and other administrators
- Number and % of teaching faculty’s total classroom instruction experience:
  - 0-5 years
  - 6-10 years
  - 11-15 years
  - 16+ years

<b>Principal Tenure at School</b>	
School	Sum of Years At School
0037 - HARFORD HEIGHTS ELEMENTARY	0.9

  

<b>Priority Schools Admin Staff</b>	
Row Labels	Count of Job Coding
0037 - HARFORD HEIGHTS ELEMENTARY	1

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- Number and % of teaching faculty’s service at this school:
  - 0-5 years
  - 6-10 years
  - 11-15 years
  - 16+ years
- Number and % of teachers that meet applicable State Certification and licensure requirements
- Number of school-based reading and English teachers of record
- Number of school-based mathematics and data/analysis teachers of record
- Number of school-based reading and English resource personnel
- Number of school-based mathematics and data/analysis resource personnel
- Number and % of paraprofessionals who are qualified
- Number of mentor teachers and number of teachers being supported
- Teacher and administrator attendance %

**Classroom Teaching Experience**

Row Labels	Count of EEID	Count of EEID2
<b>0037 - HARFORD HEIGHTS ELEMENTARY</b>	<b>34</b>	<b>5.95%</b>
<b>Teaching Staff</b>	<b>34</b>	<b>100.00%</b>
0-5 years	17	50.00%
11-15 years	1	2.94%
16+ years	8	23.53%
6-10 years	8	23.53%

**Teacher Experience at School**

Row Labels	Count of EEID	Count of EEID2
<b>0037 - HARFORD HEIGHTS ELEMENTARY</b>	<b>34</b>	<b>5.95%</b>
<b>Teaching Staff</b>	<b>34</b>	<b>100.00%</b>
0-5 years	26	76.47%
16+ years	2	5.88%
6-10 years	6	17.65%

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<b>Certification Requirements Summary</b>		
<b>Row Labels</b>	<b>Count of EEID</b>	<b>Count of EEID2</b>
<b>0037 - HARFORD HEIGHTS ELEMENTARY</b>	<b>34</b>	<b>5.95%</b>
<b>Teaching Staff</b>	<b>34</b>	<b>100.00%</b>
Certified	31	91.18%
Not Certified	3	8.82%

<b>Qualified PARA</b>		
<b>Organization</b>	<b>Job Coding</b>	<b>Count of EEID</b>
<b>0037 - HARFORD HEIGHTS ELEMENTARY</b>	Qualified Para	

	<b>Total # of Days Absent of MSDE 11, 8 &amp; 9 Staff on 5/20</b>	<b># of MSDE 11, 8 &amp; 9 Staff as of 5/20/16</b>	<b>Average Days Absent of T &amp; Admin Staff at Priority Schools on 5/20</b>
<b>21 FY17 Priority Schools*</b>			
0037 - HARFORD HEIGHTS	346.1	36	9.6

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ELEMENTARY

**English Math Teacher Data**

Schools	Count of Cert Q check - reading/English	Count of Cert Q check - Math/data analysis
0037 - HARFORD HEIGHTS ELEMENTARY	26	

**Summary:** This is the first year for the principal at Harford Heights. There is currently one assistant principal. About one third of the teachers have less than 3 years' experience. One third have from 4-10 and the other third have more than 10 years' experience. Most of the teachers have only taught at Harford Heights; with the exception of about 6 and most of their years have been at Harford Heights. About two thirds of the teachers meet state certification. All of our teachers teach all content areas. We have four para professionals, all of which are qualified. One mentor teacher mentors 8 new teachers. Teachers and administrators have good attendance.

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**Strengths:** We have many new teachers who are eager to learn. Our staff demonstrates good attendance.

**Needs:**

- There are many new teachers who need extensive professional development.
- Stipends for teachers to attend professional development
- Support from the community learning network, academic content liaisons around ongoing professional development and teacher coaching

<p><b>3 <u>Student Achievement</u></b></p> <ul style="list-style-type: none"> <li>• Student achievement data for reading and math on State assessments by the “all student” category and all subgroups</li> </ul>	<b>Subject</b>	<b>Category</b>	<b># of Students Tested</b>	<b>Level 1 %</b>	<b>Level 2 %</b>	<b>Level 3 %</b>	<b>Level 4 %</b>	<b>Level 5 %</b>	<b>% Meeting or Exceeding Expect</b>



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										ations
ELA03	All Students	76	60.5	25	10.5	3.9	0	3.9		
ELA03	Black or African American	74	59.5	25.7	10.8	4.1	0	4.1		
ELA03	Female	36	58.3	30.6	8.3	2.8	0	2.8		
ELA03	Free / Reduced Meals	75	60	25.3	10.7	4	0	4.0		
ELA03	Hispanic/ Latino of any race	1	100	0	0	0	0	0.0		

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ELA03	Male	40	62.5	20	12.5	5	0	5.0	
ELA03	Special Education	14	92.9	7.1	0	0	0	0.0	
ELA03	Special Education - Exited	1	100	0	0	0	0	0.0	
ELA03	Title I	76	60.5	25	10.5	3.9	0	3.9	
ELA03	White	1	100	0	0	0	0	0.0	
ELA04	ADA	2	0	100	0	0	0	0.0	
ELA04	All Students	73	49.3	23.3	21.9	5.5	0	5.5	
ELA04	Black or African American	72	48.6	23.6	22.2	5.6	0	5.6	
ELA04	Female	40	42.5	22.5	25	10	0	10.0	

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ELA04	Free / Reduced Meals	73	49.3	23.3	21.9	5.5	0	5.5	
ELA04	Male	33	57.6	24.2	18.2	0	0	0.0	
ELA04	Special Education	24	87.5	8.3	4.2	0	0	0.0	
ELA04	Title I	73	49.3	23.3	21.9	5.5	0	5.5	
ELA04	White	1	100	0	0	0	0	0.0	
ELA05	All Students	66	50	33.3	12.1	4.5	0	4.5	
ELA05	Black or African American	63	49.2	33.3	12.7	4.8	0	4.8	
ELA05	Female	39	43.6	38.5	12.8	5.1	0	5.1	
ELA05	Free /	66	50	33.3	12.1	4.5	0	4.5	

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	Reduced Meals								
ELA05	Hispanic/Latino of any race	3	66.7	33.3	0	0	0	0.0	
ELA05	Limited English Proficient	1	100	0	0	0	0	0.0	
ELA05	Male	27	59.3	25.9	11.1	3.7	0	3.7	
ELA05	Special Education	15	73.3	13.3	13.3	0	0	0.0	
ELA05	Title I	66	50	33.3	12.1	4.5	0	4.5	
MAT03	All Students	78	57.7	23.1	19.2	0	0	0.0	
MAT03	Black or African	76	56.6	23.7	19.7	0	0	0.0	

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	American								
MAT03	Female	36	58.3	27.8	13.9	0	0	0.0	
MAT03	Free / Reduced Meals	77	57.1	23.4	19.5	0	0	0.0	
MAT03	Hispanic/ Latino of any race	1	100	0	0	0	0	0.0	
MAT03	Male	42	57.1	19	23.8	0	0	0.0	
MAT03	Special Education	16	93.8	6.3	0	0	0	0.0	
MAT03	Special Education - Exited	1	100	0	0	0	0	0.0	
MAT03	Title I	78	57.7	23.1	19.2	0	0	0.0	

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	MAT03	White	1	100	0	0	0	0	0.0	
	MAT04	ADA	2	50	50	0	0	0	0.0	
	MAT04	All Students	74	43.2	39.2	13.5	4.1	0	4.1	
	MAT04	Black or African American	73	42.5	39.7	13.7	4.1	0	4.1	
	MAT04	Female	40	35	45	17.5	2.5	0	2.5	
	MAT04	Free / Reduced Meals	74	43.2	39.2	13.5	4.1	0	4.1	
	MAT04	Male	34	52.9	32.4	8.8	5.9	0	5.9	
	MAT04	Special Education	24	66.7	29.2	4.2	0	0	0.0	
	MAT04	Title I	74	43.2	39.2	13.5	4.1	0	4.1	

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	MAT04	White	1	100	0	0	0	0	0.0	
	MAT05	All Students	67	53.7	35.8	9	1.5	0	1.5	
	MAT05	Black or African American	64	53.1	35.9	9.4	1.6	0	1.6	
	MAT05	Female	39	48.7	43.6	5.1	2.6	0	2.6	
	MAT05	Free / Reduced Meals	67	53.7	35.8	9	1.5	0	1.5	
	MAT05	Hispanic/ Latino of any race	3	66.7	33.3	0	0	0	0.0	
	MAT05	Limited English Proficient	1	100	0	0	0	0	0.0	

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**Areas to consider for analysis as part of a comprehensive needs assessment**

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MAT05	Male	28	60.7	25	14.3	0	0	0.0	
MAT05	Special Education	16	87.5	12.5	0	0	0	0.0	
MAT05	Title I	67	53.7	35.8	9	1.5	0	1.5	

**Grades K-5**

In general, 4.6% of all students met or exceeded expectations on the SY1415 PARCC Reading Assessment. 1.9% of all students met or exceeded expectations on the SY1415 PARCC Mathematics Assessment.

According to the Reading 3D TRC data from SY14/15, 42% of our students were proficient or above proficient and 57% of the students were below or far below their grade level with regards to reading. DIBELS data from SY14/15, only 43% of students met benchmark.



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**Grades 3-5 only**

i-Ready data for Math:

90% of our 3rd grade students are below level.

91% of our 4th grade students are below level.

82% of our 5th grade students are below level

i-Ready data for Reading:

78% of our 3rd grade students are below level.

99% of our 4th grade students are below level.

93% of our 5th grade students are below level.

Additional student assessment data is attached.

**Strengths:** Our students are becoming familiar with i-Ready which is aligned

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	<p>to the CCSS. Our teachers are becoming familiar with the Instructional Framework which includes best practices for improving instruction.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Teachers need additional professional development in order to deliver rigorous instruction in reading and mathematics.</li> <li>• We would benefit from weekly support from the CLN 3's ACL's to support the staff developers.</li> <li>• A research based mathematics intervention for students-First in Math</li> <li>• Do the Math materials and consumables with teacher coaching provided by the vendor.</li> <li>• A research based literacy intervention-Study Island</li> </ul>		
<b>4 Rigorous Curriculum</b> Alignment of curriculum implementation with state standards	<b>Literacy- (K-5)</b> City Schools' literacy curriculum has been developed to align with the		

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<p>across grade levels</p> <ul style="list-style-type: none"> <li>● Core English/Reading program</li> <li>● Core Mathematic and algebra programs</li> <li>● Curriculum Intervention Programs</li> <li>● Enrichment Programs</li> <li>● Other Programs</li> </ul>	<p>Maryland College and Career Ready Standards and City Schools’ Literacy Model. The design principles focus on the three shifts: regular practice with complex texts and academic language; using evidence from literary and informational reading, writing, and speaking; and building knowledge through content-rich non-fiction. Each module is designed to include word study, whole group lesson plans and seeds, small group guidance, and writing, while incorporating Universal Design for Learning practices. Currently Leveled Literacy Intervention is being implemented for intervention in small groups daily.</p> <p><b>Mathematics-(K-5)</b></p> <p>City Schools’ math curriculum has been developed to align with the Maryland College and Career Ready Standards. The design principles focused on the 3 shifts: Focus, Coherence, and Rigor by designing grade level units that focus on major content areas and builds from grade to grade. Each unit is designed to have a balance of fluency exercises, reasoning, and conceptual activities that bring out the standards. In addition to content standards, the Standards for Mathematical Practice that rest on important “processes and proficiencies” are connected throughout each lesson in the units. No mathematics interventions are in place.</p>

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**Social Studies – (K-5)**

City Schools’ Social Studies curriculum has been developed to align with the Maryland College and Career Ready Standards. Students develop foundational skills in the social studies disciplines: history, geography, civics and government, and economics. In a first examination of U.S. History, students will be introduced to the skills important to the analysis of primary source documents; sourcing, contextualizing, and corroborating.

**Summary:** Currently our school implements Fountas & Pinnell’s Leveled Literacy Intervention. We currently do not have an enrichment program.

**Strengths:** Teachers have been trained to properly implement the Leveled Literacy Intervention.

**Needs:**

- We would benefit from an online intervention as well as materials and other resources to enhance learning for our student-Study Island
- We would benefit from a laptop cart for each grade level so that students can have additional practice engaging with technology.

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		<ul style="list-style-type: none"> <li>We would also benefit from an extended learning program to support our struggling students.</li> </ul>	
<b>5 Instructional Program</b> <ul style="list-style-type: none"> <li>Planning and implementation of evidenced-based instructional practices</li> <li>Use of technology-based tools</li> <li>Use of data analysis to inform and differentiate instruction</li> <li>Master Schedule by content area (include minutes of instruction)</li> <li>Use of Response to Intervention</li> <li><b>Use of universal design for learning (UDL) principles to differentiate instruction</b></li> <li><b>Extended learning time (extended day, week, or year)</b></li> </ul>		<p>We rely heavily on the Instructional Framework Teach Actions for instructional practices/actions. Technology is minimally used because of the lack of technology tools available to students. Our students receive 150 minutes of literacy instruction and 90 minutes of mathematics instruction daily. They are provided with a related arts class for 45 minutes at least four times per week. We are not currently implementing Response to Intervention or UDL strategies. No extended learning opportunities are available to our students except for coach class hosted by individual teachers.</p> <p><b>Strengths:</b> We collect and analyze data in collaborative planning meetings, staff meetings, and one on one data conferences with the principal. From the data we identify small groups of students who need more focused and specific instruction around specific skills. This data also provides an idea of which skills need to be reviewed or taught again to the whole group.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>We would benefit from the purchase of Driven by Data by Paul</li> </ul>	

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	<p>Bambrick-Santoyo (\$880 for 40 books) and The Data Teams Experience by Angela PeeryX (\$599.60 for 40 books) for every content teacher in the building to read and gain knowledge about the process and how to implement it.</p> <ul style="list-style-type: none"> <li>• We would also benefit from having a DDIT coach to provide professional development around the data cycle for the Instructional Leadership Team. Office of Accountability support.</li> <li>• Stipends to compensate 10 ILT members is needed so that we can meet bi-weekly after school for 2.5 hours at a rate of \$35 per hour. During this time we will collect and analyze school wide data, identify obstacles and trends, and develop strategies to improve instructional practices and student achievement. Each member will be responsible for communicating the information to specific grade bands of teachers.</li> <li>• We could additionally benefit from resources to fund the purchase of materials to develop and maintain an interactive data room. Delete this.</li> <li>• We would benefit from an extended learning program that provides</li> </ul>

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		our students with opportunities to increase their proficiencies in reading and mathematics as well as athletics and physical health. We would need resources to fund stipends, , instructional materials, transportation, contracts with athletic vendors, etc.	
<b>6 Assessments</b> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> </ul>		<p><b>Assessment/Process and Timeline:</b> Teachers use a variety of formative and summative assessment data frequently to make informed decisions about planning and instructional practices. Teachers track data daily and make daily lesson plans based from the data results. The data from the various data sources listed below are collected and reviewed for analysis of student growth. Most of the data analysis and next steps is done during collaborative planning time. Teachers found the process beneficial but report having limited planning and instructional time to use the analysis.</p> <p>The various data sources are listed below.</p> <p><b>Formative:</b> In prekindergarten, the teachers administer the district created ELA and math assessments administered 3 times a year, at the beginning, middle and end of the year and entered into Data Links.</p> <p>In kindergarten, the teachers administer district created math assessment</p>	

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	<p>administered 3 times a year, at the beginning, middle and end of the year and entered into Data Links, along with Reading 3D provided by Amplify, include Dibels and TRC administered 3 times a year, beginning, middle and end of the year--progress monitoring between each.</p> <p>In grades 1 and 2, teachers administer district math Interims administered 4 times a year--at the end of each quarter and Reading 3D provided by Amplify, include Dibels and TRC administered 3 times a year--beginning, middle, end--progress monitoring between each.</p> <p>In grades 3-5, teachers administer reading and math diagnostics I-Ready Assessment-computer based, adaptive assessment--administered 3 times a year (with growth monitoring); track and monitor standards based ELA and math growth, inform targeted instruction</p> <p>Teachers track data daily via student data trackers (whole group and small group), Unit pre/posttest of each Math unit, exit tickets, ELA response journal entries and teacher created assessments (Math and ELA).</p> <p><b><u>Summative:</u></b> In kindergarten teachers are required to administer the</p>



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	<p>Kindergarten Readiness Assessment (KRA).</p> <p>Grades 3-5 teachers are required to administer the PARCC Assessment-- ELA and Math assessment aligned with Maryland College and Career Ready Standards</p> <p>Grade 5-MSA Science</p> <p><b><u>Technology</u></b> Currently, technology is scarce and difficult to implement with such a large population of students. We currently only have the following technology that is up to date and useable:</p> <ul style="list-style-type: none"> <li>■ 3 computer carts used for I-ready assessment in grades 3-5 only (each grade shares 1 cart among 3 class</li> <li>■ Kindergarten teachers were provided laptops by the District to complete KRA</li> </ul> <p><b>Strengths:</b> Teachers have been provided with professional development with</p>

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	<p>regards to the following assessment items:</p> <ul style="list-style-type: none"> <li>● administering each assessment</li> <li>● entering assessment data</li> </ul> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>● Technology is the biggest need for our school when it comes to administering assessments and completion of those assessments. Many of our desktops and laptops are outdated.</li> <li>● Every teacher needs a newly working laptop or desktop to administer assessments and enter data on a consistent basis.</li> <li>● Each classroom in all grades (Prek-5) needs at least 3 desktop computers for students to be able to access during the day.</li> <li>● 1 laptop cart is needed to share for each grade in PreK to 2, special education classes and ED program classes</li> <li>● Lower grade level students need access to computers on a daily or</li> </ul>

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	<p>weekly basis to develop computer skills and enrich instruction</p> <ul style="list-style-type: none"> <li>• Technology Teacher or support staff is needed</li> <li>• Support staff is needed with regards to maintaining, supporting and implementing the technology in the building.</li> <li>• Additional laptop carts for grade 3-5 are needed for weekly instructional needs and assessment needs for I-ready and PARCC.</li> </ul>														
<p><b>7 <u>School Culture and Climate</u></b></p> <ul style="list-style-type: none"> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> <li>• <b>Acknowledgement of school successes</b></li> </ul>	<p style="text-align: center;">School Climate Indicators</p> <p>How did your students and staff feel about relationships and safety in your school? Data show the percentage of respondents who <i>agree</i> with the given statement.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">STUDENTS</th> <th style="text-align: center;">SY1213</th> <th style="text-align: center;">SY1314</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">SY1314 Response Rate (%) 82.1</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Students respect each other.</b></td> <td style="text-align: center;"><b>30.3</b></td> <td style="text-align: center;"><b>19.4</b></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>			STUDENTS	SY1213	SY1314	SY1314 Response Rate (%) 82.1			<b>Students respect each other.</b>	<b>30.3</b>	<b>19.4</b>			
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	<b>I feel like I belong at this school.</b>	<b>64.7</b>	<b>61.8</b>
	<b>I feel safe at this school.</b>	<b>63.8</b>	<b>62.0</b>
	<b>Students picking on/bullying other students is not a problem at this school.</b>	<b>23.4</b>	<b>22.3</b>
	<b>STAFF</b>	<b>SY1213</b>	<b>SY1415</b>
	<b>SY1314 Response Rate (%) 60.3</b>		
	<b>The school administration supports the staff in performing their duties.</b>	<b>82.4</b>	<b>94.1</b>
	<b>Staff feel safe at this school.</b>	<b>81.8</b>	<b>88.6</b>

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	<p><b>School Safety:</b> We currently have a climate team in place to assist teachers with student behaviors that are unmanageable by the teacher, we have a peer mediation program in place to assist students with resolving conflicts such as fights at school, and community conflicts that are not resolved outside of school and cause a disruption to the learning environment of our students.</p> <p>We partner with the Office of Student Safety to ensure proper implementation of SST. We refer to our red flag action plan document to capture high flyers, their behaviors, and the supports we have put into place for those students along with next steps for them.</p> <p><b>Student Health Services:</b> We currently work with Baltimore Medical Systems who provide the school with a registered nurse as well as an aid. Kool smiles provides free dental services to our students once a year. The Baltimore City Health Department provides our students with a free vision and hearing program.</p> <p>Attendance Supports: We currently use the Student Support Team to support attendance.</p> <p>Climate Team: We currently have three members on our climate team. These members supervise lunch periods, entry, and dismissal, as well as tend to disruptive students throughout the day.</p>	

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	<p>Student Support Team: Members of our student support team include our social worker, student support team chair, teacher, and parent.</p> <p><b>Strengths:</b> We have created a red flag action plan for all students that demonstrate disruptive behaviors. Each student is monitored by a specific staff member whether that is the Special Educator, SST Chair, teacher or climate team. The red flag action plan is updated weekly.</p> <p>Our partnership with Baltimore Medical Systems has been beneficial with assisting parents and students with proper health services that were definitely needed.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• We would benefit from resources that would provide additional support with the climate in the building. Here are some of the needs we could use additional resources for:</li> <li>• We would benefit from additional resources such as, Continuous Growth, to assist us with alternatives to suspension and for student mentoring.</li> <li>• We can use additional support with peer mediation.</li> </ul>

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		<ul style="list-style-type: none"> <li>Professional development for teachers in the area of classroom management, conflict resolution, de-escalation, crisis intervention, and relationship building-Restorative Practice Training</li> <li>Assistance with managing parents who come into the building and by choice, go to teachers classroom to address other children inappropriately and in an aggressive way</li> <li>Resources that will help us deal with the severe emotional distress of our students and the environmental issues they are faced with in the home. (Neglect, homelessness, etc.) University of Maryland Mental Health Therapist.</li> <li>We could use additional resources with assisting our students and teachers with conflict resolution strategies to assist with the fights that break out in the classroom. Restorative Practices.</li> <li>An attendance monitor is needed who will engage parents, collect, submit, analyze, monitor, incentivize, develop strategies around improved attendance</li> </ul>	
<b>8 <u>Students, Family, and Community Support</u></b> <ul style="list-style-type: none"> <li>Social-emotional and community-oriented services and</li> </ul>		<b>Summary:</b> The SST process informs parents of their student’s academic and behavioral progress. Students who are not meeting behavioral or attendance	

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<ul style="list-style-type: none"> <li>● supports for students and families</li> <li>● Engagement of parents/guardians in the education of students</li> <li>● Communication of information with parents/guardians about student achievement data</li> <li>● Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success</li> <li>● Engagement of parents/guardians in school decision making and school activities</li> <li>● Parent education programs</li> </ul>	<p>expectations are provided a plan for improvement via the Student Support Team (SST). Students and families social-emotional needs are also supported through, Baltimore Medical Systems, Hope Health Services, and Prevention Intervention for Early Learning (PIEL), University of Maryland which is a service provided under the Judy Center, and Weinberg Libraries.</p> <p>Parents are actively involved and requested to attend SST meetings, as well as, invited to parent workshops and school activities. Parents, students, school staff, and appropriate service providers collaborate to develop effective measures to support student achievement and academic success for students. Parents are provided an opportunity to be involved in decision making during parent conferences, student support team meetings, school surveys, back-to-school night, school family council meetings, and meetings to inform the budget.</p> <p>Communication between families, teachers and administrators are informed in many ways; through weekly written communication via “Take Home Tuesday (monthly calendars, newsletter, fliers, parent-teacher interaction, and Parent Interaction Form and school announcements) to ensure the implementation</p>



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	<p>and monitoring of student’s academia, school updates, and school wide activities. Feedback from the School Climate Survey is another tool used to solicit parent feedback.</p> <p>Parent workshops (3-work force development and improvement of credit – Wells Fargo), Chat-n- Chew, and school activities provides an opportunity for families to actively participate in their child’s educational progress and provides opportunities for families to learn how they can best support their child’s education.</p> <p><b>Strengths:</b> The school hosts parent workshops and professional development to teach parents the strategies and techniques used in classrooms by teachers. This allows parents more opportunity to assist their students at home, and build relationships with teachers and staff. We have seen an increase in participation, involvement, support and school volunteers.</p> <p>There are student recognition, celebrations, and student work is displayed to support student achievements.</p>

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	<p>On-going parent and community-oriented services/resources are available for families to actively participate in their child’s educational progress and provides meaningful opportunities for families to learn how they can best support their child’s education. Resources including but not limited to, food for families through Maryland Food Bank, fresh fruit and vegetable weekly for students, distribute weekly food back pack to families in need, and volunteer opportunities.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Although we have seen an increase, we would still like to see an even larger increase in parental involvement from families. Offering regular activities and supports to increase with parental involvement will assist with our efforts. We would benefit from a family advocate or community school coordinator.</li> <li>• Support continues to be needed around implementation and monitoring of attendance strategies. Having an attendance monitor would assist with monitoring attendance daily, home visits, phone calls, letters, data review, develop and implement attendance</li> </ul>		

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		<p>incentives aligned with effective strategies.</p> <ul style="list-style-type: none"> <li>• Additional support is needed to hosts family nights, report card nights and literacy nights to include data events for parents and students to learn more about student progress and needs, and how parents can support students at home with academic work and skills.</li> <li>• More support is also needed for developing partnerships with community agencies and organizations, aligned to the mission and vision of the school; such as program like, Restorative Practices, Dating Matters, Urban Leadership Institute, MircoSociety, and All Day Adds Up to Five.</li> </ul>	
<b>9 Professional Development</b> <ul style="list-style-type: none"> <li>• Use of Maryland Professional Development standards</li> <li>• Professional development plans (alignment to student needs and building teacher instructional and classroom</li> </ul>		<b>Summary:</b> This school year the two Staff Developers have met weekly with each grade level team for one Collaborative Planning time of 90 minutes. Rotating topics have been Literacy content, Math content, best practice grading policies, assessments, and technology basics. The staff developers	

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- management capacity)
- Accountability practices aligned to improved teaching and learning

support teachers in planning for high quality instruction. They also model lessons for teachers and facilitate inter-classroom visits among teachers to observe instruction and provide real-time coaching. Since the Instructional Framework highlights instructional practices to improve student engagement and achievement while increasing ability of the teacher to effectively manage the students in the classroom, teachers are held accountable to demonstrating practices outlined in the Instructional Framework. Feedback is provided to teachers to improve their effectiveness in implementing each Teach Action into each daily lesson for each content area.

**Strengths:** There is time built into the school day for a weekly 90-minute Collaborative Planning block.

**Needs:**

- Infinite Campus is being rolled out by the District this year. Everyone in the building will need to be trained well enough on this system that when they use it will be second nature. This will mean more time spent than what might be provided at a District PD/overview. This will include imputing attendance as well as setting up the grade book

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and learning how to determine what to put in the grade book and how to weight it. To do this well we need time outside of the school day to work through all of its pieces.

- We will have a minimum of twelve new teachers in school year 2016-2017. These teachers will benefit from meetings with their New Teacher Mentor a minimum of bi-weekly outside of the school day for an hour and a half. Topics that should be covered include, but are not limited to: understanding the culture of the school/neighborhood, speaking to children in a non-confrontational manner, speaking and other forms of communication with parents and other family members, content planning, assessing, record keeping, managing the classroom, how content, planning, and management work together, setting up the classroom, work stations, working in small groups, using manipulatives, behavior contracts, RTI (Response to Intervention), Foundations, looking at student work and the Standards, etc.
- Another great need is PD around RTI (Response to Intervention). Approximately 60 of our scholars have SST plans addressing academic goals and another 100 students will have SST plans

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	<p>addressing attendance goals by the end of this school year; 50% of the students with SST plans for attendance are students in PK and K. It's hard to make up for this time lost in learning without specific interventions. This is roughly 30% of our student population. Another 17% of our student population are students with IEP's. Together this represents close to 50% of our school population. At grades 3-5 we have i-Ready data available to use to identify skills to target and to make student groups and we have Amplify data to use in grades 1-2. What we need is time to teach all teachers how to pull the data and work through making the small groups, deciding what to teach and how to teach it (planning), how to plan for the rest of the class while doing working with the RTI group, how to keep records around the RTI interventions, and how to communicate with the families what is taking place. We need RTI done well so that we can be sure all that should be done before an SST referral is done. It's also best practice. To do this well we need time outside of the school day to work through all of its pieces for all teachers. Ideally, paraprofessionals would be given the opportunity to attend as well.</p> <ul style="list-style-type: none"> <li>• We would benefit from stipends for additional professional</li> </ul>		

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		development for teachers around DDIT, and the Instructional Framework as well as classroom management. Stipends would also be needed for bi-weekly ILT meetings after school.	
<b>10 <u>Organizational structure and resources</u></b> <ul style="list-style-type: none"> <li>● Collaborative planning time <b>in the master schedule</b></li> <li>● Class scheduling (block, departmentalizing, etc.)</li> <li>● Class configuration</li> <li>● Managing resources and budgets</li> <li>● Accessing other grants to support learning</li> <li>● Resources for increasing learning time for students and teachers</li> </ul>		<p><b>Summary:</b> Teachers are provided with 90 minutes of collaborative planning time each week among their grade level.</p> <p>Every teacher teaches mathematics, reading, writing, vocabulary, science, health and social studies to their assigned class for the entire year.</p> <p>Based on the District’s Model of Effective Literacy instruction, teacher’s daily instruction time for literacy is about 150 minutes.</p> <p>Based on the district guidelines teachers’ daily instruction time for mathematics is about 90 minutes.</p> <p>1 day a week for thirty to forty five minutes science or social studies is taught in each class.</p> <p>At Harford Heights we currently have 4 prekindergarten classes, 4 kindergarten classes, 4 first grade classes, 3 second grade classes, 3 third</p>	

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	<p>grade classes, 3 fourth grade classes, 2 fifth grade classes, 2 self-contained special education classes, ED program with 1 first/second grade class, 1 third/fourth grade class, and 1 fourth/fifth grade class. All classes are heterogeneously grouped.</p> <p>We have the following resources for students to attend weekly for 45 minutes: art, physical education, library, music and drama</p> <p>Members of the leadership team manage any resources and a business manager has been hired to manage the school budget.</p> <p>There are currently no other grants to support learning.</p> <p>We are seeking resources for increasing learning time for students and teachers. Currently no additional time outside out of the mandatory instructional blocks is being offered consistently. However, several teachers at different times may offer a short coach class for their students.</p> <p><b>Strengths:</b> Teachers are provided with three 45 minute planning periods and a 90 minute collaborative planning period. Students rotate through several related arts specials such as art, drama and music. They are also provided</p>



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	with physical education and taught the value of a healthy lifestyle.  <b>Needs:</b> <ul style="list-style-type: none"> <li>• We would benefit from additional time for collaboration; not only with grade level colleagues, but content colleagues as well. This way teachers would have an opportunity to plan and share ideas with colleagues around a specific content area among several different grade levels. This would support their ability to understand and implement the progression of skills effectively.</li> <li>• We would benefit from having an educational associate and an assistant principal added to our leadership team. The educational associate would facilitate the literacy professional development and the assistant principal would provide administrative support.</li> </ul>		
<b>11 <u>Comprehensive and Effective Planning</u></b> <ul style="list-style-type: none"> <li>• School vision, mission and shared values (how it is communicated)</li> <li>• Current school goals</li> <li>• Practices for strategic school planning</li> </ul>	<b>Summary: Since this is the first year for both administrators and the entire previous administrative team is no longer at the school, the vehicle for sharing the vision and mission are unknown.</b>  Our school vision and mission are being developed this year as very many of		

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<ul style="list-style-type: none"> <li>• School improvement plan development, implementation, monitoring, and evaluation</li> </ul>	<p>the staff are new to the school. Our current school goals are to improve the climate and student attendance. We increase attendance by referring students who miss 3 or more consecutive school days to the student support team, assigning an attendance monitor, hosting weekly homeroom attendance competitions, conducting home visits, sharing goals with parents, using Parent Link, recognizing our students with good and improved attendance, and implementing peer and family mediation. We improve climate by developing a climate team, facilitating parent conferences, recognizing students of the month, developing an Alternative Learning Center where disruptive students can reflect, deescalate, and complete classroom assignments, and provide support for teachers around student engagement and classroom management. Our leadership team guides most of the strategic planning for the school and the school family council supports the effort.</p> <p><b>Strengths:</b> Our leadership team meets weekly to organize upcoming events, schedule learning walks, informal observations, and tasks relevant to each position.</p> <p><b>Needs:</b></p>

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		<ul style="list-style-type: none"> <li>We need to develop an Instructional Leadership Team where staff are knowledgeable of content, standards, the instructional framework, and the data cycle. We need stipends to compensate members of the ILT.</li> </ul>	
<b>12 <u>Effective Leadership</u></b> <ul style="list-style-type: none"> <li>Instructional leadership to promote teaching and learning</li> <li>Team structure and participation</li> <li>Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>Impact on the school culture for teaching and learning</li> <li>Use of assessment data using technology</li> <li>Recruitment and retention of effective staff</li> <li>Identification and coordination of resources to meet school needs</li> <li>Levels of parent and community participation in school leadership to promote academic, developmental, social, and career needs of students</li> </ul>		<p><b>Summary:</b> School leadership has placed a major focus on improving climate and attendance this school year. Many structures needs to be put in place to ensure a more structured and safe learning environment of the staff and students. With continued effort toward maintaining a safe environment, teaching and learning will improve.</p> <p><b>Strengths:</b> The climate at Harford Heights has greatly improved. Protocols for safety and management have been established and maintained. Very few students are found in the hallways during instruction and the number of outsiders walking through the building has drastically decreased.</p> <p>Instructional Leadership to promote teaching and learning: All formal and informal observations are guided by the Instructional Framework. All feedback is given based on the Planning, Teach, and Reflect &amp; Adjust actions.</p> <p>Team structure and participation:</p>	

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	<p>Grade level collaborative teams meet with coaches weekly to plan for highly effective instruction. Our leadership team meets weekly to plan for supportive instructional and administrative tasks.</p> <p>Monitoring of curriculum implementation and instructional practices linked to student growth:            Literacy and math coaches monitor curriculum implementation through teacher submitted planning calendars. Administrators informally and formally observe instruction and use the Instructional Framework to guide feedback.</p> <p>Impact on the school culture for teaching and learning:            Observations, conversations, and professional development provided by the leaders positively impact the culture for teaching and learning in the school. It is evident that teaching and learning is a priority based on these leadership actions.</p> <p>Use of assessment data using technology:            Leadership uses assessment data to guide conversations with teachers and coaches and to plan for improvement strategies.</p> <p>Recruitment and coordination of resources of effective staff:</p>		

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	<p>Leaders meet with effective staff to facilitate “stay conversations” where teachers discuss future plans and they develop plans to develop the teachers’ leadership in the building.</p> <p>Identification and coordination of resources to meet school needs: Leaders use instructional data to inform the identification of resources to meet school needs.</p> <p>Levels of parent and community participation in school leadership to promote academic, developmental social , and career needs of students: Parent engagement is minimal and has become an area in need of improvement.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Teachers need professional development around the data cycle and how to use data to inform instruction.</li> <li>• We need coaches and time to provide professional development to the teachers in order to support and retain them. Harford Heights is a challenging school with regard to climate and the staff need intense</li> </ul>

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	<p>professional development around classroom management, crisis management, appropriate cultural responses to conflict, and coping strategies for an intense working environment.</p> <ul style="list-style-type: none"> <li>• School leadership would benefit from having a leadership / principal coach who is non-evaluative, not affiliated with Baltimore City Public Schools, and who will be on site at least bi-weekly.</li> </ul>		



## B.4 Pre-Implementation Plan

School: Harford Heights Elementary School #37 Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
specifically for students attending a new school if their prior school is implementing the closure model.	<ol style="list-style-type: none"> <li>3. Conduct visioning exercises and activities to include entire school community aligned to school improvement and 21<sup>st</sup> Century Buildings plan</li> <li>4. Convene a community forum and information sharing session led by school leaders to share with the community-at-large school performance and intervention models</li> <li>5. Coordinate and plan district-level professional development for all SIG schools staff, families and partners in high-impact family and engagement best practices</li> <li>6. Identify and train a workgroup comprised of parents, staff, and community partners to support</li> </ol>	<p>October 2016 November 2016</p> <p>November 2016 December 2016</p> <p>November 2016 December 2016</p> <p>December 2016 January 2017</p>	<p>to meet the unique needs of students and families (#4)</p> <p>To strengthen parent networks at the school level to work with staff on initiatives to increase family and community engagement in instructional best practices and learning (#4)</p> <p>To provide supports and structures to enhance two-way communication to increase family and community engagement and student success (#5)</p> <p>To ensure that the unique needs of the school community are considered in informing all family and community engagement strategies (#6)</p> <p>To increase students and families awareness of FCE strategies and their links to academic outcomes (#7)</p>	for Community Meetings and PD-\$5,000





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	<p>implementation of the model of engagement, manage communication strategies and plan additional parent activities</p> <p>10. Conduct a communications training to include website, the district mobile app, Infinite Campus (Student Management System); implement web-based family and community engagement network, Living Tree</p> <p>11. Conduct Community Resource meeting to include all stakeholders (faith-based, private, philanthropic, public organizations)</p> <p>12. Identify partner or service provider to support planning and implementation of school improvement grant</p>	<p>October 2016</p> <p>February 2017</p>	<p>members (#9, 10)</p> <p>To ensure that parents, family members and key stakeholders have access to academic data to support learning at home and college and career readiness (#10)</p> <p>These activities will ensure the effective alignment of goals, strategies, and resources (#11)</p> <p>To ensure the development of targeted supports and strategies that meet the unique needs of the school community (#12)</p>	
<b>REQUIRED if Applicable</b>				

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<p><b>2. <u>Rigorous Review of External Providers:</u></b>            Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.</p>	NA	NA	NA	NA
<p><b><u>REQUIRED</u></b>  <b><u>3.Staffing:</u></b>            Evaluate the strengths and areas of need of current staff and/or recruit and hire the incoming principal, leadership team, instructional staff, and administrative support (if applicable).</p>	<p>Highly qualified and effective staff are an integral part of school turnaround. As such it is imperative that school staff are competent, knowledgeable and skilled; that barriers to their hiring are removed and that their retainment is prioritized.</p> <ol style="list-style-type: none"> <li>1. Conduct thorough contextual analysis of teacher/leader qualifications and certifications</li> <li>2. The school will continue to use the leadership framework to identify areas of strength</li> </ol>	<p>November 2016</p> <p>Ongoing (initiate September 2016)</p>	<p>To ensure that school staff are equipped to implement school improvement plan with success (#1)</p> <p>To identify skill gaps within staff (#2, 6)</p>	<p>Recruitment Materials/Supplies \$2,000</p> <p>Hiring Fair \$2,000</p> <p>Contracted Services \$2,000</p> <p>Communications \$1,000</p>

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	<p>and opportunity for growth amongst individual teachers as well as grade bands.</p> <ol style="list-style-type: none"> <li>3. Review district policies and regulation related to hiring, teacher/leader transfers, performance improvement initiatives and incentives that impacts school</li> <li>4. Develop SIG specific hiring processes and timelines</li> <li>5. Prioritize staffing for the SIG schools through hiring fairs, recruitment strategies, and transfers</li> <li>6. Conduct needs survey of remaining/retained staff</li> </ol>	<p>November-January 2017</p> <p>November-January 2017</p> <p>March 2017</p> <p>March 2017</p>	<p>To ensure that all barriers to the hiring of highly qualified candidates are removed (#3)</p> <p>To ensure that SIG schools receive the highest qualified staff (#3, 4, 5)</p>	
<p><b>4. Instructional Programs:</b> Identify possible instructional materials that are evidence-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for</p>	<p>The district provides comprehensive curriculum aligned to State academic standards for all grade levels. Additional academic interventions would support the rigorous instructional program outlined in the</p>			<p>Stipends for teachers to attend Professional Development, engage in data reviews and</p>

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<p>instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.</p>	<p>curriculum.</p> <ol style="list-style-type: none"> <li>1. Conduct learning walks to gather data on current instructional program</li> <li>2. Conduct rigorous data analysis of student needs current instructional programs and determine implementation gaps</li> <li>3. Conduct inventory of all current materials, curriculum, and academic interventions</li> <li>4. Identify new instructional materials, if needed based on outcomes</li> <li>5. Identify consultant for the training of teachers in pedagogical best practices and classroom management approaches.</li> <li>6. Review master schedules and</li> </ol>	<p>October 2016</p> <p>October 2016</p> <p>November 2016</p> <p>March 2017</p> <p>April – June 2017</p> <p>February – March</p>	<p>To provide an analysis of best practices currently in place at the school and what should be removed and/or added in order to strengthen the instructional program (#1-8)</p>	<p>provide feedback on instructional program and needs</p> <p>\$30/hr.; 50 teachers; 3 full day events on weekend (7 hours each) plus an additional 20 hours</p> <p>Contract with Consultant(s) ~\$100,000</p>

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Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>adjust accordingly to maximize student learning as well as collaborative planning time.</p> <p>7. Conduct a teacher survey to assess and identify professional development needs</p> <p>8. To establish a parent focus group to garner feedback around academic programming and extra-curricular activities</p>	<p>2017</p> <p>November-December 2016</p> <p>January 2017</p>		
<p><b><u>5. Professional Development and Support:</u></b> Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching,</p>	<p>Professional development around the use of curriculum, the instructional framework, and other academic intervention programs is needed.</p> <p>1. Plan district-level professional development for all schools identified as SIG.</p>	<p>October 2016</p>	<p>To align strategic support offered to schools by the district (#1, 2)</p>	<p>Ron Clark (ILT) – 6 staff @ \$2205</p> <p>On-going ILT Coaching- (*****)</p> <p>Conference-Out of Town Travel and Registration Fees-</p>

## B.4 Pre-Implementation Plan

School: Harford Heights Elementary School #37 Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p>structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.</p>	<ol style="list-style-type: none"> <li>2. Create cycles of support for Network teams and Ed Specialists in the Office of Turnaround and Transformation</li> <li>3. Support school's instructional leadership team (ILT) in planning school-based professional development calendar for the SY17-18</li> <li>4. Hold institutes led by district staff, consultants, and MSDE Breakthrough Center focused on instructional framework, curriculum, content, and academic interventions; provide stipends for teachers to attend</li> <li>5. Contract School Turnaround consultant to provide support to district staff, school ILT and other school leaders</li> <li>6. Attend National School</li> </ol>	<p>October 2016</p> <p>March 2017</p> <p>June 2017</p> <p>November 2016</p> <p>June 2017</p>	<p>Support the development and capacity building of strong district-level and school-based leaders in school turnaround principles and strategies (#5, 6, 7, 8, 9)</p>	<p>\$2,800 per attendee/3-\$8,400</p> <p>Substitute to provide coverage while teachers attend the conferences listed</p> <p>Teacher Stipends to attend district Institutes and for professional development funded under Title II and the FY17 priority plan</p>

## B.4 Pre-Implementation Plan

School: Harford Heights Elementary School #37 Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	Turnaround Conferences and Symposiums (Principal and 2- ILT Members)  7. Attend Ron Clark Academy (principal, teacher, parent, FCE)	TBD		
<p><b><u>REQUIRED</u></b>  <b><u>6. Progress Monitoring and Reporting:</u></b>            The LEA must describe its plan to prepare written monthly status reports of completed pre-implementation activities, including status on budget, hiring, and other activities designed to prepare the school for full implementation of the selected model in SY 2017-2018. This report must be available and reported on during the monthly Central Support Team (CST) meetings.</p>	<p>The district's Turnaround Specialist is responsible for developing monthly reports related to pre-implementation activities.</p> <ol style="list-style-type: none"> <li>1. Develop monthly status report template and clarify reporting methods</li> <li>2. Conduct bi-weekly meetings between district offices to review and respond to critical issues reported</li> <li>3. Make report available at monthly CST meetings</li> </ol>	<p>October 2016</p> <p>Ongoing (initiate September 2016)</p> <p>Ongoing (initiate September 2016)</p>	<p>Streamline reporting process and ensure accurate data collection (#1)</p> <p>Respond in a timely manner to implementation barriers (#2)</p> <p>Ensure that state is thoroughly informed of status of pre-implementation activities (#3)</p>	No cost



## B.4 Pre-Implementation Plan

School: Harford Heights Elementary School #37 Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p><b><u>REQUIRED FOR CERTAIN MODELS</u></b>  <b><u>7. Planning for increased learning time to begin at the start of the 2017-2018 school year</u></b></p>	<p>Increased learning time can provide students with the opportunity to more thoroughly engage the school's instructional program, the use of academic interventions and enrichment programs.</p> <ol style="list-style-type: none"> <li>1. Conduct research and feasibility study on extended learning time models</li> <li>2. Understand and anticipate barriers to implementing extended day, extended year and other models for increased learning time such as the impact on bell schedules, transportation, staff compensation, etc.</li> </ol>	<p>January 2017</p> <p>March 2017</p>	<p>Ensure that most effective and efficient strategies are selected to increase learning time for students (#1, 2)</p>	

## B.4 Pre-Implementation Plan

School: Harford Heights Elementary School #37 Intervention Model (If Applicable): Turnaround Principles

<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
<b>8 .Other LEA Determined Activities</b> <b><u>(Please Describe)</u></b>	NA			

## Priority or Focus School

<b>School Name:</b> <b>James McHenry Elementary/Middle School</b> <b>Address:</b> <b>31 S. Schroeder Street</b> <b>Baltimore, Maryland 21223</b>	<b>LEA Point of Contact (POC)</b> <b>Name &amp; Position:</b> <b>Laurie-Lynn Sutton</b> <b>Director, Transformation and Turnaround</b> <b>Phone#: (443) 838-6941</b> <b>Email Address: lsutton03@bcps.k12.md.us</b>
<b>Grade levels enrolled (SY 2016-2017): PreK-8th</b>	<b>Projected Number of Students Enrolled (SY 2016-2017): 291</b>

<b>Level of Identification</b>	
Priority <input checked="" type="checkbox"/> _____	Focus _____

**Title I Status: All Priority and Focus Schools must operate a schoolwide program beginning with SY 2016-2017.**

**Schoolwide Program**

**Anticipated Intervention Model Selected :**

**Closure Model**  
 **Turnaround Model**  
 **Transformation Model**  
 **Restart Model**  
 **Maryland Turnaround Principles Model (Maryland's State Approved Model)**  
 **Whole School Reform Model**  
 **Early Learning Model**

### Cumulative Amount SIG Funds the LEA is requesting for Five Years

<b>Pre-implementation SY 2016-2017</b>	<b>FY 2014 SIG Funds</b>	<b>\$286,422.44</b>
<b>Year 1 SY 2017-2018</b>	<b>FY 2014 SIG Funds</b>	<b>\$800,000.00</b>
<b>Year 2 SY 2017-2018</b>	<b>FY 2015 SIG Funds</b>	<b>\$800,000.00</b>
<b>Year 3 SY 2018-2019</b>	<b>FY 2016 SIG Funds</b>	<b>\$800,000.00</b>
<b>Sustainability</b>	<b>FY 2016 SIG Funds</b>	<b>\$400,000.00</b>
<b>Total Amount of Funding Requested for this school over 5 years</b>		<b>\$3,086,422.44</b>



## **Comprehensive Needs Assessment**

**James McHenry Elementary/Middle School #10**

**Baltimore City Public Schools**

**Conducted for SY 2016-2017**

**Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools**  
**School**

**Areas to consider for analysis as part of a comprehensive needs assessment**

**Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)**

**1 Student Profile Information**

- Total enrollment
- Grade level enrollment
- Subgroups (including gender)- # of students in each
- Mobility % - Entrants & Withdrawals
- Attendance % (include chronic absentee data which in Maryland is defined as missing more than 20 days during the school year)
- Expulsions
- Suspensions
- Advance Coursework completion

Total Enrollment SY1415	416
Total enrollment SY1516	352
PK	41
K	48
1	36
2	36
3	33
4	33
5	31
6	28
7	32
8	34
9	
10	
11	
12	
% Males	48.2
% Females	51.2

**Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools**  
**School**

**Areas to consider for analysis as part of a comprehensive needs assessment**

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(IB/AP/early college high schools, dual enrollment classes) # and % of students <ul style="list-style-type: none"> <li>• Graduation rate</li> <li>• Dropout rate</li> <li>• Homeless</li> <li>• Foster Care</li> <li>• Special Education # and % (specialized programs in the school)</li> </ul>	% FARMS	94.5
	% ELL	0
	%SWD	14.7
	% Non-Hispanic African American	96.4
	% Non-Hispanic White	1.4
	% Hispanic	1.7
	% Non-Hispanic Asian	0
	% Non-Hispanic American Indian	0.2
	% Non- Hispanic Multiracial	0.2
	% Non-Hispanic Native Hawaiian/Other Pacific Islander	0
	% Homeless	2.6
	% Foster Care	
	% Mobility SY1415	45.8
	Attendance Rate SY1415	89.7
	Attendance Rate SY1516	86.7
	Chronic Absence Rate SY1415	33.1
	At-Risk for Chronic Absence SY1516	41.2
Expulsions	0	

**Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools School**

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Suspension Incidents	70
Suspended Students	49
Advance Coursework completion	
Graduation Rate	
Dropout Rate	

**Summary:** In general, the school’s total enrollment has decreased from over 410 students enrolled in SY1415 to 350 students enrolled in SY1516 for grades PreK-8. 94.5 % of the student body if FARMS eligible and 17.4% are students with disabilities.

School wide attendance was 89.7% in SY1415 with over 40% of students at risk for chronic absence in SY1516. The mobility rate in SY1415 was 45.8%.

There have been 70 suspension incidents in SY1516.

This school plans to increase student voice within the school by providing opportunities for students to lead with their words and actions. Additionally, the school will become a Community School in SY16-17 and will increase the partnerships to support a broad range of instructional and enrichment opportunities. These new partnerships and programs will support our focus on educating the whole child as we will gain additional knowledge of student’s strengths, progress, and needs to develop programs that enhance their educational

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**School**

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experience.

**Needs:**

- Stabilize the leadership team (parents have expressed the desire to have constant leadership) as there has been repeated turn over the past three years.
- Students need additional enrichment programs as the school has decreased the number of enrichment options available to students during recent years.
- Implement systems and programs to support increase enrollment as it has been declining for the past three years.

**2 Staff Profile**

- Principal – Length of time at the school
- Number of Assistant Principal/s and other administrators
- Number and % of teaching faculty’s total classroom instruction experience:
  - 0-5 years
  - 6-10 years

Principal Tenure at School		
School	Sum of Years At School	
0010 - JAMES MCHENRY ELEMENTARY/MIDDLE	0.9	

  

Priority Schools Admin Staff		
Row Labels	Count of Job Coding	
0010 - JAMES MCHENRY ELEMENTARY/MIDDLE	1	

  

Classroom Teaching Experience		
Row Labels	Count of EEID	Count of EEID2
0010 - JAMES MCHENRY ELEMENTARY/MIDDLE	21	3.68%



**Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools**  
**School**

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- 11-15 years
- 16+ years
- Number and % of teaching faculty's service at this school:
  - 0-5 years
  - 6-10 years
  - 11-15 years
  - 16+ years
- Number and % of teachers that meet applicable State Certification and licensure requirements
- Number of school-based reading and English teachers of record
- Number of school-based mathematics and data/analysis teachers of record
- Number of school-

<b>Teaching Staff</b>	<b>21</b>	<b>100.00%</b>
0-5 years	11	52.38%
11-15 years	3	14.29%
16+ years	2	9.52%
6-10 years	5	23.81%

<b>Teacher Experience at School</b>		
<b>Row Labels</b>	<b>Count of EEID</b>	<b>Count of EEID2</b>
<b>0010 - JAMES MCHENRY ELEMENTARY/MIDDLE</b>	<b>21</b>	<b>3.68%</b>
<b>Teaching Staff</b>	<b>21</b>	<b>100.00%</b>
0-5 years	16	76.19%
11-15 years	1	4.76%
16+ years	1	4.76%
6-10 years	3	14.29%

<b>Certification Requirements Summary</b>		
<b>Row Labels</b>	<b>Count of EEID</b>	<b>Count of EEID2</b>
<b>0010 - JAMES MCHENRY ELEMENTARY/MIDDLE</b>	<b>21</b>	<b>3.68%</b>
<b>Teaching Staff</b>	<b>21</b>	<b>100.00%</b>

**Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools**  
**School**

**Areas to consider for analysis as part of a comprehensive needs assessment**

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- based reading and English resource personnel
- Number of school-based mathematics and data/analysis resource personnel
- Number and % of paraprofessionals who are qualified
- Number of mentor teachers and number of teachers being supported
- Teacher and administrator attendance %

Certified	17	80.95%
Not Certified	4	19.05%

**Qualified PARA**

Organization	Job Coding	Count of EEID	Sum of EEID2
0010 - JAMES MCHENRY ELEMENTARY/MIDDLE	Qualified Para	3	100.00%

	Total # of Days Absent of MSDE 11, 8 & 9 Staff on 5/20	# of MSDE 11, 8 & 9 Staff as of 5/20/16	Average Days Absent of T & Admin Staff at Priority Schools on 5/20
<b>21 FY17 Priority Schools*</b>			
0010 - JAMES MCHENRY ELEMENTARY/MIDDLE	175.7	23	7.6

**English Math Teacher Data**

Schools	Count of Cert Q check - reading/English	Count of Cert Q check - Math/data analysis
0010 - JAMES MCHENRY ELEMENTARY/MIDDLE	14	15

<b>Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools School</b>										
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>		<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>								
		<p><b>Strengths:</b> The staff of James McHenry have various years of experience and are willing to collaborate and work diligently to support school growth through improving instructional practices and student outcomes.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Teachers need additional professional growth opportunities to support pedagogy.</li> <li>• The school needs to invest in additional teacher development with the focus being on building consistency with our instructional support processes, instructional tools, and implementation of academic interventions.</li> <li>• At James McHenry, we require additional professional learning opportunities and need to access the MSDE Breakthrough Center.</li> <li>• We need to develop additional professional development and protocols to support the analysis of student learning outcomes to enhance instructional practices.</li> </ul>								
<b>3 Student Achievement</b>		<b>Subject</b>	<b>Category</b>	<b># of Students Tested</b>	<b>Level 1 %</b>	<b>Level 2 %</b>	<b>Level 3 %</b>	<b>Level 4 %</b>	<b>Level 5 %</b>	<b>% of Students Meeting or Exceeding Expectati</b>
<ul style="list-style-type: none"> <li>• Student achievement data for reading and math on State assessments by the “all</li> </ul>										

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student" category and all subgroups										ons
	ELA03	All Students	42	50	31	19	0	0	0.0	
	ELA03	Black or African American	38	50	28.9	21.1	0	0	0.0	
	ELA03	Female	21	52.4	33.3	14.3	0	0	0.0	
	ELA03	Free / Reduced Meals	41	48.8	31.7	19.5	0	0	0.0	
	ELA03	Hispanic/Latino of any race	2	50	50	0	0	0	0.0	
	ELA03	Male	21	47.6	28.6	23.8	0	0	0.0	
	ELA03	Special Education	5	100	0	0	0	0	0.0	
	ELA03	Title I	42	50	31	19	0	0	0.0	
	ELA03	Two or more races	1	0	100	0	0	0	0.0	
	ELA03	White	1	100	0	0	0	0	0.0	
	ELA04	ADA	1	100	0	0	0	0	0.0	

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ELA04	All Students	37	56.8	35.1	5.4	2.7	0	2.7
ELA04	Black or African American	36	58.3	36.1	2.8	2.8	0	2.8
ELA04	Female	15	60	40	0	0	0	0.0
ELA04	Free / Reduced Meals	36	55.6	36.1	5.6	2.8	0	2.8
ELA04	Male	22	54.5	31.8	9.1	4.5	0	4.5
ELA04	Special Education	7	100	0	0	0	0	0.0
ELA04	Title I	37	56.8	35.1	5.4	2.7	0	2.7
ELA04	White	1	0	0	100	0	0	0.0
ELA05	All Students	29	44.8	34.5	20.7	0	0	0.0
ELA05	Black or African American	29	44.8	34.5	20.7	0	0	0.0
ELA05	Female	13	46.2	23.1	30.8	0	0	0.0
ELA05	Free / Reduced Meals	26	46.2	38.5	15.4	0	0	0.0

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ELA05	Male	16	43.8	43.8	12.5	0	0	0.0
ELA05	Special Education	7	57.1	42.9	0	0	0	0.0
ELA05	Title I	29	44.8	34.5	20.7	0	0	0.0
ELA06	All Students	36	55.6	27.8	13.9	2.8	0	2.8
ELA06	Black or African American	36	55.6	27.8	13.9	2.8	0	2.8
ELA06	Female	14	50	35.7	14.3	0	0	0.0
ELA06	Free / Reduced Meals	32	56.3	28.1	12.5	3.1	0	3.1
ELA06	Male	22	59.1	22.7	13.6	4.5	0	4.5
ELA06	Special Education	12	91.7	8.3	0	0	0	0.0
ELA06	Title I	36	55.6	27.8	13.9	2.8	0	2.8
ELA07	All Students	23	82.6	13	4.3	0	0	0.0
ELA07	Black or African American	23	82.6	13	4.3	0	0	0.0

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ELA07	Female	11	81.8	18.2	0	0	0	0.0
ELA07	Free / Reduced Meals	23	82.6	13	4.3	0	0	0.0
ELA07	Male	12	83.3	8.3	8.3	0	0	0.0
ELA07	Special Education	4	100	0	0	0	0	0.0
ELA07	Special Education - Exited	1	100	0	0	0	0	0.0
ELA07	Title I	23	82.6	13	4.3	0	0	0.0
ELA08	ADA	1	0	100	0	0	0	0.0
ELA08	All Students	40	55	42.5	2.5	0	0	0.0
ELA08	Black or African American	39	56.4	43.6	0	0	0	0.0
ELA08	Female	24	37.5	58.3	4.2	0	0	0.0
ELA08	Free / Reduced Meals	37	51.4	45.9	2.7	0	0	0.0
ELA08	Male	16	81.3	18.8	0	0	0	0.0

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ELA08	Special Education	7	85.7	14.3	0	0	0	0.0
ELA08	Special Education - Exited	3	100	0	0	0	0	0.0
ELA08	Title I	40	55	42.5	2.5	0	0	0.0
ELA08	White	1	0	0	100	0	0	0.0
MAT03	All Students	44	38.6	31.8	27.3	2.3	0	2.3
MAT03	Black or African American	40	37.5	35	25	2.5	0	2.5
MAT03	Female	21	52.4	19	23.8	4.8	0	4.8
MAT03	Free / Reduced Meals	43	39.5	30.2	27.9	2.3	0	2.3
MAT03	Hispanic/Latino of any race	2	50	0	50	0	0	0.0
MAT03	Male	23	26.1	43.5	30.4	0	0	0.0
MAT03	Special Education	5	100	0	0	0	0	0.0
MAT03	Title I	44	38.6	31.8	27.3	2.3	0	2.3



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**School**

**Areas to consider for analysis as part of a comprehensive needs assessment**

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MAT03	Two or more races	1	0	0	100	0	0	0.0
MAT03	White	1	100	0	0	0	0	0.0
MAT04	ADA	1	0	100	0	0	0	0.0
MAT04	All Students	37	51.4	35.1	13.5	0	0	0.0
MAT04	Black or African American	36	52.8	36.1	11.1	0	0	0.0
MAT04	Female	15	60	33.3	6.7	0	0	0.0
MAT04	Free / Reduced Meals	36	52.8	33.3	13.9	0	0	0.0
MAT04	Male	22	45.5	36.4	18.2	0	0	0.0
MAT04	Special Education	7	85.7	14.3	0	0	0	0.0
MAT04	Title I	37	51.4	35.1	13.5	0	0	0.0
MAT04	White	1	0	0	100	0	0	0.0
MAT05	All Students	29	24.1	37.9	24.1	13.8	0	13.8

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MAT05	Black or African American	29	24.1	37.9	24.1	13.8	0	13.8
MAT05	Female	13	15.4	30.8	30.8	23.1	0	23.1
MAT05	Free / Reduced Meals	26	26.9	38.5	23.1	11.5	0	11.5
MAT05	Male	16	31.3	43.8	18.8	6.3	0	6.3
MAT05	Special Education	7	42.9	42.9	14.3	0	0	0.0
MAT05	Title I	29	24.1	37.9	24.1	13.8	0	13.8
MAT06	All Students	35	57.1	34.3	5.7	2.9	0	2.9
MAT06	Black or African American	35	57.1	34.3	5.7	2.9	0	2.9
MAT06	Female	13	61.5	38.5	0	0	0	0.0
MAT06	Free / Reduced Meals	32	56.3	34.4	6.3	3.1	0	3.1
MAT06	Male	22	54.5	31.8	9.1	4.5	0	4.5
MAT06	Special Education	10	50	40	10	0	0	0.0

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MAT06	Title I	35	57.1	34.3	5.7	2.9	0	2.9
MAT07	All Students	23	52.2	43.5	4.3	0	0	0.0
MAT07	Black or African American	23	52.2	43.5	4.3	0	0	0.0
MAT07	Female	11	72.7	27.3	0	0	0	0.0
MAT07	Free / Reduced Meals	23	52.2	43.5	4.3	0	0	0.0
MAT07	Male	12	33.3	58.3	8.3	0	0	0.0
MAT07	Special Education	4	100	0	0	0	0	0.0
MAT07	Special Education - Exited	1	100	0	0	0	0	0.0
MAT07	Title I	23	52.2	43.5	4.3	0	0	0.0
MAT08	ADA	1	0	100	0	0	0	0.0
MAT08	All Students	40	75	20	5	0	0	0.0
MAT08	Black or African American	39	74.4	20.5	5.1	0	0	0.0

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MAT08	Female	24	66.7	25	8.3	0	0	0.0
MAT08	Free / Reduced Meals	37	73	21.6	5.4	0	0	0.0
MAT08	Male	16	87.5	12.5	0	0	0	0.0
MAT08	Special Education	7	100	0	0	0	0	0.0
MAT08	Special Education - Exited	3	66.7	33.3	0	0	0	0.0
MAT08	Title I	40	75	20	5	0	0	0.0
MAT08	White	1	100	0	0	0	0	0.0

**Strengths:** In grades 4 and 6 some students showed Level 4 performance in literacy while some students in grades 3, 5, and 6 showed Level 4 performance in math. These students need to be model students and articulate how they learn best and allow instructors to customize their learning so that more students can move up at least one performance level on the PARCC Exam during school year 2015-2016

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	<b>Needs:</b> <ul style="list-style-type: none"> <li>● Students need an increase in mastery of the basic education skills for their grades.</li> <li>● Teachers should begin to deliver instruction that is needs based and responsive to student outcomes.</li> <li>● Students lack the basic skills to pass the PARCC assessment and similar assessments.</li> <li>● Teachers at James McHenry should use standards based instruction and implement the curriculum while providing academic interventions as the bridge between CCSS Standards and assessments.</li> <li>● Leveled bookrooms for students to access high-interest book</li> <li>● Tutors for Tier III students</li> </ul>
<b>4 Rigorous Curriculum</b> Alignment of curriculum implementation with state standards across grade levels <ul style="list-style-type: none"> <li>● Core English/Reading program</li> <li>● Core Mathematic and</li> </ul>	<b>Literacy- (K-5)</b> City Schools’ literacy curriculum has been developed to align with the Maryland College and Career Ready Standards and City Schools’ Literacy Model. The design principles focus on the three shifts: regular practice with complex texts and academic language; using evidence from literary and informational texts in reading, writing, and speaking; and building knowledge through content-rich non-fiction. Each module is designed to include word study, whole group lesson plans and seeds, small group guidance, and writing, while

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<ul style="list-style-type: none"> <li>algebra programs</li> <li>• Curriculum</li> <li>Intervention Programs</li> <li>• Enrichment Programs</li> <li>• Other Programs</li> </ul>	<p>incorporating Universal Design for Learning practices.</p> <p><b>Mathematics-(K-5)</b></p> <p>City Schools’ math curriculum has been developed to align with the Maryland College and Career Ready Standards. The design principles focused on the 3 shifts: Focus, Coherence, and Rigor by designing grade level units that focus on major content areas and builds from grade to grade. Each unit is designed to have a balance of fluency exercises, reasoning, and conceptual activities that bring out the standards. In addition to content standards, the Standards for Mathematical Practice that rest on important “processes and proficiencies” are connected throughout each lesson in the units.</p> <p><b>Social Studies – (K-5)</b></p> <p>City Schools’ Social Studies curriculum has been developed to align with the Maryland College and Career Ready Standards. Students develop foundational skills in the social studies disciplines: history, geography, civics and government, and economics. In a first examination of U.S. History, students will be introduced to the skills important to the analysis of primary source documents; sourcing, contextualizing, and corroborating.</p> <p><b>Mathematics -(6 – 8)</b></p> <p>With rigorous support for teachers and real-world contexts that help students understand new ideas, these courses prepare students to be successful in Algebra I and the Maryland College and Career Ready Standards.</p> <p>Middle school mathematics courses for grades 6, 7, and 8 provide powerful foundations in ratios,</p>

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	<p>proportionality, and algebraic and geometric thinking. Students use graphing technology, manipulatives, and other mathematical tools to develop conceptual understanding as they tackle and solve interesting problems. Throughout these courses, students will:</p> <ul style="list-style-type: none"> <li>• Build on their understanding of multiplication and division and equivalent fractions as a basis for understanding ratios and proportional reasoning</li> <li>• Begin formal work with expressions and equations as they use variables to represent relationships and solve problems</li> <li>• Develop their understanding of variables from two perspectives—as placeholders for specific values and as sets of values represented in algebraic relationships</li> <li>• Gain fluency with geometric concepts, such as area, surface area, and volume</li> </ul> <p style="text-align: center;"><b>Literacy- (6-8)</b></p> <p>City Schools’ secondary literacy curriculum has been developed to align with the Maryland College and Career Ready Standards and City Schools’ Literacy Model. The design principles focus on development of content knowledge through text analysis, speaking and listening skills, and writing skills while addressing culturally and ethically relevant themes. In order to reach these aims students focus on four modules per year per grade, each focused on an essential question. To address aspects of the essential question students engage in rigorous critical thinking, vocabulary development, writing and reading that culminate in a final essay to address the essential question.</p>

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	<p style="text-align: center;"><b>Social Studies – (6-8)</b></p> <p>Through the middle grades, students build upon skills developed during the elementary curriculum, including history, geography, civics and government, and economics. Through the study of Ancient Civilizations, World Geography, and U.S. History to 1877, students explore cultural diffusion through the exchange of resources and ideas, geographical impact on societies, and foundations of American government.</p> <p><b>Curriculum Intervention Programs</b></p> <ol style="list-style-type: none"> <li>1. Grade 3 – Foundations Reading Program and Do the Math</li> <li>2. Grade 4 – Just Words and Do the Math</li> <li>3. Grade 5 – Just Words and Do the Math</li> <li>4. Grade 6 – Building Vocabulary and Do the Math Now</li> <li>5. Grade 7 – Building Vocabulary and Do the Math Now</li> <li>6. Grade 8 – Building Vocabulary and Do the Math Now</li> </ol> <p><b>Enrichment Programs</b></p> <ol style="list-style-type: none"> <li>7. We currently do not have enrichment programs but in order to address students who need enrichment, we are working with teachers to differentiate their instruction so that all learners can participate in a rigorous learning environment that focuses on meeting students where they are delivering instruction that focuses on the standards yet requires students to increase their efficacy.</li> <li>8.</li> </ol> <p>At James McHenry we use Foundations through Wilsons Language for grades K-3, Building Vocabulary for</p>



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	<p>grades 4-5 and Just Words and Read 180 for grades 6-8. Our Special Education population will also participate in these intervention programs as a way to build foundational skills and support deeper learning at higher grades. For math, we are using Do The Math for elementary grades (1-5) and Do The Math Now for middle grades (6-8).</p> <p><b>Strengths:</b> These programs are research based and have a history of increasing student achievement. Teachers are able to use a tool that is consistent and rigorous and can promote growth beyond the current level of performance for students. Results will be gathered on a consistent, timely basis and teachers will be able to review data and make instructional adjustments accordingly.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Teachers will need consistent training, preferably from vendor-based consultants, to ensure PD adequately trains for proper use of the academic interventions.</li> <li>• It is vital for teachers to have ongoing communication with the consultants in order to discuss the strengths and areas of need of implementation as well as student responses. This will help ensure the students are being taught the program as it is designed.</li> <li>• On-going coaching around both content and teaching strategies</li> </ul>

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	<ul style="list-style-type: none"> <li>• Continue evidenced based interventions for Tier II/III students</li> <li>• On-going data analysis that informs instruction</li> <li>• On-going support from the CLN and OTT</li> </ul>						
<b>5 <u>Instructional Program</u></b> <ul style="list-style-type: none"> <li>• Planning and implementation of evidenced-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> <li>• Use of Response to Intervention</li> <li>• <b>Use of universal</b></li> </ul>	<p><b>Summary:</b> The intervention programs previously listed have web based components that will enhance teacher instructional delivery and student engagement and efficacy. As the school requires the use of these programs and its implementation with fidelity, we will need technology based tools to support effective implementation.</p> <p>We are building the capacity of our school to analyze data frequently and use it to drive our instructional practices. During Collaborative Planning Meetings, we review student data from formative and summative assessment and draw connections between these assessments and discuss instructional implications that drive student achievement.</p> <p>Master Schedule by content area (include minutes of instruction)</p> <table border="1"> <tr> <td><b><u>PREK -K</u></b></td> <td><b><u>3<sup>RD</sup> – 5<sup>TH</sup></u></b></td> </tr> <tr> <td>8:00 ENTRY</td> <td>8:00 ENTRY</td> </tr> <tr> <td>8:05 ANNOUNCEMENTS</td> <td>8:05 ANNOUNCEMENTS</td> </tr> </table>	<b><u>PREK -K</u></b>	<b><u>3<sup>RD</sup> – 5<sup>TH</sup></u></b>	8:00 ENTRY	8:00 ENTRY	8:05 ANNOUNCEMENTS	8:05 ANNOUNCEMENTS
<b><u>PREK -K</u></b>	<b><u>3<sup>RD</sup> – 5<sup>TH</sup></u></b>						
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<b>design for learning (UDL) principles to differentiate instruction</b> <ul style="list-style-type: none"> <li><b>Extended learning time (extended day, week, or year)</b></li> </ul>	8:05 – 10:25 – Morning class 10:25 – 11:10 – LUNCH 11:10 – 12:45 – Afternoon Session <b>12:45 – 1:30 – RESOURCE</b> 1:30 – 2:40 Afternoon session 2:40 DISMISSAL	8:15 – 9 – Morning class/Intervention <b>9:05 – 9:50 – RESOURCE</b> 10 – 11:35 – Morning session 11:35 – 12:20 – LUNCH (CLASSES WILL SWITCH AFTER LUNCH) 12:20 – 2:40 – Afternoon Session 2:40 DISMISSAL	
	<u><b>1<sup>ST</sup> &amp; 2<sup>ND</sup></b></u> 8:00 ENTRY 8:05 ANNOUNCEMENTS 8:05 – 10:25 – Morning class 10:25 – 11:10 – LUNCH 12 – 2:40 – Afternoon Session <b>1:55 – 2:40 – RESOURCE</b> 2:40 DISMISSAL	<u><b>6<sup>TH</sup> – 8<sup>TH</sup></b></u> 8:00 ENTRY 8:05 ANNOUNCEMENTS <b>8:15 – 9 – RESOURCE</b> 9:05 – 10:15 – CLASS 1 10:15 – 11:25 – CLASS 2 11:25 – 11:40 – Advisory (RP 2x a week, Class mtg., recess or break, etc.) 11:40 – 12:45 CLASS 3	

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12:45 – 1:30 – LUNCH
1:30 – 2:40 – CLASS 4
2:40 DISMISSAL

**Strengths:** Through the use of the i-Ready Assessment, teachers are able to diagnose the needs of students and customize instruction that will meet their needs. We are consistently looking at teacher practice and the quality of instructional delivery and comparing it to the academic successes of the students.

We currently implemented an educational component to our afterschool programs that included intervention and homework support. Teachers have volunteered their time to ensure students are getting instructional support that is customized for their needs.

Our afterschool program addresses principles of UDL in that learning are able to connect classroom instruction with real life experiences. Students are able to use all 3 learning modalities to produce works that justify the classroom instruction. The afterschool program should allow students to learn in different ways so they can navigate the learning environment. Students are able to produce various products to justify their learning as well.

**Needs:**

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	<ul style="list-style-type: none"> <li>• A significant need for the school would be increased technology to support proper implementation of the academic interventions at James McHenry. Thus, the school requests the purchase of 1 laptop cart for each grade band (1-3, 4/5, middle school) to support the implementation of all language and math intervention programs.</li> <li>• On-going coaching in strategies and differentiation.</li> <li>• Regular ILT meetings</li> </ul>
<b>6 Assessments</b> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> </ul>	<p><b>Summary:</b> James McHenry uses formative, interim and summative assessments as a way to triangulate student outcomes in effort to diagnose student needs correctly. We have introduced the DDI process to instructional teams and the Lead Teacher has worked with teachers to analyze data and develop action plans to address the needs of the students. After the team concludes i-Ready testing, we post the data on our Data Wall. Teachers put the student data in categories and post the data from the assessments in one place so the instructional team can analyze student needs accordingly.</p> <p><b>Strengths:</b></p> <p>Both the CLN and the STT work with the school to go through the DDI process and we have collaboratively develop quarterly action plans. These plans focus on the needs of the school and we collaborative we review the effectiveness of the goals compared to what is observed in the classroom.</p> <p><b>Needs:</b></p>

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	<ul style="list-style-type: none"> <li>• Continue to work with the DDI process and use it as part of our professional culture</li> <li>• Rework our master schedule to increase the number of resource classes in order to have consistent weekly Collaborative Planning meetings</li> <li>• Hire an additional resource teacher to support our work in this area</li> <li>• Students to have experience with online learning</li> </ul>
<b><u>7 School Culture and Climate</u></b> <ul style="list-style-type: none"> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> <li>• Acknowledgement of school successes</li> </ul>	<p><b>Summary:</b></p> <p>School safety: The school has experienced 70 suspensions this school year and a majority of the suspensions come from students not demonstrating proper discipline when student to student disagreements are prominent. We are building up our school culture so have implemented school safety initiatives such as; PBIS, Restorative Practice, and an Anti-Bullying Campaign. These behavior intervention programs include opportunities for students (and others) to provide feedback to the effectiveness of the school’s efforts to keep students, staff, parents and the community safe.</p> <p>Student health services: We have a full time school nurse that attends to the needs of our students. There are several students who have specific medical needs and they are able to have their needs met by private nurses.</p> <p>Attendance supports: We have an Attendance Committee who meet monthly to address the needs of our</p>

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	<p>students. Historically, our school has averaged 88% attendance. After a review of the attendance data, the school has attempted to have more effective protocols for students with below average attendance. These initiatives include</p> <ol style="list-style-type: none"> <li>1. Recognition on the announcements</li> <li>2. Perfect attendance parties</li> <li>3. Using school counselors to address attendance barriers</li> </ol> <p>Areas of Focus:</p> <ol style="list-style-type: none"> <li>2. Decrease in suspensions from 169(2014), 80 (2015), 70 (May, 2016)</li> <li>3. Attendance average 86.7%</li> <li>4. 41% At Risk for Chronically Absent</li> </ol> <p>Acknowledgement of school successes</p> <ol style="list-style-type: none"> <li>5. Student of the month</li> <li>6. Monthly recognition in monthly newsletter</li> <li>7. Perfect Attendance bulletin board</li> <li>8. Use of Class dojo to record and recognize good behavior</li> </ol> <p><b>Strengths:</b> Students, staff and parents agree that we must continue to build a school with a positive school culture that provides students with an optimal learning environment. We have a laid a foundation of where we want to grow and we continue to review all mechanisms that can support us in living our mission and vision.</p> <p><b>Needs:</b></p>

<b>Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools School</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	<ul style="list-style-type: none"> <li>• We need to continue to promote positive school climate and culture. It is vital to the growth of the school to have a positive attendance initiative that encourages students to attend school every day.</li> <li>• Restorative Practices will assist our student population and educators to productively settle conflicts.</li> <li>• Support from the MSDE Breakthrough Center around school/student supports</li> </ul>
<b><u>8 Students, Family, and Community Support</u></b> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and families</li> <li>• Engagement of parents/guardians in the education of students</li> <li>• Communication of information with parents/guardians about student achievement data</li> <li>• Building the capacity</li> </ul>	<b>Summary:</b> <p>Social-emotional and community-oriented services and supports for students and families: The administration has partnered with the Positive Schools Center, Family Connections Maryland Food Bank, and Villa Maria to offer support to students and families who may be in crisis or need additional support in school or at home.</p> <p>Engagement of parents/guardians in the education of students: We offer opportunities for parents to be volunteers at the school as a tool to support our work in meeting the mission and vision of the school. We engage parents in all district mandated events. James McHenry hosts events that encourage parental input. These include parent workshops, PARCC Nights, athletic events, robotics competitions</p> <p>Communication of information with parents/guardians about student achievement data: Letters to parents, Website updates, PARCC Nights , Parent-teacher conferences</p> <p>Building the capacity of school staff to work with parents/guardians as partners in support of student</p>



<b>Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools School</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
<p>of school staff to work with parents/guardians as partners in support of student achievement and student success</p> <ul style="list-style-type: none"> <li>Engagement of parents/guardians in school decision making and school activities</li> <li>Parent education programs</li> </ul>	<p>achievement and student success: As a school we have not yet designed a program specifically to build the capacity of staff to engage more parents in their child’s learning</p> <p>Engagement of parents/guardians in school decision making and school activities: The school budget process is designed to engage parents and school staff to discuss how to effectively use our resources to maximize student learning. Parents participate in school events at different times of the year to assess the progress their children are making in content areas.</p> <p>Parent education programs: We have partnered with VAEL, Inc. to deliver high quality parent workshops on various topics that can impact family support on student achievement.</p> <p><b>Strengths:</b> James McHenry has experienced an increase in the number of volunteer opportunities and parent participation at our parent events. Parents have engaged in the Community School Planning process, given feedback during other needs assessment initiatives, met informally with school leadership, and participated in the schools Maryland Foodbank initiative. Parents will continue to be a vital part of the James McHenry community.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>Our needs for the upcoming year revolve around our transition to becoming a Community School. We</li> </ul>

<b>Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools School</b>	
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	<p>plan to utilize our Community Resource Coordinator to implement our Community School Plan and utilize the strategic partnerships to increase the engagement of our parents in their child’s learning.</p> <ul style="list-style-type: none"> <li>• We will invite all factions that have an impact on the learning experience for students to participate and articulate their desire to involve parents in the learning process.</li> <li>• We are establishing ourselves as a hub for information and resources and we will increase our work with community partners to ensure our parents are informed and involved.</li> </ul>
<b><u>9 Professional Development</u></b> <ul style="list-style-type: none"> <li>• Use of Maryland Professional Development standards</li> <li>• Professional development plans (alignment to student needs and building teacher instructional</li> </ul>	<b>Summary:</b> <p>The school has aligned the school-based professional development activities with the Maryland Professional Development Standards.</p> <p>Professional development plans (alignment to student needs and building teacher instructional and classroom management capacity): Our professional develop plan is designed around student and staff needs. We have developed the PD plan in concert with teacher input and voice. We have started training with Restorative Practices in order to teach our teachers how to better engage with students and how students can positively engage with each other.</p>

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<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
and classroom management capacity) <ul style="list-style-type: none"> <li>Accountability practices aligned to improved teaching and learning</li> </ul>	<p>Accountability practices aligned to improved teaching and learning: Alignment with the Office of Transformation and Turnaround to create action plans to lend focus to our work around teacher development as it connects to instructional delivery.</p> <p><b>Strengths:</b> Our professional development times have been consistent and teachers participate. We are creating a consistent instructional support model and teachers can look forward to their development and growth.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>Our staff demonstrates a need to use common instructional language and common instructional tools as it is a foundational mechanism for building student skills.</li> <li>We continue to promote teacher to teacher interaction, communication and team building as these components are essential to improving instructional practice.</li> <li>Our greatest need as it pertains to professional development is the opportunity for teachers to participate both during school and afterschool hours.</li> </ul>
<b>10 <u>Organizational</u></b>	<b>Summary:</b>

<b>Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools</b> <b>School</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
<u><b>structure and resources</b></u> <ul style="list-style-type: none"> <li>• Collaborative planning time <b>in the master schedule</b></li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Resources for increasing learning time for students and teachers</li> </ul>	<p>Collaborative planning time <b>in the master schedule</b>: Teacher teams meet every Tuesday during their resource time. Our Lead Teacher prepares the topics of the meetings after a discussion with the principal to ensure alignment with schools goals.</p> <p>Class scheduling (block, departmentalizing, etc.): James McHenry uses block scheduling to build consistency and clarity around our schools instructional focus.</p> <p>Class configuration: Our class configuration is based on team discussions. Teachers of current grade discuss the pros and cons of the class configuration with input from the Lead Teacher and administration.</p> <p>Managing resources and budgets: The administration make the most efficient use of resources in order to maximize output from staff and families. Our budgetary needs are based on enrollment, assessment results, best practices among ‘like’ schools and data analysis.</p> <p>Accessing other grants to support learning: The administration has built successful partnerships in order to apply and receive grants that support the learning of our students. It is with these funds that students are able to extend their learning through learning experiences.</p> <p>Resources for increasing learning time for students and teachers: We have not been able to increase learning time for teachers and student because of budgetary constraints.</p>

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<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	<p><i>James McHenry has grade level Collaborative Planning Meetings every Tuesday for 45 minutes led by our Lead Teacher under the administrative direction of the principal G. Travis Miller, MBA, M.Ed. We will focus on data analysis, instructional strategies and best practices that will increase student achievement.</i></p> <p><i>James McHenry will employ a vendor to run an instructionally embedded afterschool program where students will be able to address academic deficits. We plan to have the afterschool program to operate from 3-4:30 pm. Monday –Thursday for all students and especially students in need of academic support.</i></p> <p><b>Strengths:</b> Administration has used student and staff data to allocate appropriate resources. These resources are to encourage student growth academically.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>● The school had a drop in enrollment and as a result we had to collapse a 1<sup>st</sup> grade class which created additional challenges on the teacher.</li> <li>● Growth has slowed because of the schools implementation dip with culture, climate and overall instruction.</li> </ul>
<b>11 Comprehensive and</b>	<b>Summary:</b>

<b>Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools</b> <b>School</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
<b><u>Effective Planning</u></b> <ul style="list-style-type: none"> <li>• School vision, mission and shared values (how it is communicated)</li> <li>• Current school goals</li> <li>• Practices for strategic school planning</li> <li>• School improvement plan development, implementation, monitoring, and evaluation</li> </ul>	<p>School vision, mission and shared values (how it is communicated)</p> <ul style="list-style-type: none"> <li>• The school felt it was appropriate to review the former mission and vision statements and discuss its alignment to the results that were being experienced.</li> <li>• This school year, we have reviewed and rewritten the mission and vision to align with the teams work and our desired outcomes. Below are the mission and vision statements of James McHenry Elementary Middle School.</li> <li>• The school will publish these statements on our schools website, monthly newsletter, posted throughout the school, articulate them during announcements, and when interviewing potential partners.</li> <li>• It is a requirement of the partners to connect their desire to work at the school with our mission and vision statements. It is vital that all who work with the school have the same desire to help students grow and give them skills to go beyond what they imagined.</li> </ul> <p><b>Mission Statement</b> - We strive to create a safe, rigorous, and responsive learning environment that prepares students to become independent thinkers, life-long leaders and productive members of a global society.</p> <p><b>Vision Statement</b> - Our vision is to equip students with the empowering skills that will enable them to go beyond what they've ever imagined.</p> <p>Current school goals: According to the SY15-16 School Performance Plan, James McHenry Elementary</p>

<b>Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools School</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	<p>Middle School will increase reading and math scores by .75 years growth According to the SY15-16 School Performance Plan, James McHenry Elementary Middle School will have a 94% attendance rate.</p> <p>Practices for strategic school planning: School has an ILT that meets to discuss the state of the school and opportunities to maximize the educational experiences for all</p> <p>School improvement plan development, implementation, monitoring, and evaluation</p> <p>The School Performance Plan was developed by the Instructional Leadership Team. The team reviewed academic data from SY14-15 (formative and summative data) and made predictions for student success based on these results, teacher quality, teacher retention and ongoing professional development.</p> <p>Comprehensive planning has allowed for the school to have an academic focus for this school year. It has been our undertaking to ensure all efforts to drive student outcomes be linked to the planning that we participated in this year. After a review of data and collaborative efforts with the ILT, Community School partners (SWCOS/Family League), and School Family Council, we have been able to get a clear focus on the needs of the school and the assets needed to bring the desired results to fruition.</p> <p><b>Needs:</b></p>

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<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	<ul style="list-style-type: none"> <li>• The school would benefit greatly from ongoing professional development that occurs frequently in the school and also off campus delivered by an experienced consultant who is familiar with research based products to support our efforts and knowledge of national trends that can be communicated in a way that gets by in from the staff.</li> <li>• We need time to link the planning, implementation, analysis and revision to ensure that we are working to meet our mission and vision for the students of James McHenry Elementary Middle School.</li> </ul>
<b><u>12 Effective Leadership</u></b> <ul style="list-style-type: none"> <li>• Instructional leadership to promote teaching and learning</li> <li>• Team structure and participation</li> <li>• Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data</li> </ul>	<b>Summary:</b>  Instructional leadership to promote teaching and learning: James McHenry has an Instructional Leadership Team whose purpose is to drive the instructional practices of the school. We review teacher practices and student outcomes as it connects to the schools mission, vision and school performance goals.  Team structure and participation: The school ILT consists of teachers from all grade bands, middle grades content teachers, special educators and the teacher union representative. It is important to have these members on the ILT as they are a cross section of professionals that drive student outcomes for the students. We meet frequently to discuss instructional practices and data to ensure we are aligned with student needs.  Monitoring of curriculum implementation and instructional practices linked to student growth: The school uses various tools to monitor curriculum, instruction and student outcomes. The tools that support our efforts are used as critical tools that encourage reflection yet develop teachers so that they can effectively address the needs of the students. During this school year, the school has been identified as an Academic Strategic



<b>Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools</b> <b>School</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
<ul style="list-style-type: none"> <li>• using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Levels of parent and community participation in school leadership to promote academic, developmental, social, and career needs of students</li> </ul>	<p>Support School and we work in collaboration with the Office of Transformation and Turnaround (OTT). The OTT team works with the schools Lead Teacher to develop her capacity to support teacher instruction, data analysis and intervention implementation. Our efforts to monitor all tools fall within the structures that encourage:</p> <ol style="list-style-type: none"> <li>1. Participation in weekly Collaborative Planning Meetings</li> <li>2. Participation in Action Plan Review Meetings with the Office of Transformation and Turnaround</li> <li>3. Participation in monthly principal development work sessions</li> </ol> <p>Impact on the school culture for teaching and learning: The school culture is developing its norms and expectations that will align with the mission and vision of the school. Over the past 3 years, the school has experienced a high number of suspensions (169 in 2014, 80 in 2015, and 70 as of May 1, 2016) which has directly impacted teaching and learning. Without consistent culture building initiatives (PBIS, Attendance efforts, parent engagement), the school has not been successful in creating a school where students understand the expectations that create a successful school. After an analysis of attendance data, our school has an 86.4% attendance rate for all grades (PK-8). Thus, more than 85% of students are consistently coming to school to enhance their learning and close the achievement gap. While using the RTI model as my guide, 10 percent of students are able to work with the school to better their attendance percentage but there are 5% of students whose life situations are such that they are unable to improve their attendance to a satisfactory percentage.</p> <p>Use of assessment data using technology: Our instructional programs are in dire need of an instructional technology overhaul. The schools' technology is obsolete and teachers are not able to use technology as part</p>

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<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	<p>of the instructional method to deliver high quality/differentiated instruction. Research shows that technology encompasses two components -product and process, two vital components in meeting students where they are and differentiation of instruction. We will need support with procuring new technology to effectively use our preferred academic interventions.</p> <p>Recruitment and retention of effective staff: James McHenry creates a professional organization that is focused on the academic success of the child. We work with Baltimore City Public Schools to identify dedicated teachers who will work in our professional setting, desire high quality professional development and be part of a team that gives and receives feedback. The school communicates with outside teacher development companies and local colleges and universities to build a professional pipeline of candidates who are familiar with the needs of the students who attend James McHenry Elementary Middle School.</p> <p>Identification and coordination of resources to meet school needs: The administrative team reviews school resources frequently to ensure we are using all resources (people, time and money) efficiently. Our school has experienced a decline in enrollment and therefore has had to make personnel decisions that have had a negative impact on the operations of the school.</p> <p>Levels of parent and community participation in school leadership to promote academic, developmental, social, and career needs of students: The school has increased the level of parent and community participation from previous years with activities such as: School Family Council, Moms and Muffins, Dads and Donuts, Parent Workshops, PARCC Nights, and use of available partnerships to connect families to supportive services. We will increase parent engagement in the upcoming years by being reflective on our current</p>

<b>Name of Priority School: James McHenry Elementary/Middle LEA: Baltimore City Public Schools School</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	<p>practices and making adjustments that ensure parents are involved and develop meaningful relationships with the school (leadership) community</p> <p><b>Strengths:</b> The principal has begun to change the culture at James McHenry through building collaborative teams of people who come from different segments of the community (students, teachers, parents, business partners, community members). We will be a Community School starting in SY6-17 in partnership with University of Maryland School of Social Work and the Family League. Current leadership has worked to change the mission and vision of the school and focus all instructional, cultural and partnership efforts to meeting the needs of the students.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Current school leadership is scheduled, through budgetary shortfalls, to eliminate the Assistant Principal position. This leadership position is critical to the implementation of any improvement plans designed by school personnel, the Office of Transformation and Turnaround, and MSDE. Eliminating the AP position will negatively impact the instructional focus of the school, will prohibit the preferred growth of effective culture building strategies, and hinder aspects of our parent engagement strategies. The work of the assistant principal is a critical component to our school and we need funding to support the AP position as we design and implement a plan that addresses the needs of the school.</li> </ul>

## B.4 Pre-Implementation Plan

School: James McHenry Elementary/Middle School #10

Intervention Model(If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p><b>REQUIRED</b>  <b><u>I. Family and Community Engagement:</u></b>            Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities</p>	<p>School communities – parents, teachers, students, support staff and partners are involved through community-wide academic and engagement events for students to increase home-school connections and communication. The strategies and activities listed below will be led by a Family &amp; Community Engagement Liaison.</p> <ol style="list-style-type: none"> <li>1. Work with partner or service provider to conduct a needs assessment and gap analysis of the school to ensure the strategic alignment of supports, partners and resources</li> <li>2. Organize and conduct community walks to build collaborative relationships between families, staff and partners.</li> </ol>	<p>October 2016</p> <p>October 2016</p> <p>October 2016 November 2016</p>	<p>To develop closer ties to the community, neighbors; and connect school staff, students and families to community resources that benefit students and the community as a whole (#1)</p> <p>To support the development of the school’s goals, mission and rebranding (#2, 3)</p> <p>To build district-wide capacity to meet the unique needs of</p>	<p>1.0 FTE FCE (/5) (Title I-Part A)</p> <p>Rebranding Materials-\$50,000</p> <p>Partnership with MAEC- \$45,000</p> <p>Living Tree-\$4 per student purchased under the FY17 priority plan</p> <p>Parent Camp-\$2,500</p> <p>District-wide Traing-1 per quarter-\$1,500/4-\$6,000</p> <p>Materials/Supplies</p>

## B.4 Pre-Implementation Plan

School: James McHenry Elementary/Middle School #10 Intervention Model(If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
specifically for students attending a new school if their prior school is implementing the closure model.	<ol style="list-style-type: none"> <li>3. Conduct visioning exercises and activities to include entire school community</li> <li>4. Convene a community forum and information sharing session led by school leaders to share with the community-at-large school performance and intervention models</li> <li>5. Coordinate and plan district-level professional development for all SIG schools staff, families and partners in high-impact family and engagement best practices</li> <li>6. Identify and train a workgroup comprised of parents, staff, and community partners to support implementation and planning of school improvement grant and sustainability</li> </ol>	<p>November 2016 December 2016</p> <p>November 2016 December 2016</p> <p>December 2016 January 2017</p> <p>January 2017 February 2017</p>	<p>students and families (#4)</p> <p>To strengthen parent networks at the school level to work with staff on initiatives to increase family and community engagement in instructional best practices and learning (#4)</p> <p>To provide supports and structures to enhance two-way communication to increase family and community engagement and student success (#5)</p> <p>To ensure that the unique needs of the school community are considered in informing all family and community engagement strategies (#6)</p> <p>To increase students and families awareness of FCE strategies and their links to academic outcomes (#7)</p>	for Community Meetings and PD-\$5,000

## B.4 Pre-Implementation Plan

School: James McHenry Elementary/Middle School #10

Intervention Model(If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>7. Hold “Parent Camps” to share experiences, opinions, hopes and ideas to improve the education and well-being of all children and their families to include the school improvement plan, choice options, if applicable, and additional community resources and providers available</p> <p>8. Orient and train school leaders and school-based staff on how to utilize high-impact family and school community engagement strategies</p> <p>9. Identification and training of a LEA family and community engagement liaison who will monitor the implementation of the model of engagement, manage communication strategies and</p>	<p>January 2017 February 2017</p> <p>October 2016</p> <p>February 2017</p>	<p>To inform decision-making and support advocacy among all stakeholders (#7)</p> <p>The Family and Community Engagement Liaison will lead efforts to strengthen parent involvement, form strong school-parent relationships and ensure effective implementation of strategies (#9)</p> <p>To ensure that the school is equipped to address the whole child (#9, 10)</p> <p>To strengthen parent-teacher relationships and ensure parents understand student-data and academic progress (#9, 10)</p> <p>To support meaningful 2-way communication, collaboration between teachers, school leaders, parents and family members (#9, 10)</p>	

<b>B.4 Pre-Implementation Plan</b>				
School: James McHenry Elementary/Middle School #10			Intervention Model(If Applicable): Turnaround Principles	
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	<p>plan additional parent activities</p> <p>10. Conduct a communications training to include website, the district mobile app, Infinite Campus (Student Management System); implement web-based family and community engagement network, Living Tree</p> <p>11. Conduct Community Resource meeting to include all stakeholders (faith-based, private, philanthropic, public organizations)</p> <p>12. Identify partner or service provider to support planning and implementation of school improvement grant</p>	<p>April 2017</p> <p>April 2017</p>	<p>To ensure that parents, family members and key stakeholders have access to academic data to support learning at home and college and career readiness (#10)</p> <p>These activities will ensure the effective alignment of goals, strategies, and resources (#11)</p> <p>To ensure the development of targeted supports and strategies that meet the unique needs of the school community (#12)</p>	
<b>REQUIRED if Applicable</b> <b>2. <u>Rigorous Review of External Providers:</u></b>	NA	NA	NA	NA

## B.4 Pre-Implementation Plan

School: James McHenry Elementary/Middle School #10		Intervention Model(If Applicable): Turnaround Principles		
Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.				
<p><b><u>REQUIRED</u></b>  <b><u>3.Staffing:</u></b>            Evaluate the strengths and areas of need of current staff and/or recruit and hire the incoming principal, leadership team, instructional staff, and administrative support (if applicable).</p>	<p>Highly qualified and effective staff are an integral part of school turnaround. As such it is imperative that school staff are competent, knowledgeable and skilled; that barriers to their hiring are removed and that their retainment is prioritized.</p> <ol style="list-style-type: none"> <li>1. Conduct thorough contextual analysis of teacher/leader qualifications and certifications</li> <li>2. The school will continue to</li> </ol>	<p>November 2016</p> <p>Ongoing (initiate</p>	<p>To ensure that school staff are equipped to implement school improvement plan with success (#1)</p> <p>To identify skill gaps within</p>	<p>Recruitment Materials/Supplies \$2,000</p> <p>Hiring Fair \$2,000</p> <p>Contracted Services \$2,000</p> <p>Communications</p>



## B.4 Pre-Implementation Plan

School: James McHenry Elementary/Middle School #10

Intervention Model(If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>use the leadership framework to identify areas of strength and opportunity for growth amongst individual teachers as well as grade bands.</p> <p>3. Review district policies and regulation related to hiring, teacher/leader transfers, performance improvement initiatives and incentives that impacts school</p> <p>4. Develop SIG specific hiring processes and timelines</p> <p>5. Prioritize staffing for the SIG schools through hiring fairs, recruitment strategies, and transfers</p> <p>6. Conduct needs survey of remaining/retained staff</p>	<p>September 2016)</p> <p>November-January 2017</p> <p>November-January 2017</p> <p>March 2017</p> <p>March 2017</p>	<p>staff (#2, 6)</p> <p>To ensure that all barriers to the hiring of highly qualified candidates are removed (#3)</p> <p>To ensure that SIG schools receive the highest qualified staff (#3, 4, 5)</p>	<p>\$1,000</p>
<p><b>4. Instructional Programs:</b> Identify possible instructional materials that are evidence-based, aligned with State academic standards, and have data-</p>	<p>The district provides comprehensive curriculum aligned to State academic standards for all grade levels. Additional academic interventions</p>			<p>Stipends for Stipends for teachers to attend Professional</p>

## B.4 Pre-Implementation Plan

School: James McHenry Elementary/Middle School #10

Intervention Model(If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p>based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.</p>	<p>would support the rigorous instructional program outlined in the curriculum.</p> <ol style="list-style-type: none"> <li>1. Conduct learning walks to gather data on current instructional program</li> <li>2. Conduct rigorous data analysis of student needs current instructional programs and determine implementation gaps</li> <li>3. Conduct inventory of all current materials, curriculum, and academic interventions</li> <li>4. Identify new instructional materials, if needed based on outcomes</li> <li>5. Identify consultant for the training of teachers in pedagogical best practices and classroom management approaches.</li> </ol>	<p>October 2016</p> <p>October 2016</p> <p>November 2016</p> <p>March 2017</p> <p>April – June 2017</p> <p>February – March</p>	<p>To provide an analysis of best practices currently in place at the school and what should be removed and/or added in order to strengthen the instructional program (#1-8)</p>	<p>Development, engage in data reviews and provide feedback on instructional program and needs</p> <p>\$30/hr.; 30 teachers; 3 full day events on weekend (7 hours each) plus an additional 20 hours</p> <p>Contract with Consultant(s) ~\$100,000</p>

## B.4 Pre-Implementation Plan

School: James McHenry Elementary/Middle School #10

Intervention Model(If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<ol style="list-style-type: none"> <li>6. Review master schedules and adjust accordingly to maximize student learning as well as collaborative planning time.</li> <li>7. Conduct a teacher survey to assess and identify professional development needs</li> <li>8. To establish a parent focus group to garner feedback around academic programming and extra-curricular activities</li> </ol>	<p>2017</p> <p>November-December 2016</p> <p>January 2017</p>		
<p><b><u>5. Professional Development and Support:</u></b> Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; provide instructional support for returning staff</p>	<p>Professional development around the use of curriculum, the instructional framework, and other academic intervention programs is needed.</p> <ol style="list-style-type: none"> <li>1. Plan district-level professional development for all schools identified as SIG.</li> </ol>	<p>October 2016</p>	<p>To align strategic support offered to schools by the district (#1, 2)</p>	<p>Ron Clark (ILT) – 5 staff @ \$2205</p> <p>On-going ILT Coaching- (*****)</p> <p>Conference-Out of Town Travel and</p>

## B.4 Pre-Implementation Plan

School: James McHenry Elementary/Middle School #10

Intervention Model(If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p>members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school’s comprehensive instructional plan and the school’s intervention model; or train staff on the new evaluation system and locally adopted competencies.</p>	<ol style="list-style-type: none"> <li>2. Create cycles of support for Network teams and Ed Specialists in the Office of Turnaround and Transformation</li> <li>3. Support school's instructional leadership team (ILT) in planning school-based professional development calendar for the SY17-18</li> <li>4. Hold institutes led by district staff, consultants, and MSDE Breakthrough Center focused on instructional framework, curriculum, content, and academic interventions; provide stipends for teachers to attend</li> <li>5. Contract School Turnaround consultant to provide support to district staff, school ILT and other school leaders</li> </ol>	<p>October 2016</p> <p>March 2017</p> <p>June 2017</p> <p>November 2016</p> <p>June 2017</p>	<p>Support the development and capacity building of strong district-level and school-based leaders in school turnaround principles and strategies (#5, 6, 7, 8, 9)</p>	<p>Registration Fees-\$2,800 per attendee/3-\$8,400</p> <p>Substitute coverage for teachers while attending conferences listed</p> <p>Teacher Stipends to attend district Institutes and for professional development funded under Title II and the FY17 priority plan</p>

<b>B.4 Pre-Implementation Plan</b>				
School: James McHenry Elementary/Middle School #10			Intervention Model(If Applicable): Turnaround Principles	
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	<ol style="list-style-type: none"> <li>6. Attend National School Turnaround Conferences and Symposiums (Principal and 2- ILT Members)</li> <li>7. Attend Ron Clark Academy (principal, teacher, parent, FCE)</li> </ol>	TBD		
<p><b><u>REQUIRED</u></b>  <b><u>6. Progress Monitoring and Reporting:</u></b>  The LEA must describe its plan to prepare written monthly status reports of completed pre-implementation activities, including status on budget, hiring, and other activities designed to prepare the school for full implementation of the selected model in SY 2017-2018. This report must be available and reported on during the monthly Central Support Team (CST) meetings.</p>	<p>The district's Turnaround Specialist is responsible for developing monthly reports related to pre-implementation activities.</p> <ol style="list-style-type: none"> <li>1. Develop monthly status report template and clarify reporting methods</li> <li>2. Conduct bi-weekly meetings between district offices to review and respond to critical issues reported</li> </ol>	<p>October 2016</p> <p>Ongoing (initiate September 2016)</p>	<p>Streamline reporting process and ensure accurate data collection (#1)</p> <p>Respond in a timely manner to implementation barriers (#2)</p> <p>Ensure that state is</p>	No cost

<b>B.4 Pre-Implementation Plan</b>				
School: James McHenry Elementary/Middle School #10			Intervention Model(If Applicable): Turnaround Principles	
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	3. Make report available at monthly CST meetings	Ongoing (initiate September 2016)	thoroughly informed of status of pre-implementation activities (#3)	
<b><u>REQUIRED FOR CERTAIN MODELS</u></b> <b><u>7. Planning for increased learning time to begin at the start of the 2017-2018 school year</u></b>	<p>Increased learning time can provide students with the opportunity to more thoroughly engage the school's instructional program, the use of academic interventions and enrichment programs.</p> <ol style="list-style-type: none"> <li>1. Conduct research and feasibility study on extended learning time models</li> <li>2. Understand and anticipate barriers to implementing extended</li> </ol>	<p>January 2017</p> <p>March 2017</p>	<p>Ensure that most effective and efficient strategies are selected to increase learning time for students (#1, 2)</p>	

## B.4 Pre-Implementation Plan

School: James McHenry Elementary/Middle School #10

Intervention Model(If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>day, extended year and other models for increased learning time such as the impact on bell schedules, transportation, staff compensation, etc.</p>			
<p><b><u>8 .Other LEA Determined Activities</u></b> <b><u>(Please Describe)</u></b></p>	<p>NA</p>			

## Priority or Focus School

<b>School Name:</b> <b>Mary E. Rodman Elementary School</b> <b>Address:</b> <b>3510 W. Mulberry Street</b> <b>Baltimore, MD 21229</b>	<b>LEA Point of Contact (POC)</b> <b>Name &amp; Position:</b> <b>Laurie-Lynn Sutton</b> <b>Director, Transformation and Turnaround</b> <b>Phone#: (443) 838-6941</b> <b>Email Address: lsutton03@bcps.k12.md.us</b>
<b>Grade levels enrolled (SY 2016-2017): PreK-5th</b>	<b>Projected Number of Students Enrolled (SY 2016-2017): 209</b>

### Level of Identification

Priority  \_\_\_\_\_

Focus \_\_\_\_\_

**Title I Status: All Priority and Focus Schools must operate a schoolwide program beginning with SY 2016-2017.**

Schoolwide Program

### Anticipated Intervention Model Selected :

- Closure Model
- Turnaround Model
- Transformation Model
- Restart Model
- Maryland Turnaround Principles Model (Maryland's State Approved Model)
- Whole School Reform Model
- Early Learning Model

### Cumulative Amount SIG Funds the LEA is requesting for Five Years

<b>Pre-implementation SY 2016-2017</b>	<b>FY 2014 SIG Funds</b>	<b>\$274,124.24</b>
<b>Year 1 SY 2017-2018</b>	<b>FY 2014 SIG Funds</b>	<b>\$700,000.00</b>
<b>Year 2 SY 2017-2018</b>	<b>FY 2015 SIG Funds</b>	<b>\$700,000.00</b>
<b>Year 3 SY 2018-2019</b>	<b>FY 2016 SIG Funds</b>	<b>\$700,000.00</b>
<b>Sustainability</b>	<b>FY 2016 SIG Funds</b>	<b>\$350,000.00</b>
<b>Total Amount of Funding Requested for this school over 5 years</b>		<b>\$2,724,124.24</b>





## **Comprehensive Needs Assessment**

**Mary E. Rodman Elementary School**

**Baltimore City Public Schools**

**Conducted for SY 2016-2017**

**Name of Priority School: Mary E. Rodman Elementary #10 LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

**Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)**

**1 Student Profile Information**

- Total enrollment
- Grade level enrollment
- Subgroups (including gender)- # of students in each
- Mobility % - Entrants & Withdrawals
- Attendance % (include chronic absentee data which in Maryland is defined as missing more than 20 days during the school year)
- Expulsions
- Suspensions
- Advance Coursework completion (IB/AP/early college)

Total Enrollment SY1415	260
Total Enrollment SY1516	255
PK	43
K	37
1	41
2	39
3	28
4	32
5	35
6	
7	
8	
9	
10	
11	
12	
% Males	54.2
% Females	45.8
% FARMS	92.3

**Name of Priority School: Mary E. Rodman Elementary #10 LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

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high schools, dual enrollment classes) # and % of students <ul style="list-style-type: none"> <li>• Graduation rate</li> <li>• Dropout rate</li> <li>• Homeless</li> <li>• Foster Care</li> <li>• Special Education # and % (specialized programs in the school)</li> </ul>	% ELL	0
	%SWD	15.4
	% Non-Hispanic African American	96.5
	% Non-Hispanic White	0
	% Hispanic	1.5
	% Non-Hispanic Asian	0.4
	% Non-Hispanic American Indian	1.2
	% Non- Hispanic Multiracial	0.4
	% Non-Hispanic Native Hawaiian/Other Pacific Islander	0
	% Homeless	3.4
	% Foster Care	
	% Mobility SY1415	49.5
	Attendance Rate SY1415	91.1
	Attendance Rate SY1516	93.4
	Chronic Absence Rate SY1415	29.2
	At-Risk for Chronic Absence SY1516	16.9
	Expulsions	0
	Suspension Incidents	19
Suspended Students	14	

**Name of Priority School: Mary E. Rodman Elementary #10 LEA: Baltimore City Public Schools**

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Advance Coursework completion	
Graduation Rate	
Dropout Rate	

**Summary:**  
 Mary E. Rodman's enrollment has decreased slightly since 2014-2015 school year. Class sizes average about 25 – 30 students per class.

**Grade level enrollment:**  
 Mary E. Rodman classes currently enrolled currently average 25-30 students per class there are two classes for grade Pre-K – 2<sup>nd</sup> and one class per grade for grades 3<sup>rd</sup> – 5<sup>th</sup> and SWD.

**Subgroups (including gender)- # of students in each**  
  
 Due to the changes in free and reduced lunch all students at Mary E. Rodman receive free breakfast and lunch. Student subgroups remained fairly constant. However, the percentage of students with disabilities reduced significantly over the past year.

**Attendance % (include chronic absentee data which in Maryland is defined as missing more than 20**

<b>Name of Priority School: Mary E. Rodman Elementary #10 LEA: Baltimore City Public Schools</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	<p><b>days during the school year)</b>  Mary E. Rodman has an issue the chronically absent students and several habitually truant students. We currently are not on target to meet state requirements for attendance. Over 29% of students were chronically absent last year.</p> <p><b>Expulsions:</b>  Currently Mary E. Rodman has no expulsions.</p> <p><b>Suspensions:</b>  Mary E. Rodman suspensions have increased from last year to 19 total suspensions incidents with 14 total suspended students.</p> <p><b>Strengths:</b>  It is expected that all current students will return for the next school year.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• While the school's attendance is above 90%, there is a need for a fulltime attendance monitor support</li> </ul>

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attendance improvement efforts, especially targeted towards students who are chronically absent and habitually truant.

- There is a need to strengthen the school wide discipline program. PBIS will be implemented school-wide for the 2016-2017 school year.
- Villa Maria Mental Health services will continue to support Mary E. Rodman in the coming year, however a greater need for supporting for students with social/emotional issues is needed. Such as receiving additional support from the University of Maryland School or social work and mental health.

**2 Staff Profile**

- Principal – Length of time at the school
- Number of Assistant Principal/s and other administrators
- Number and % of teaching faculty’s total classroom instruction experience:
  - 0-5 years

**Strengths:**

<b>Principal Tenure at School</b>	
School	Sum of Years At School
0204 - MARY E. RODMAN ELEMENTARY	2.6

  

<b>Priority Schools Admin Staff</b>	
Row Labels	Count of Job Coding
0204 - MARY E. RODMAN ELEMENTARY	1

**Name of Priority School: Mary E. Rodman Elementary #10 LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

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- 6-10 years
- 11-15 years
- 16+ years
- Number and % of teaching faculty’s service at this school:
  - 0-5 years
  - 6-10 years
  - 11-15 years
  - 16+ years
- Number and % of teachers that meet applicable State Certification and licensure requirements
- Number of school-based reading and English teachers of record
- Number of school-based mathematics and data/analysis teachers of record
- Number of school-based reading and

**Classroom Teaching Experience**

Row Labels	Count of EEID	Count of EEID2
<b>0204 - MARY E. RODMAN ELEMENTARY</b>	<b>13</b>	<b>2.28%</b>
<b>Teaching Staff</b>	<b>13</b>	<b>100.00%</b>
0-5 years	5	38.46%
11-15 years	4	30.77%
16+ years	3	23.08%
6-10 years	1	7.69%

**Teacher Experience at School**

Row Labels	Count of EEID	Count of EEID2
<b>0204 - MARY E. RODMAN ELEMENTARY</b>	<b>13</b>	<b>2.28%</b>
<b>Teaching Staff</b>	<b>13</b>	<b>100.00%</b>
0-5 years	13	100.00%

**Certification Requirements Summary**

Row Labels	Count of EEID	Count of EEID2
<b>0204 - MARY E. RODMAN ELEMENTARY</b>	<b>13</b>	<b>2.28%</b>
<b>Teaching Staff</b>	<b>13</b>	<b>100.00%</b>

**Name of Priority School: Mary E. Rodman Elementary #10 LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

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- English resource personnel
- Number of school-based mathematics and data/analysis resource personnel
- Number and % of paraprofessionals who are qualified
- Number of mentor teachers and number of teachers being supported
- Teacher and administrator attendance %

Certified	11	84.62%
Not Certified	2	15.38%

Qualified PARA			
Organization	Job Coding	Count of EEID	Sum of EEID2
0204 - MARY E. RODMAN ELEMENTARY	Qualified Para	2	100.00%

	Total # of Days Absent of MSDE 11, 8 & 9 Staff on 5/20	# of MSDE 11, 8 & 9 Staff as of 5/20/16	Average Days Absent of T & Admin Staff at Priority Schools on 5/20
21 FY17 Priority Schools*			
0204 - MARY E. RODMAN ELEMENTARY	196.6	15	13.1

English Math Teacher Data		
Schools	Count of Cert Q check - reading/English	Count of Cert Q check Math/data analysis
0204 - MARY E. RODMAN ELEMENTARY		11



**Name of Priority School: Mary E. Rodman Elementary #10 LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

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11 teachers are certified by the state of Maryland and six teachers have 16 years plus teaching experience .One Lead Teacher has worked at the school for the past 3 years. The principal has been with the school for the past six years.

**Needs:**

- Mary E. Rodman is in need of an assistant principal and two Lead Teachers for school year 2016 - 2017.

**3 Student Achievement**

- Student achievement data for reading and math on State assessments by the “all student” category and all subgroups

<b>Subject</b>	<b>Category</b>	<b># of Student s Tested</b>	<b>Leve 1 1 %</b>	<b>Leve 1 2 %</b>	<b>Leve 1 3 %</b>	<b>Leve 1 4 %</b>	<b>Leve 1 5 %</b>	<b>% of Students Meeting or Exceeding Expectatio ns</b>

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ELA03	All Students	30	43.3	26.7	20	10	0	10.0
ELA03	American Indian or Alaska Native	1	0	0	100	0	0	0.0
ELA03	Black or African American	29	44.8	27.6	17.2	10.3	0	10.3
ELA03	Female	17	29.4	35.3	23.5	11.8	0	11.8
ELA03	Free / Reduced Meals	29	44.8	24.1	20.7	10.3	0	10.3
ELA03	Male	13	61.5	15.4	15.4	7.7	0	7.7
ELA03	Special	6	83.3	16.7	0	0	0	0.0

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	Education								
ELA03	Title I	30	43.3	26.7	20	10	0	10.0	
ELA04	All Students	35	42.9	40	8.6	8.6	0	8.6	
ELA04	Black or African American	35	42.9	40	8.6	8.6	0	8.6	
ELA04	Female	16	43.8	43.8	12.5	0	0	0.0	
ELA04	Free / Reduced Meals	35	42.9	40	8.6	8.6	0	8.6	
ELA04	Male	19	42.1	36.8	5.3	15.8	0	15.8	
ELA04	Special Education	5	100	0	0	0	0	0.0	

**Name of Priority School: Mary E. Rodman Elementary #10 LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

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ELA04	Special Education - Exited	1	0	0	0	100	0	100.0
ELA04	Title I	35	42.9	40	8.6	8.6	0	8.6
ELA05	ADA	3	66.7	33.3	0	0	0	0.0
ELA05	All Students	27	18.5	59.3	14.8	7.4	0	7.4
ELA05	American Indian or Alaska Native	1	0	100	0	0	0	0.0
ELA05	Black or African American	26	19.2	57.7	15.4	7.7	0	7.7
ELA05	Female	15	13.3	53.3	20	13.3	0	13.3

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ELA05	Free / Reduced Meals	26	19.2	57.7	15.4	7.7	0	7.7
ELA05	Male	12	25	66.7	8.3	0	0	0.0
ELA05	Special Education	3	66.7	33.3	0	0	0	0.0
ELA05	Special Education - Exited	1	0	100	0	0	0	0.0
ELA05	Title I	27	18.5	59.3	14.8	7.4	0	7.4
MAT03	All Students	30	43.3	30	16.7	6.7	3.3	10.0
MAT03	American Indian or Alaska	1	0	0	100	0	0	0.0

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	Native							
MAT03	Black or African American	29	44.8	31	13.8	6.9	3.4	10.3
MAT03	Female	17	29.4	47.1	23.5	0	0	0.0
MAT03	Free / Reduced Meals	29	44.8	27.6	17.2	6.9	3.4	10.3
MAT03	Male	13	61.5	7.7	7.7	15.4	7.7	23.1
MAT03	Special Education	6	66.7	33.3	0	0	0	0.0
MAT03	Title I	30	43.3	30	16.7	6.7	3.3	10.0
MAT04	All Students	35	51.4	37.1	8.6	2.9	0	2.9

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MAT04	Black or African American	35	51.4	37.1	8.6	2.9	0	2.9
MAT04	Female	16	43.8	50	6.3	0	0	0.0
MAT04	Free / Reduced Meals	35	51.4	37.1	8.6	2.9	0	2.9
MAT04	Male	19	57.9	26.3	10.5	5.3	0	5.3
MAT04	Special Education	5	80	20	0	0	0	0.0
MAT04	Special Education - Exited	1	0	0	100	0	0	0.0
MAT04	Title I	35	51.4	37.1	8.6	2.9	0	2.9

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MAT05	ADA	3	66.7	33.3	0	0	0	0.0
MAT05	All Students	27	48.1	48.1	3.7	0	0	0.0
MAT05	American Indian or Alaska Native	1	0	100	0	0	0	0.0
MAT05	Black or African American	26	50	46.2	3.8	0	0	0.0
MAT05	Female	15	40	53.3	6.7	0	0	0.0
MAT05	Free / Reduced Meals	26	50	46.2	3.8	0	0	0.0
MAT05	Male	12	58.3	41.7	0	0	0	0.0



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MAT05	Special Education	3	33.3	66.7	0	0	0	0.0
MAT05	Special Education - Exited	1	0	100	0	0	0	0.0
MAT05	Title I	27	48.1	48.1	3.7	0	0	0.0

**Summary:** In general, 8.7% of all students met or exceeded expectations on the SY1415 PARCC Reading Assessment. 4.3% of all students met or exceeded expectations on the SY1415 PARCC Mathematics Assessment.

Reading and math are still a concern at Mary E. Rodman. An intervention program is needed to support the low level readers. The school will use the mclass and i-Ready data to look at students individually to drill down on specific skills.

**Strengths:** Utilization of the reading and math intervention and real time coaching sessions is a strength. This includes implementation of FUNdation (first implementation), Guided Reading, and Do The Math.

**Needs:**

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	<ul style="list-style-type: none"> <li>• Reading and mathematics are still concerns at MERE. Even though the school completes FUNdation (Double Dose) as an intervention program it is not completed with fidelity.</li> <li>• Additional coaching for this intervention program is needed.</li> <li>• The school will use i-ready online lesson, Scholastic 100 Book Challenge, Learning A-Z/RAZ Kid, and Achieve 3000.</li> <li>• For mathematics, the students need additional support with basic facts and problem solving.</li> <li>• Teachers need more training on analyzing data and more strategic support to identify student’s specific needs for intervention.</li> <li>• A tier III reading and math program is needed for SWD.</li> <li>• There is a need for two lead teachers to support the teachers with instruction and professional development/growth with best practices in both reading and math.</li> <li>• There is a need for extra support within each classroom. Experience corp. For example would help to provide extra support for teachers and support with small group instruction, grading, and supporting students with mental health issues.</li> </ul>

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**4 Rigorous Curriculum**

Alignment of curriculum implementation with state standards across grade levels

- Core English/Reading program
- Core Mathematic and algebra programs
- Curriculum Intervention Programs
- Enrichment Programs
- Other Programs

**Literacy- (K-5)**

City Schools’ literacy curriculum has been developed to align with the Maryland College and Career Ready Standards and City Schools’ Literacy Model. The design principles focus on the three shifts: regular practice with complex texts and academic language; using evidence from literary and informational texts in reading, writing, and speaking; and building knowledge through content-rich non-fiction. Each module is designed to include word study, whole group lesson plans and seeds, small group guidance, and writing, while incorporating Universal Design for Learning practices.

**Mathematics-(K-5)**

City Schools’ math curriculum has been developed to align with the Maryland College and Career Ready Standards. The design principles focused on the 3 shifts: Focus, Coherence, and Rigor by designing grade level units that focus on major content areas and builds from grade to grade. Each unit is designed to have a balance of fluency exercises, reasoning, and conceptual activities that bring out the standards. In addition to content standards, the Standards for Mathematical Practice that rest on important “processes and proficiencies” are connected throughout each lesson in the units.

**Social Studies – (K-5)**

City Schools’ Social Studies curriculum has been developed to align with the Maryland College and Career Ready Standards. Students develop foundational skills in the social studies disciplines: history, geography,

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	<p>civics and government, and economics. In a first examination of U.S. History, students will be introduced to the skills important to the analysis of primary source documents; sourcing, contextualizing, and corroborating.</p> <p><b>Curriculum Intervention Programs:</b></p> <p><b>Reading:</b> FUNdations is the school wide intervention program for reading at Mary E. Rodman. Students in grades K-5 are assessed using FUNdations unit assessments and must pass each assessment with 80%. Students who are our lowest performers also receive an additional intervention of FUNdations which focuses on the differentiated needs.</p> <p>Mary E. Rodman also implements guided reading using Scholastic 30 minutes daily during the literacy instructional block.</p> <p><b>Math:</b> Mary E. Rodman’s math interventions are Do the Math (30 minutes daily during the math instructional model) and First and Math online program (once a week during computer class), these programs are currently used in the 2015-2016 school year and will continue to be used in the 2016-2017 school year</p> <p><b>Enrichment Programs:</b> Mary E. Rodman currently complete a six week after school program provide by school staff, however we are in need of a more intensive</p>

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	<p><b>Strengths:</b></p> <p>Weekly Collaborative Team Meetings          Purchase of the Scholastic Book Leveled Library          Do The Math coach          Literacy Coach for teacher support          Math Coach for teacher support          Professional development</p> <p><b>Needs:</b></p> <p>Continued professional development around the following areas:</p> <ul style="list-style-type: none"> <li>• FUNdations/Just words</li> <li>• Building Vocabulary</li> <li>• Guided Reading</li> <li>• Do The Math</li> <li>• Behavior Management</li> <li>• American Reading Company</li> <li>• In order to complete our currently interventions in the 2016-2017 SY we are in need of purchasing additional materials for Building Vocabulary, FUNdations, Just Words, and Do The Math.</li> <li>• Teachers will need continued coaching and support from the lead teacher and strategic support team.</li> <li>• Laptop cart to support the instruction of intervention and online programs and wire access points</li> </ul>
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	throughout the school to support with instruction and the use of the laptop cart and iPad cart.
<b><u>5 Instructional Program</u></b> <ul style="list-style-type: none"> <li>• Planning and implementation of evidenced-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> <li>• Master Schedule by content area (include minutes of instruction)</li> <li>• Use of Response to Intervention</li> <li>• <b>Use of universal design for learning (UDL) principles to differentiate instruction</b></li> <li>• <b>Extended learning time (extended day,</b></li> </ul>	<p><b>Planning and implementation of research-based instructional:</b></p> <p>Mary E. Rodman will continue to implement instructional practices that were the focus for staff for the 2015 - 2016 school year in the School Improvement Plan. Student reading and math data according to Mclass, i-ready, along with district math interim assessments and SST data were used to identify the instructional foci of explicit teaching, gradual release model, and differentiated of instruction.</p> <p><b>Strengths:</b> School wide Power Hour for intervention in reading by grade level. Students were taught within a small group setting with peers at their same reading level. Development of a monthly focus calendar centered on the instructional framework. Immediate feedback was shared with teachers on their individual progress towards the instructional domains. With PBIS there are school wide monthly activities, recording keeping by teacher, TIGER Bucks, and students highlighted during the end of the day announcements.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Lack of fidelity in small group, lack of researched based curriculum for Power Hour,</li> <li>• Limited amount of time to complete Power Hour Lack of diagnostic assessment</li> <li>• Lack of fidelity during automaticity block</li> <li>• Lack of fidelity of completing the Math Instructional Model Classroom management, students who are repeating the same behaviors.</li> </ul>

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week, or year)	<ul style="list-style-type: none"> <li>• Teachers are in need of more coaching and professional development around instruction.</li> <li>• There is a need for additional support staff from Bring the Noise which would provide additional meeting and planning time for teachers in staff during bi-weekly data team meeting, weekly collaborative planning meeting, peer review meeting, learning walks, and ILT meeting.</li> <li>• Teachers are in need of more coaching and professional development around instruction.</li> </ul> <p><b>Use of technology-based tools:</b> Teachers at Mary E. Rodman all use technology in their classroom. Teachers currently have document cameras, Elmo's, and 1 laptop.</p> <p>Teachers each have 1 computer led teaching session per week in the computer lab and they have access to a laptop cart (2<sup>nd</sup> floor only) and iPad cart (1<sup>st</sup> floor only) which they can use at their leisure.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Currently the school has one laptop cart located on the second floor and 1 iPad cart located on the first floor; however there is a need for an additional laptop cart and iPad cart to be used for instruction, preparation of students for test administration, and for test administration.</li> <li>• Additional, there are 3 classrooms with smart boards but there are not wall mounted document cameras. The school in is need of smart boards and wall mounted document cameras for every classroom.</li> <li>• The school is in need of wireless access points throughout the building for the whole building.</li> <li>• Currently, there are no student computers in any classroom, we are in need to have at least two per</li> </ul>

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	<p>class room for instruction use and support with intervention to be used for instruction, preparation of students for test administration, and for test administration.</p> <p><b>Use of data analysis to inform and differentiate instruction:</b>  Teachers differentiate and deliver instruction using a variety of methods. Teachers and administration currently use data from math unit and interim assessments, mclass, i-Ready, and teacher created assessment to drive and differentiate instruction.</p> <p><b>Strengths:</b> Mary E. Rodman currently conducts weekly collaborative team meeting, bi-weekly Data Team meeting, and Instructional Leadership Meeting around data and instruction.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Mary E. Rodman is in need of training and support around Data Teams and analysis data to improve instruction.</li> <li>• The school is in need of CPI and Leadership and Learning professional development.</li> <li>• In order to maximize the learning of analyzing data Mary E. Rodman is in need of additional support staff, so that teachers, administration, and coaches can work together to identify the needs of students and the best instructional practices that will support their needs.</li> <li>• Staff needs professional development on how to use data to inform and differentiate instruction.</li> </ul> <p>Staff will continue to develop through professional development and will use collaborative planning sessions that are weekly for 45 minutes and bi-weekly ILT and data teams meetings.</p>



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**Master schedule by content area (include minutes of instruction):**

**Pre-Kindergarten**

15 minutes	Morning Meeting & Announcements
30 minutes	Morning Message & Word Study
135 minutes	Reading & Writing
65 minutes	Math
20 minutes	Thematic Unit/Interdisciplinary Activities
15 minutes	Choice Time
5 minutes	Literature & Closing Meeting
5 minutes	Quiet Time
45 minutes	Lunch
45 minutes	Resource

**Kindergarten**

<b>15 minutes</b>	<b>Morning Meeting &amp; Announcements</b>
<b>10 minutes</b>	Morning Message

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<b>45 minutes</b>	Word Study & Language Acquisition
<b>50 minutes</b>	Reading
<b>50 minutes</b>	Writing
<b>60 minutes</b>	Math
<b>30 minutes</b>	Word Study & Language Acquisition
<b>20 minutes</b>	Social Living
<b>45 minutes</b>	Lunch
<b>45 minutes</b>	Resource
Grades 1-5	
<b>15 minutes</b>	<b>Morning Meeting &amp; Announcements</b>

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<b>30 minutes</b>	Word Study & Language Acquisition
<b>60 minutes</b>	Reading
<b>60 minutes</b>	Writing
<b>95 minutes</b>	Math
<b>30 minutes</b>	Word Study & Language Acquisition
<b>20 minutes</b>	Social Living
<b>45 minutes</b>	Lunch
<b>45 minutes</b>	Resource

Grades 1-5

Mary E. Rodman currently has Intervention by Design, FUNdations (Double Dose), Do the Math, and Just Words. Additional, small group are completed daily. Collaborative planning, and strategic network team planning

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	<p>Mary E. Rodman provided students with additional learning opportunities in reading in math through i-ready online learning program, Learning A-Z/RAZ, and Achieve 3000. Students at Mary E. Rodman would benefit from tiered intervention programs and students with disabilities will benefit from a tiered III program such as Wilson.</p> <p>Class sizes are still to larger to hold intervention groups of 6-8 students per group. Mary E. Rodman is in need of smaller class sizes for grade 3-5. Professional Development is needed in the area of intervention and small group instruction.</p> <p>Mary E. Rodman currently has Intervention by Design, FUNdations (Double Dose), Do the Math, and Just Words. Additional, small group are completed daily. Collaborative planning, and strategic network team planning</p> <p>Mary E. Rodman teachers currently have 1 laptop, a document camera, and an Elmo these items are used to support learning with the classroom. Teacher will need continued support on how to infuse this technology into their daily lessons to meet the needs of a variety of learners. The current schedule does not provide adequate time the for Social Living/STEM curriculum. Mary E. Rodman is in need of a STEM/Social Living curriculum and an intervention such as Achieve 3000.</p> <p>Mary E. Rodman provided students with additional learning opportunities in reading in math through i-ready online learning program. Students at Mary E. Rodman would benefit from tiered intervention programs and students with disabilities will benefit from a tiered three program such as Wilson.</p> <p>Class sizes are still too larger to hold intervention groups of 6-8 students per group. Professional</p>

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	<p>Development is needed in these areas.</p> <p><b>Use of universal design for learning (UDL) principles to differentiate instruction:</b>  Mary E. Rodman teachers will plan lessons that will differentiate instruction based on student needs focusing on content, process, and product. Small flexible groups will be incorporated during our school-wide intervention Power Hour as well as throughout the instructional day.</p> <p>Mary E. Rodman teachers currently have 1 laptop, a document camera, and an Elmo these items are used to support learning with the classroom. Teacher will need continued support on how to infuse this technology into their daily lessons to meet the needs of a variety of learners. The current schedule does not provide adequate time the for Social Living/STEM curriculum .The school is in need of additional technology professional development to support the teacher in engaging all students in learning with the use of technology.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• The Master schedule does not allow for enough time to teach students STEM/Social Living daily. This schedule does not allow for students to grow socially or emotionally.</li> <li>• There is a need for recess in the daily schedule along with time for social and emotional development through a morning meeting or advisory period.</li> </ul>

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<b>6 <u>Assessments</u></b> <ul style="list-style-type: none"> <li>• Use of formative, interim, and summative assessments to measure student growth</li> <li>• Process and timeline for reporting</li> <li>• Use of technology, where appropriate</li> </ul>	<p><b>Use of formative, interim, and summative assessments to measure student growth</b></p> <p>Mary E. Rodman uses a variety of formative, interim, and summative assessments to monitor student progress. Currently, students are formally assessed at the end of quarter using amplify assessments in literacy and have end of the unit assessment for word study &amp; language acquisition. Teacher currently complete informal assessment for their literacy units. For math teacher formally assess students using the mid and end of unit assessments. They also assess them using interim assessment (grades 1 -2), and BOY, MOY, &amp; EOY assessment for grades Pre-K and K. These results entered into Data Link and analyzed to support instruction</p> <p>Students in grades 3-5 are also assessed using I-ready online assessments in both reading and math, while students in grades K – 3 are assessed in reading using Amplify. This data is analyzed to support instruction.</p> <p><b>Process and timeline for reporting</b></p> <p>Teachers, coaches, and administrators including the district can access all literacy data via the Data Link, mclass, or i-ready websites and can utilize the data to inform instructional best practices to increase student achievement.</p> <p>Math end of the unit assessments are entre into Data Link along with math interim assessment. District's timeline are followed for all assessments.</p> <p><b>Use of technology, where appropriate</b></p> <p>Teachers at Mary E. Rodman all use technology in their classroom. Teachers currently have document</p>

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	<p>cameras, Elmo's, and 1 laptop.</p> <p>Teachers each have 1 computer led teaching session per week in the computer lab and they have access to a laptop cart (2<sup>nd</sup> floor only) and iPad cart (1<sup>st</sup> floor only) which they can use at their leisure.</p> <p>The school is in need of wireless capability in the building, smart board with document cameras mounted to the ceiling in every classroom, student computers in every classroom, an additional iPad cart and laptop cart.</p> <p><b>Strengths:</b> Mary E. Rodman will continue to conduct and analyze assessments according the District's timeline. Coaching of teachers will continue around all content areas and classroom management.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Mary E. Rodman is in need of an additional lead teacher to support with instructional and behavioral best practices. These instructional coaches will be to assist teachers in capturing data, provide feedback, and reevaluate instruction accordingly.</li> </ul>
<p><b><u>7 School Culture and Climate</u></b></p> <ul style="list-style-type: none"> <li>• School safety</li> </ul>	<p><b>School safety:</b> Through PBIS staff and students work together to support a positive school climate. Staff members are on post throughout the building during entry and dismissal. There is a need for a full-time staff member whose responsibility would be to focus on the school's culture and climate via PBIS and other safety measures.</p>

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<ul style="list-style-type: none"> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> <li>• <b>Acknowledgement of school successes</b></li> </ul>	<p><b>Student health services :</b> There is a school nurse in the building to assist with health issues that arise during the day. For mental health, Mary E. Rodman has partnered with Villa Maria Mental Health Program who work with student’s on various mental health issues. There is a need for additional mental health services in the school.</p> <p><b>Attendance supports:</b> The attendance committee develops incentives rewards for students to come to school. These incentives include a variety of activities and items.</p> <p><b>Strengths:</b> School Climate Survey index represents a staff satisfaction increase of 69.4% in 2014 and in 2015 %. The satisfaction average for staff is 82.9%, student is 64.5% and for parents is 69.4%</p> <p>Schoolwide incentive program, PBIS, is a model at the school. The School Behavior Management Plan is highly implemented and effective. Positive Behavior Incentive System (PBIS) and Hierarchy of Consequences are utilized in every classroom.</p> <p>The school developed and implemented a high quality behavior management plan that included schoolwide acronyms for daily student transitions (inside and outside the classroom), a hierarchy of consequences, and uniform classroom rules and school-wide expectations. All teachers were trained prior to school beginning</p>



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	<p>and students trained and reminded regularly.</p> <p>Mary E. Rodman provides different incentive through the school year according to the PBIS requirements weekly and monthly.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Extensive professional development is needed to provide clear directions and narrations to students. This training provided to teachers with strategies on communicating and modeling specific directions that students could understand and fulfill.</li> <li>• Staff needs professional development on how to effectively implement PBIS and how to support parents be providing support and strategies for students who are need additional support with instructional and mental health issues.</li> <li>• Mary E. Rodman is in need of higher level and lower level incentives for the Tiger Mart and for the monthly PBIS celebration. These incentives could include items such as educational materials, headphones, iPod mini, basketball, dolls, moon bounce, toys and other prizes.</li> </ul>
<p><b><u>8 Students, Family, and Community Support</u></b></p> <ul style="list-style-type: none"> <li>• Social-emotional and</li> </ul>	<p><b>Social-emotional and community-oriented services and supports for students and families:</b> At Mary E. Rodman we are in need of services and supports include: Financial Literacy support (financial case management, education, benefits screening, free income tax preparation, and housing support) through a partnership with the United way Dating Matters (evidence based student program for students to promote</p>

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<p>community-oriented services and supports for students and families</p> <ul style="list-style-type: none"> <li>• Engagement of parents/guardians in the education of students</li> <li>• Communication of information with parents/guardians about student achievement data</li> <li>• Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success</li> <li>• Engagement of parents/guardians in school decision making and school activities</li> <li>• Parent education programs</li> </ul>	<p>healthy teen relationships, professional development for teachers and staff) B 'More for Healthy Babies (health education for students) Immunization on-site clinic to support families in complying with mandatory immunizations at the beginning of the school year. New Partnerships for SY1516 will include a therapeutic mentoring service and mental health service which will staff a social worker in the school. There is a need for new partnerships for SY1617 which would include a therapeutic mentoring service and mental health service which will staff a full time social worker in the school.</p> <p><b>Engagement of parents/guardians in the education of students:</b> Mary E. Rodman is in need of Community School Coordinator and/or a Community Resource Coordinator to develop partnerships to support the deliverables (or areas of focus): climate, family engagement, and attendance.</p> <p><b>Communication of information with parents/guardians about student achievement data:</b> A Back to School Night was the most heavily attended parent event in which information and resources were shared with families. Parents were invited to School Family Council, Organized Parent Group meetings, Parent Teacher Conferences, and budget meeting but attendance was poor. The idea of pairing these with a performance or educational event was discussed as a way to increase attendance. STEM nights are completely planned and executed by teachers, and are well attended by students and teachers and engaged several additional families.</p> <p><b>Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success:</b></p> <p>Mary E. Rodman gives many opportunities for parents to participate in school activities and meetings;</p>

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	<p>however there is a need to consideration on the root causes for low parent involvement. Mary E. Rodman needs to working with parents around barriers to engagement will be an important part of addressing this problem. Parent engagement has tremendous room for growth.</p> <p>Mary E. Rodman has a need for a Community School Coordinator and /or Community Resource Coordinator who would work to build and strengthen partnerships to support students and families. The CSC/CRC would be able to communicate with staff, teachers, students, parents, and other stakeholders to identify their needs and resources available to support the student or family.</p> <p><b>Engagement of parents/guardians in school decision making and school activities:</b> Mary E. Rodman parents are invited to attend monthly School Family Counsel meetings, monthly Organized Parent Group meetings, and yearly budget meetings.</p> <p><b>Parent education programs:</b> Mary E. Rodman currently conducts a variety of parent workshops four time year on a variety of different subject matter. MERE will continue these practices in the 2016-2017 school year, however there is a need for monthly parent workshops which would include: how to deal with difficult children, continue education, how to connect with teachers and schools , and the parent connection.</p>
<p><b>9 Professional Development</b></p> <ul style="list-style-type: none"> <li>• Use of Maryland Professional Development standards</li> </ul>	<p>The school has aligned the school-based professional development activities with the Maryland Professional Development Standards.</p> <p><b>Professional development plans (alignment to student needs and building teacher instructional and classroom management capacity):</b></p>

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<ul style="list-style-type: none"> <li>Professional development plans (alignment to student needs and building teacher instructional and classroom management capacity)</li> <li>Accountability practices aligned to improved teaching and learning</li> </ul>	<p>Staff members have the option to attend professional development throughout the year offered by BCPS in mathematics, literacy, STEM, and other content areas to earn Achievement Units. Staff also has professional development periodically during their collaborative planning meetings. Members of the strategic team push into collaborative planning meetings to give PD on instructional content. This year BCPS gives PD through learning communities via the web. Staff is in need of more frequent and structured PD.</p> <p>Professional development is provided weekly through grade level or team meetings and during collaborative planning. Staff needs more time and compensation to participate in professional development. Staff is in need of professional development across content areas.</p> <p>Job-embedded professional development will be mapped out in advance of the school year to align to the school's focus. The focus of the professional development for SY1617 will be on teaching the curriculum effectively using the Gradual Release of Responsibility Model and small groups. The teacher teams will also be trained in Data Driven Instruction where they will analyze student work samples, integrate formative assessments and use data to plan instruction. Teachers will receive professional development and coaching in Restorative Practices and PBIS which will support teachers in building a climate of student centered learning.</p> <p><b>Accountability practices aligned to improved teaching and learning :</b></p> <p>School leadership and staff have input in planning professional development. Collaborative team meetings occur weekly. Leadership solicits informal and formal feedback from staff on effectiveness of professional development sessions. Due to other areas of focus specific to Mary E. Rodman (climate, behavior, etc.), some common planning time is focused on areas other than academics and teaching practices. Program</p>

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	<p>implementation check-lists, learning walk "look fors", peer reviews, safe practice, coaching , and feedback will be used to monitor instructional practices aligned to improved teaching and learning.</p> <p><b>Strengths:</b> We have identified several strengths of our current practices. Staff attend school-based professional development during systemic PD days. Staff also participate in additional professional development and coaching with the lead teacher and strategic team coaches. Teachers participate in online trainings for FUNdations, Just Words, and Mclass.</p> <p>Planning time is used effectively, however, more offerings/time are needed to specifically address the needs of each teacher. Mary E. Rodman will offer summer professional development for teachers.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• There is a need for vertical planning time to support Common Core curriculum. All professional development is based on student learning needs and linked to school goals and aligned with state professional development standards. Teachers are provided feedback on their instruction through formal and informal observations.</li> <li>• Overall, teachers need more support implementing Common Core and aligning all instruction to the Common Core.</li> <li>• The school is in need of additional opportunities for collaborative planning time beyond the regular</li> </ul>

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school day.

- It is crucial for the staff to understand how to effectively analyze data, make assessments, and use technology to better their instruction. The staff needs to attend professional development on these topics.
- Also, the leadership team is in need of more development on leadership and administering instructional programs in a turnaround environment.

**10 Organizational structure and resources**

**Collaborative planning time in the master schedule:**

- Collaborative planning time in the master schedule
- Class scheduling (block, departmentalizing, etc.)
- Class configuration
- Managing resources and budgets
- Accessing other grants to support learning
- Resources for

<b>Every Tuesday during Planning Blocks</b>	
<b>Grade</b>	<b>Time of meeting</b>
Second Grade	9:05 -9:50
Third Grade	9:55 – 10:40
Fourth Grade	9:55 – 10:40
Fifth Grade	9:55 – 10:40
Pre-K	12:15 – 1:00
K	1:05 – 1:50
First Grade	1:55 – 2:35
Students with Disabilities	9:55 – 10:40

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increasing learning time for students and teachers	<p>Teachers have collaborative planning weekly by content embedded into the schedule. Teachers collaboratively plan in content teams weekly around their common subject area and analyze data. Grade level teams meet weekly to discuss student supports, classroom management and offer parent conference time. Grades 3, 4, and 5 meet once a week as a team during collaborative planning, to identify prerequisite skills and analyze the succession of standards for each grade-level.</p> <p><b>Class scheduling (block, departmentalizing, etc.):</b>          Mary E. Rodman follows a blocked schedule. Grades 1-5 follow a 2 hour literacy block (reading &amp; writing), 95 minutes of Math instruction, and 20 minutes of Social Living (science &amp; social studies). The Pre-K and K instructional foci incorporate reading, math, science, and social studies in an integrated manner. The current schedule provides insufficient time for social living.</p> <p><b>Class configuration:</b></p> <ul style="list-style-type: none"> <li>• 2 pre-kindergarten classes</li> <li>• 2 Kindergarten classes</li> <li>• 2 first grade classes</li> <li>• 2 second grade classes</li> <li>• 1 third grade class</li> <li>• 1 fourth grade class</li> <li>• 1 fifth grade class</li> <li>• 1 SWD grades 1-5</li> </ul>

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	<p><b>Managing resources and budgets:</b></p> <p>The principal has autonomy to manage the school’s resources accordingly. Prior to fair student funding budget submission, the school conducts budget meetings with parents and community members.</p> <p><b>Accessing other grants to support learning:</b></p> <p>Mary E. Rodman receives school-wide Title I dollars. As a Priority School, the school will have access to additional grant opportunities and will apply as appropriate.</p> <p><b>Resources for increasing learning time for students and teachers:</b></p> <p>There is a need for an afterschool program to provide support in reading, writing, and math. The after school program would offer increased learning time for students and teachers. Additionally teachers may participate in opportunities for opt-in professional development. This includes PLC’s throughout the year.</p> <p><b>Strengths:</b> All teachers have access to PD opportunities on and off site in their content area. The school’s management of resources and budgets are aligned with its needs and goals.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• There is a need for vertical planning time so teachers can work together to plan high quality lessons aligned with curriculum goals. PD will be differentiated based on experience and content needs: some</li> </ul>



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	PD will be one on one, some will be school-wide, and other sessions will be in small groups.
<b><u>11 Comprehensive and Effective Planning</u></b> <ul style="list-style-type: none"> <li>• School vision, mission and shared values (how it is communicated)</li> <li>• Current school goals</li> <li>• Practices for strategic school planning</li> <li>• School improvement plan development, implementation, monitoring, and evaluation</li> </ul>	<b>Vision:</b> Mary E. Rodman students can work cooperatively to become critical thinkers & problem solvers who are prepared to succeed in the 21st century.  <b>Mission:</b> <ul style="list-style-type: none"> <li>• To provide every student with the opportunity to access a high quality education in a safe, caring, and nurturing environment.</li> <li>• To prepare students to excel in all academic areas, and reach their highest potential by becoming independent lifelong learners who take responsibility for their learning and behavior.</li> </ul> <b>Core Values:</b> <ul style="list-style-type: none"> <li>• Utilize and link data, research, and assessments to make decisions which drive student instruction and staff development in order to focus on student learning.</li> <li>• Challenge everyone to think critically and take responsibility for his or her own learning.</li> <li>• Create innovative lessons through the use of collaborative planning professional learning communities, grade level team approach, technology, and differentiated activities to meet the needs of individual students to support and enrich student learning.</li> <li>• Foster a partnership of parents, teachers, and students in a safe and secure learning community by maintaining positive communication and creating opportunities for involvement.</li> <li>• Respect and celebrate the childhood, diversity, and successes of our students, families, and co-</li> </ul>

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	<p>workers.</p> <ul style="list-style-type: none"> <li>• Use all resources to identify specific learning needs and barriers of academic progress and accommodate accordingly.</li> <li>• Prepare all students to matriculate as College/University and Career ready participants for the 21st century workplace demands and beyond.</li> </ul> <p><b>Current school goals:</b></p> <p><b>Goal 1:</b> The percentage of students scoring on grade level or above for TRC in reading and responding to informational and non-informational text will increase from 36% to 51% as measured by EOY amplify assessment data by June 2015. This is an increase of 15%</p> <p><b>Goal 2:</b> The percentage of students scoring on grade level or above for addition math fluency assessment will increase from 48% to 61% as measured by the fluency assessment data by June 2015. This is a 13% increase. The percentage of students scoring on grade level or above for subtraction math fluency assessments will increase from 36% to 49% as measured by fluency assessment data by June 2015. This is a 13% increase. The percentage of students scoring on grade level or above for multiplication math fluency assessments will increase from 29% to 42% as measured by fluency assessment data by June 2015. This is a 13% increase. The percentage of students scoring on grade level or above for division math fluency assessments will increase from 11% to 24% as measured by fluency assessment data by June 2015. This is a 13% increase.</p> <p><b>Goal 3:</b> The percentage of students being referred to the office will decrease from 43 referrals in a three</p>

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	<p>month period to 15 referrals in a three month period as measured by office referral submitted to the office by teachers and entered into SMS by June 2015.</p> <p><b>Practices for strategic school planning:</b>  The Baltimore City School District requires all schools to develop a School Performance Plan (SPP) that provide step by step instruction and item definitions:</p> <ul style="list-style-type: none"> <li>• Step 1: Collect and Chart Data</li> <li>• Step 2: Analyze Data to Prioritize Needs</li> <li>• Step 3: Establish SMART goals</li> <li>• Step 4: Select strategies</li> <li>• Step 5: Determine results indicators</li> <li>• Step 6: Monitor and evaluate results</li> </ul> <p><b>School improvement plan development, implementation, monitoring, and evaluation:</b> The current Instructional Leadership Team members will develop the 2016- 2017 SPP with the approval from the Principal’s Executive Director. The current SPP is a living document that is reviewed and revised quarterly. The school also developed an effective cycle to professional learning and professional development plan, and addressed required Title I and NCLB requirements. Instructional Leadership Team (ILT) and staff meeting provide insight, qualitative and quantitative data regarding the effectiveness of strategies and initiatives outlined in the various plans developed.</p>

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	<p><b>Strength:</b> within our school and the school's ILT will continue to meet throughout the school year to plan and implement school-wide priorities and incentives based on student needs from district assessments, student work samples, climate data and data from learning walks from cycles of professional learning.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Ongoing data analysis at both the ILT level and teacher level</li> <li>• Consistent ILT meetings with consistent membership</li> <li>• Regular learning walks with timely, meaningful feedback.</li> </ul>
<p><b>12 <u>Effective Leadership</u></b></p> <ul style="list-style-type: none"> <li>• Instructional leadership to promote teaching and learning</li> <li>• Team structure and participation</li> <li>• Monitoring of curriculum implementation and instructional practices linked to student growth</li> </ul>	<p><b>Instructional leadership to promote teaching and learning:</b> School leadership promotes teaching and learning through the allocation of resources (time, fiscal, personnel). This includes allocating resources for professional development opportunities and collaborative planning for teachers and access to technology for students and teachers.</p> <p><b>Monitoring of curriculum implementation and instructional practices linked to student growth:</b> School leadership provides two formal observations, (fall and spring) midyear evaluation and end of year annual evaluation. Administration used the BCPS Framework to identify if teachers are implementing and effectively instructing best practices in the classroom. Regular informal observations are conducted by the</p>

<b>Name of Priority School: Mary E. Rodman Elementary #10 LEA: Baltimore City Public Schools</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
<ul style="list-style-type: none"> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> <li>• Levels of parent and community participation in school leadership to promote academic, developmental, social, and career needs of students</li> </ul>	<p>Principal and Assistant Principals. The Lead Teacher also completes peer visits. Both are part of a cycle of observation, feedback, and planning. Teachers receive support based on specific strengths and needs using the Instructional Framework where all work is connected to student learning.</p> <p><b>Impact on the school culture for teaching and learning:</b> Growth in the climate survey indicates that leadership communicates school wide rules and code of conduct to students and families to encourage a school culture supportive of learning</p> <p><b>Use of assessment data using technology:</b> Teachers meet formally to discuss student data during content level meetings. ELA and Math interim assessments generate data reports that can be used for standards and item analyses using technology, in SY 15-16 Mclass, Data Link and i-Ready were utilized to assess student growth and mastery. For SY 16-17, the MERE plans to continue to use these assessments for this purpose. Teachers will complete the full DDIT cycle in Data Team meetings and the information will be used adjust instruction and inform parents, student and leaders of academic progress. School leadership also monitors climate data with a monthly tool from the district that provides information on suspension, attendance and relationships; this data is used to inform school policy and practices.</p> <p><b>Recruitment and retention of effective staff:</b> Creating opportunities for leadership (such as content lead roles, facilitating professional development) helps to ensure that effective teachers are able to positively impact the practice of peers. These opportunities allow teachers to be recognized for excellence and continue to grow professionally. The school will use locally adopted tools to measure effectiveness of staff. The school will support and develop teachers who demonstrate effectiveness in meeting the diverse needs of</p>

<b>Name of Priority School: Mary E. Rodman Elementary #10 LEA: Baltimore City Public Schools</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	<p>students. Opportunities for growth that focus both on needs and strength will support recruitment of highly effective teachers. The school will hire candidates who demonstrate competencies to meet the needs of students in a turnaround school. These include reflection and analysis, ability to develop short and long term plans, and effective instructional practice aligned to the Instructional Framework.</p> <p><b>Identification and coordination of resources to meet school needs:</b> Leadership makes resource decisions based on school needs.</p> <p><b>Levels of parent and community participation in school leadership to promote academic, developmental, social, and career needs of students:</b> Mary E. Rodman partners with community-based organizations to help support the needs of the students, parents, and community. Teachers receive frequent feedback on their instructional practices, and mentoring on how to improve as aligned to the Instructional Framework.</p> <p>Resources have been extremely important in supporting the needs of the school, particularly with regard to teaching and learning. In monitoring implementation of the curriculum and teaching practices School Leadership has in part relied on the strengths and expertise of others within the building. This has helped more teachers and staff to have a more holistic picture of the school and student learning across grade levels and content areas. Collaborative Planning and Professional Development have impacted teachers in developing their ability to effectively plan and teach. When data is presented using Data Link and i-Ready, teachers found the technology to be helpful in analyzing data particularly in terms of standards or item</p>

<b>Name of Priority School: Mary E. Rodman Elementary #10 LEA: Baltimore City Public Schools</b>	
<b>Areas to consider for analysis as part of a comprehensive needs assessment</b>	<b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b>
	<p>analyses. There is minimal parent and community participation in school leadership to promote increased student achievement.</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• We need to plan and implement additional professional development for faculty in order to increase the effectiveness of instruction. Resources need to be aligned with school goals. Additionally, parent and community engagement is instrumental in implementing an effective school improvement plan.</li> <li>• In order to improve school culture, it is vital to reach out to families and the community to get their support of the school's expectations of students.</li> <li>• There is a need for a parent liaison to work closely with parents in order to increase parent involvement to include parent meetings, workshops, conferences, and school events.</li> <li>• Recruiting faculty with proven teaching effectiveness and providing professional development will facilitate retaining good staff.</li> </ul>

## B.4 Pre-Implementation Plan

School: Mary E. Rodman Elementary

Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p><b>REQUIRED</b>  <b><u>I. Family and Community Engagement:</u></b>            Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities</p>	<p>School communities – parents, teachers, students, support staff and partners are involved through community-wide academic and engagement events for students to increase home-school connections and communication. The strategies and activities listed below will be led by a Family &amp; Community Engagement Liaison.</p> <ol style="list-style-type: none"> <li>1. Work with partner or service provider to conduct a needs assessment and gap analysis of the school to ensure the strategic alignment of supports, partners and resources</li> <li>2. Organize and conduct community walks to build collaborative relationships between families, staff and partners.</li> </ol>	<p>October 2016</p> <p>October 2016</p>	<p>To develop closer ties to the community, neighbors; and connect school staff, students and families to community resources that benefit students and the community as a whole (#1)</p> <p>To support the development of the school’s goals, mission and rebranding (#2, 3)</p> <p>To build district-wide capacity to meet the unique needs of students and families (#4)</p> <p>To strengthen parent networks at the school level to work with staff on initiatives to increase</p>	<p>1.0 FTE FCE (/5) (Title I-Part A)</p> <p>Rebranding Materials-\$50,000</p> <p>Partnership with MAEC- \$45,000</p> <p>Living Tree-\$4 per student covered by the FY17 priority plan</p> <p>Parent Camp-\$2,500 for stipends</p> <p>District-wide Traing-1 per quarter-\$1,500/4-\$6,000</p> <p>Materials/Supplies</p>



## B.4 Pre-Implementation Plan

School: Mary E. Rodman Elementary

Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p>specifically for students attending a new school if their prior school is implementing the closure model.</p>	<ol style="list-style-type: none"> <li>3. Conduct visioning exercises and activities to include entire school community aligned to school improvement and 21<sup>st</sup> Century Buildings plan</li> <li>4. Convene a community forum and information sharing session led by school leaders to share with the community-at-large school performance and intervention models</li> <li>5. Coordinate and plan district-level professional development for all SIG schools staff, families and partners in high-impact family and engagement best practices</li> <li>6. Identify and train a workgroup comprised of parents, staff, and community partners to support</li> </ol>	<p>October 2016 November 2016</p> <p>November 2016 December 2016</p> <p>November 2016 December 2016</p> <p>December 2016 January 2017</p>	<p>family and community engagement in instructional best practices and learning (#4)</p> <p>To provide supports and structures to enhance two-way communication to increase family and community engagement and student success (#5)</p> <p>To ensure that the unique needs of the school community are considered in informing all family and community engagement strategies (#6)</p> <p>To increase students and families awareness of FCE strategies and their links to academic outcomes (#7)</p> <p>To inform decision-making and support advocacy among all stakeholders (#7)</p> <p>The Family and Community</p>	<p>for Community Meetings and PD-\$5,000</p>

## B.4 Pre-Implementation Plan

School: Mary E. Rodman Elementary

Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>implementation and planning of school improvement grant and sustainability</p> <p>7. Hold “Parent Camps” to share experiences, opinions, hopes and ideas to improve the education and well-being of all children and their families to include the school improvement plan, choice options, if applicable, and additional community resources and providers available</p> <p>8. Orient and train school leaders and school-based staff on how to utilize high-impact family and school community engagement strategies</p> <p>9. Identification and training of a LEA family and community engagement liaison who will monitor the</p>	<p>January 2017 February 2017</p> <p>January 2017 February 2017</p> <p>October 2016</p>	<p>Engagement Liaison will lead efforts to strengthen parent involvement, form strong school-parent relationships and ensure effective implementation of strategies (#9)</p> <p>To ensure that the school is equipped to address the whole child (#9, 10)</p> <p>To strengthen parent-teacher relationships and ensure parents understand student-data and academic progress (#9, 10)</p> <p>To support meaningful 2-way communication, collaboration between teachers, school leaders, parents and family members (#9, 10)</p> <p>To ensure that parents, family members and key stakeholders have access to academic data to support learning at home and</p>	

## B.4 Pre-Implementation Plan

School: Mary E. Rodman Elementary

Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>implementation of the model of engagement, manage communication strategies and plan additional parent activities</p> <p>10. Conduct a communications training to include website, the district mobile app, Infinite Campus (Student Management System); implement web-based family and community engagement network, Living Tree</p> <p>11. Conduct Community Resource meeting to include all stakeholders (faith-based, private, philanthropic, public organizations)</p> <p>12. Identify partner or service provider to support planning and implementation of school improvement grant</p>	<p>February 2017</p> <p>March 2017</p> <p>March 2017</p>	<p>college and career readiness (#10)</p> <p>These activities will ensure the effective alignment of goals, strategies, and resources (#11)</p> <p>To ensure the development of targeted supports and strategies that meet the unique needs of the school community (#12)</p>	
<b>REQUIRED if Applicable</b>				

## B.4 Pre-Implementation Plan

School: Mary E. Rodman Elementary		Intervention Model (If Applicable): Turnaround Principles		
Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p><b>2. <u>Rigorous Review of External Providers:</u></b>            Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.</p>	NA	NA	NA	NA
<p><b><u>REQUIRED</u></b>  <b><u>3.Staffing:</u></b>            Evaluate the strengths and areas of need of current staff and/or recruit and hire the incoming principal, leadership team, instructional staff, and administrative support (if applicable).</p>	<p>Highly qualified and effective staff are an integral part of school turnaround. As such it is imperative that school staff are competent, knowledgeable and skilled; that barriers to their hiring are removed and that their retainment is prioritized.</p> <ol style="list-style-type: none"> <li>1. Conduct thorough contextual analysis of teacher/leader qualifications and certifications</li> <li>2. The school will continue to use the leadership framework to identify areas of strength</li> </ol>	<p>November 2016</p> <p>Ongoing (initiate September 2016)</p>	<p>To ensure that school staff are equipped to implement school improvement plan with success (#1)</p> <p>To identify skill gaps within staff (#2, 6)</p>	<p>Recruitment Materials/Supplies \$2,000</p> <p>Hiring Fair \$2,000</p> <p>Contracted Services \$2,000</p> <p>Communications \$1,000</p>

## B.4 Pre-Implementation Plan

School: Mary E. Rodman Elementary

Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>and opportunity for growth amongst individual teachers as well as grade bands.</p> <ol style="list-style-type: none"> <li>3. Review district policies and regulation related to hiring, teacher/leader transfers, performance improvement initiatives and incentives that impacts school</li> <li>4. Develop SIG specific hiring processes and timelines</li> <li>5. Prioritize staffing for the SIG schools through hiring fairs, recruitment strategies, and transfers</li> <li>6. Conduct needs survey of remaining/retained staff</li> </ol>	<p>November-January 2017</p> <p>November-January 2017</p> <p>March 2017</p> <p>March 2017</p>	<p>To ensure that all barriers to the hiring of highly qualified candidates are removed (#3)</p> <p>To ensure that SIG schools receive the highest qualified staff (#3, 4, 5)</p>	
<p><b>4. Instructional Programs:</b> Identify possible instructional materials that are evidence-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for</p>	<p>The district provides comprehensive curriculum aligned to State academic standards for all grade levels. Additional academic interventions would support the rigorous instructional program outlined in the</p>			<p>Stipends for teachers to attend Professional Development, engage in data reviews and</p>

## B.4 Pre-Implementation Plan

School: Mary E. Rodman Elementary

Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p>instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.</p>	<p>curriculum.</p> <ol style="list-style-type: none"> <li>1. Conduct learning walks to gather data on current instructional program</li> <li>2. Conduct rigorous data analysis of student needs current instructional programs and determine implementation gaps</li> <li>3. Conduct inventory of all current materials, curriculum, and academic interventions</li> <li>4. Identify new instructional materials, if needed based on outcomes</li> <li>5. Identify consultant for the training of teachers in pedagogical best practices and classroom management approaches.</li> <li>6. Review master schedules and</li> </ol>	<p>October 2016</p> <p>October 2016</p> <p>November 2016</p> <p>March 2017</p> <p>April – June 2017</p> <p>February – March</p>	<p>To provide an analysis of best practices currently in place at the school and what should be removed and/or added in order to strengthen the instructional program (#1-8)</p>	<p>provide feedback on instructional program and needs</p> <p>\$30/hr.; 21 teachers; 3 full day events on weekend (7 hours each) plus an additional 20 hours</p> <p>Contract with Consultant(s) ~\$100,000</p>

## B.4 Pre-Implementation Plan

School: Mary E. Rodman Elementary

Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>adjust accordingly to maximize student learning as well as collaborative planning time.</p> <p>7. Conduct a teacher survey to assess and identify professional development needs</p> <p>8. To establish a parent focus group to garner feedback around academic programming and extra-curricular activities</p>	<p>2017</p> <p>November-December 2016</p> <p>January 2017</p>		
<p><b><u>5. Professional Development and Support:</u></b> Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching,</p>	<p>Professional development around the use of curriculum, the instructional framework, and other academic intervention programs is needed.</p> <p>1. Plan district-level professional development for all schools identified as SIG.</p>	<p>October 2016</p>	<p>To align strategic support offered to schools by the district (#1, 2)</p>	<p>Ron Clark (ILT) – 5 staff @ \$2205</p> <p>On-going ILT Coaching- (*****)</p> <p>Conference-Out of Town Travel and Registration Fees-</p>

## B.4 Pre-Implementation Plan

School: Mary E. Rodman Elementary

Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p>structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.</p>	<ol style="list-style-type: none"> <li>2. Create cycles of support for Network teams and Ed Specialists in the Office of Turnaround and Transformation</li> <li>3. Support school's instructional leadership team (ILT) in planning school-based professional development calendar for the SY17-18</li> <li>4. Hold institutes led by district staff, consultants, and MSDE Breakthrough Center focused on instructional framework, curriculum, content, and academic interventions; provide stipends for teachers to attend</li> <li>5. Contract School Turnaround consultant to provide support to district staff, school ILT and other school leaders</li> <li>6. Attend National School</li> </ol>	<p>October 2016</p> <p>March 2017</p> <p>June 2017</p> <p>November 2016</p> <p>June 2017</p>	<p>Support the development and capacity building of strong district-level and school-based leaders in school turnaround principles and strategies (#5, 6, 7, 8, 9)</p>	<p>\$2,800 per attendee/3-\$8,400</p> <p>Substitute to provide coverage while teachers attend the conferences listed</p> <p>Teacher Stipends to attend district Institutes and for professional development funded under Title II and the FY17 priority plan</p>



<b>B.4 Pre-Implementation Plan</b>				
School: Mary E. Rodman Elementary		Intervention Model (If Applicable): Turnaround Principles		
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	Turnaround Conferences and Symposiums (Principal and 2- ILT Members)  7. Attend Ron Clark Academy (principal, teacher, parent, FCE)	TBD		
<b><u>REQUIRED</u></b> <b><u>6. Progress Monitoring and Reporting:</u></b> The LEA must describe its plan to prepare written monthly status reports of completed pre-implementation activities, including status on budget, hiring, and other activities designed to prepare the school for full implementation of the selected model in SY 2017-2018. This report must be available and reported on during the monthly Central Support Team (CST) meetings.	The district's Turnaround Specialist is responsible for developing monthly reports related to pre-implementation activities.  1. Develop monthly status report template and clarify reporting methods  2. Conduct bi-weekly meetings between district offices to review and respond to critical issues reported  3. Make report available at monthly CST meetings	October 2016  Ongoing (initiate September 2016)  Ongoing (initiate September 2016)	Streamline reporting process and ensure accurate data collection (#1)  Respond in a timely manner to implementation barriers (#2)  Ensure that state is thoroughly informed of status of pre-implementation activities (#3)	No cost

## B.4 Pre-Implementation Plan

School: Mary E. Rodman Elementary

Intervention Model (If Applicable): Turnaround Principles

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p><b><u>REQUIRED FOR CERTAIN MODELS</u></b>  <b><u>7. Planning for increased learning time to begin at the start of the 2017-2018 school year</u></b></p>	<p>Increased learning time can provide students with the opportunity to more thoroughly engage the school's instructional program, the use of academic interventions and enrichment programs.</p> <ol style="list-style-type: none"> <li>1. Conduct research and feasibility study on extended learning time models</li> <li>2. Understand and anticipate barriers to implementing extended day, extended year and other models for increased learning time such as the impact on bell schedules, transportation, staff compensation, etc.</li> </ol>	<p>January 2017</p> <p>March 2017</p>	<p>Ensure that most effective and efficient strategies are selected to increase learning time for students (#1, 2)</p>	

## B.4 Pre-Implementation Plan

School: Mary E. Rodman Elementary

Intervention Model (If Applicable): Turnaround Principles

<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
<b><u>8 .Other LEA Determined Activities</u></b> <b><u>(Please Describe)</u></b>				

## Priority or Focus School

<b>School Name:</b> New Era Academy <b>Address:</b> 2700 Seamon Avenue Baltimore, MD 21225	<b>LEA Point of Contact (POC)</b> <b>Name &amp; Position:</b> Laurie-Lynn Sutton Director, Transformation and Turnaround <b>Phone#:</b> (443) 838-6941 <b>Email Address:</b> lsutton03@bcps.k12.md.us
<b>Grade levels enrolled (SY 2016-2017):</b> 6th-12th	<b>Projected Number of Students Enrolled (SY 2016-2017):</b> 270

<b>Level of Identification</b>	
Priority <input checked="" type="checkbox"/> _____	Focus _____

**Title I Status: All Priority and Focus Schools must operate a schoolwide program beginning with SY 2016-2017.**

Schoolwide Program

**Anticipated Intervention Model Selected :**

Closure Model  
 Turnaround Model  
 Transformation Model  
 Restart Model  
 Maryland Turnaround Principles Model (Maryland's State Approved Model)  
 Whole School Reform Model  
 Early Learning Model

### Cumulative Amount SIG Funds the LEA is requesting for Five Years

<b>Pre-implementation SY 2016-2017</b>	<b>FY 2014 SIG Funds</b>	<b>\$289,729.99</b>
<b>Year 1 SY 2017-2018</b>	<b>FY 2014 SIG Funds</b>	<b>\$900,000.00</b>
<b>Year 2 SY 2017-2018</b>	<b>FY 2015 SIG Funds</b>	<b>\$900,000.00</b>
<b>Year 3 SY 2018-2019</b>	<b>FY 2016 SIG Funds</b>	<b>\$900,000.00</b>
<b>Sustainability</b>	<b>FY 2016 SIG Funds</b>	<b>\$425,000.00</b>
<b>Total Amount of Funding Requested for this school over 5 years</b>		<b>\$3,414,729.99</b>



## **Comprehensive Needs Assessment**

**New Era Academy #422**

**Baltimore City Public Schools**

**Conducted for SY 2016-2017**

**Name of Priority School: New Era Academy**

**LEA: Baltimore City Public Schools**

**Areas to consider for analysis as part of a comprehensive needs assessment**

**Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)**

**1 Student Profile Information**

- Total enrollment
- Grade level enrollment
- Subgroups (including gender)- # of students in each
- Mobility % - Entrants & Withdrawals
- Attendance % (include chronic absentee data which in Maryland is defined as missing more than 20 days during the school year)
- Expulsions
- Suspensions
- Advance Coursework completion (IB/AP/early college)

Total Enrollment SY1415	312
Total Enrollment SY1516	300
PK	
K	
1	
2	
3	
4	
5	
6	15
7	29
8	23
9	83
10	65
11	45
12	40
% Males	50
% Females	50
% FARMS	80.8

Name of Priority School: New Era Academy

LEA: Baltimore City Public Schools

Areas to consider for analysis as part of a comprehensive needs assessment

Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. *(Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)*

high schools, dual enrollment classes) # and % of students <ul style="list-style-type: none"> <li>• Graduation rate</li> <li>• Dropout rate</li> <li>• Homeless</li> <li>• Foster Care</li> <li>• Special Education # and % (specialized programs in the school)</li> </ul>	% ELL	1.9
	%SWD	30.1
	% Non-Hispanic African American	90.7
	% Non-Hispanic White	5.1
	% Hispanic	2.9
	% Non-Hispanic Asian	0.6
	% Non-Hispanic American Indian	0.3
	% Non- Hispanic Multiracial	0
	% Non-Hispanic Native Hawaiian/Other Pacific Islander	0.3
	% Homeless	0.6
	% Foster Care	
	% Mobility SY1415	55
	Attendance Rate SY1415	79.3
	Attendance Rate SY1516	75.4
	Chronic Absence Rate SY1415	47.2
	At-Risk for Chronic Absence SY1516	58.3
	Expulsions	1
	Suspension Incidents	52
Suspended Students	37	
Advance Coursework completion		

Name of Priority School: New Era Academy

LEA: Baltimore City Public Schools

Areas to consider for analysis as part of a comprehensive needs assessment

Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. *(Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)*

Graduation Rate	67.57
Dropout Rate	9.09

Summary: New Era Academy's (NEA) current enrollment is 300 which is an increase from SY1415. In SY1516 there has been 18 withdrawals, 23 transfers out and 46 transfers in. The mobility rate for SY1415 was 23%. The suspension rate was on a decline for two years, but shows a marked increase due to multiple suspensions of the same students and the transfer in of students suspended from other schools without adequate student support plans. There have been 52 suspension incidents in SY1516.

The graduation rate for students in the four-year cohort for SY1415 was 67.6%.  
The dropout rate for students in the four-year cohort for SY1415 was 9.1%.

Strengths: NEA is actively recruiting students to enroll in SY16/17 Intermodal Transportation Seagoing CTE pathway. All transfer in students are given an in depth orientation and provided a mentor to decrease and break the cycle of suspensions and ARCA

Needs:

- Concrete behavior and attendance tracking system to support efforts made by the Truancy Court Program and My Brother's Keeper Mentors.
- Dedicated coordinator to track SMS attendance, make home visits, and monitor the impact of



Name of Priority School: New Era Academy

LEA: Baltimore City Public Schools

Areas to consider for analysis as part of a comprehensive needs assessment

Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. *(Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)*

interventions to decrease suspensions and transfers out based on climate issues

**2 Staff Profile**

- Principal – Length of time at the school
- Number of Assistant Principal/s and other administrators
- Number and % of teaching faculty’s total classroom instruction experience:
  - 0-5 years
  - 6-10 years
  - 11-15 years
  - 16+ years
- Number and % of teaching faculty’s service at this school:

**Principal Tenure at School**

School	Sum of Years At School
0422 - NEW ERA ACADEMY	2.6

**Classroom Teaching Experience**

Row Labels	Count of EEID	Count of EEID2
<b>0422 - NEW ERA ACADEMY</b>	<b>19</b>	<b>3.33%</b>
<b>Teaching Staff</b>	<b>19</b>	<b>100.00%</b>
0-5 years	15	78.95%
16+ years	3	15.79%
6-10 years	1	5.26%

<b>0422 - NEW ERA ACADEMY</b>	<b>19</b>	<b>3.33%</b>
<b>Teaching Staff</b>	<b>19</b>	<b>100.00%</b>
0-5 years	16	84.21%
6-10 years	3	15.79%

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- 0-5 years
- 6-10 years
- 11-15 years
- 16+ years

- Number and % of teachers that meet applicable State Certification and licensure requirements
- Number of school-based reading and English teachers of record
- Number of school-based mathematics and data/analysis teachers of record
- Number of school-based reading and English resource personnel
- Number of school-based mathematics and data/analysis resource

**Certification Requirements Summary**

<b>0422 - NEW ERA ACADEMY</b>	<b>19</b>	<b>3.33%</b>
<b>Teaching Staff</b>	<b>19</b>	<b>100.00%</b>
Certified	12	63.16%
Not Certified	7	36.84%

	Total # of Days Absent of MSDE 11, 8 & 9 Staff on 5/20	# of MSDE 11, 8 & 9 Staff as of 5/20/16	Average Days & Admin Staff of Schools on 5/20
<b>21 FY17 Priority Schools*</b>			
0422 - NEW ERA ACADEMY	149.6	20	

**English Math Teacher Data**

Schools	Count of Cert Q check - reading/English	Count of Cert Q check - Math/data analysis
0422 - NEW ERA ACADEMY	5	4

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- personnel
- Number and % of paraprofessionals who are qualified
  - Number of mentor teachers and number of teachers being supported
  - Teacher and administrator attendance %

Summary: The school leadership consists of a third year Principal, no Assistant Principal, a Climate lead and Instructional lead. Grade level leads provide additional administrative support. Twelve out of twenty-four teaching staff have 0-5 years of classroom instruction experience. Seventeen out of twenty four teaching faculty have 0-5 years of service at NEA.

Strengths: Twenty-one out of twenty-four instructional staff will be returning for SY1617. Four teachers will serve as grade level leads.

Needs:

- School leadership will provide support to teachers through increased professional development, mentorship, and incentives.
- School leadership will collaborate with HC to fill the 3 vacancies with highly qualified teachers.

**3 Student Achievement**

- Student achievement

Subject	Category	# of Students Tested	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	% of Students Meeting or Exceeding Expectations
ALG01	All Students	42	45.2	38.1	14.3	2.4	0	2.4%

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data for reading and math on State assessments by the “all student” category and all subgroups	ALG01	American Indian or Alaska Native	1	0	100	0	0	0	0.0%
	ALG01	Black or African American	37	43.2	37.8	16.2	2.7	0	2.7%
	ALG01	Hispanic/Latino of any race	4	75	25	0	0	0	0.0%
	ALG01	Special Education	7	71.4	14.3	14.3	0	0	0.0%
	ALG01	Limited English Proficient	3	66.7	33.3	0	0	0	0.0%
	ALG01	Free / Reduced Meals	38	47.4	39.5	13.2	0	0	0.0%
	ALG01	Title I	42	45.2	38.1	14.3	2.4	0	2.4%

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ALG01	ADA	2	0	100	0	0	0	0.0%
ALG01	Redesignated Limited English Proficient	1	100	0	0	0	0	0.0%
ALG01	Female	24	41.7	33.3	20.8	4.2	0	4.2%
ALG01	Male	18	50	44.4	5.6	0	0	0.0%
ALG02	All Students	15	86.7	6.7	6.7	0	0	0.0%
ALG02	Black or African American	12	83.3	8.3	8.3	0	0	0.0%
ALG02	Native Hawaiian or Other Pacific Islander	1	100	0	0	0	0	0.0%
ALG02	White	2	100	0	0	0	0	0.0%

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ALG02	Special Education	3	100	0	0	0	0	0.0%
ALG02	Limited English Proficient	1	100	0	0	0	0	0.0%
ALG02	Free / Reduced Meals	10	80	10	10	0	0	0.0%
ALG02	Title I	15	86.7	6.7	6.7	0	0	0.0%
ALG02	Redesignated Limited English Proficient	1	100	0	0	0	0	0.0%
ALG02	Female	8	75	12.5	12.5	0	0	0.0%
ALG02	Male	7	100	0	0	0	0	0.0%
ELA10	All Students	32	34.4	34.4	25	6.3	0	6.3%

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ELA10	Black or African American	31	35.5	35.5	22.6	6.5	0	6.5%
ELA10	White	1	0	0	100	0	0	0.0%
ELA10	Special Education	13	53.8	38.5	7.7	0	0	0.0%
ELA10	Free / Reduced Meals	27	37	37	22.2	3.7	0	3.7%
ELA10	Title I	32	34.4	34.4	25	6.3	0	6.3%
ELA10	Redesignated Limited English Proficient	1	0	0	100	0	0	0.0%
ELA10	Female	12	25	33.3	33.3	8.3	0	8.3%
ELA10	Male	20	40	35	20	5	0	5.0%

Summary:

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	<p>In general, 4.3% of all students met or exceeded expectations on the SY1415 PARCC Reading Assessment for grades 6-8. 0% of all students met or exceeded expectations on the SY1415 PARCC Mathematics Assessment for grades 6-8.</p> <p>6.3% of students assessed on the SY1415 PARCC ELA 10 Assessment met or exceeded expectations. 2.4% of students assessed on the SY1415 PARCC Algebra Assessment met or exceeded expectations.</p> <p>Currently NEA uses i-Ready and Agile Minds assessment data to drive instruction. Teachers new to the profession are making progress on the use of technology. Student attendance has greatly impacted our achievement data.</p> <p>Strengths: During collaborative planning teachers are using data to drive instruction. The weekly collaborative planning sessions focus on the shifts in mathematics curriculum (coherence, focus, and rigor) and routine writing.</p> <p>Needs:</p> <ul style="list-style-type: none"> <li>• Researched based professional development based on state, local and national standards.</li> <li>• PD on developing data driven instructional teams (DDIT) by content.</li> <li>• To address ARCA students by providing additional supports in addition to Truancy Court.</li> <li>• Mathematics and reading intervention programs</li> <li>• Additional psychological services to address the large number of students with and without IEPs who are in daily crises, not able to attend to instruction, and elope physically/emotionally.</li> </ul>		



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4 <b><u>Rigorous Curriculum</u></b> Alignment of curriculum implementation with state standards across grade levels	<p>Literacy- (9-12) City Schools’ secondary literacy curriculum has been developed to align with the Maryland College and Career Ready Standards and City Schools’ Literacy Model. The design principles focus on development of content knowledge through text analysis, speaking and listening skills, and writing skills while addressing culturally and ethically relevant themes. In order to reach these aims students focus on four modules per year per grade, each focused on an essential question. To address aspects of the essential question students engage in rigorous critical thinking, vocabulary development, writing and reading that culminate in a final essay to address the essential question.</p> <p>Mathematics- (9-12) Our research-based approach to instruction deepens students’ commitment to learning, encouraging their effort and persistence in the face of academic challenge. Agile Mind curriculum includes:</p> <ul style="list-style-type: none"> <li>• Alignment to the Maryland College and Career Ready Standards</li> <li>• Conceptually-based lessons with real-world contexts emphasizing problem solving and critical thinking</li> <li>• Visually rich animations and simulations in each lesson designed to deepen understanding of central concepts</li> <li>• Multiple representations of mathematical relationships that engage more students and help develop stronger and more flexible understandings</li> <li>• Interactive formative assessment items and practice sets with guided hints and feedback that increase engagement and personalize learning outside of class</li> </ul>		
<ul style="list-style-type: none"> <li>• Core English/Reading program</li> <li>• Core Mathematic and algebra programs</li> <li>• Curriculum Intervention Programs</li> <li>• Enrichment Programs</li> <li>• Other Programs Teachers provided before ,during and after school coach classes.</li> </ul>			

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	<ul style="list-style-type: none"> <li>• Preparation for PARCC assessments with both automatically graded and open-response questions</li> <li>• Real-time reporting of progress that allows students to take responsibility for their own learning</li> </ul> <p>Social Studies – (9-12)            In high school, Social Studies students examine U.S. History from 1877, American Government, and Modern World History. These courses prepare students to serve as responsible citizens within the construct of their community, nation, and world. In addition, students learn basic personal finance knowledge and skills necessary to function in society. Students will continue working with primary and secondary source documents by using sourcing, contextualization and corroboration.</p> <p>Summary: Two teachers, one for mathematics and one for ELA have been identified in the second semester to attend District training on curriculum intervention programs. Currently students in the Middle grades are participating in a pilot program with our partner Coppin State University, My Labs Plus, to support students with filling the gap in instruction for the PARCC assessment. Failing students were provided with twice weekly direct support for mathematics and ELA. All teachers were required to provide before, during, and/or afterschool coach classes.</p> <p>Strengths: Collaborative planning sessions are led by the Education Associate, weekly. These sessions are designed to provide PD based on priorities determined from i-Ready, Agile Mind, and learning walks.</p>		

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	<p>Needs:</p> <ul style="list-style-type: none"> <li>• Professional Development to increase teacher’s capacity in implementing the curriculum</li> <li>• Curriculum Intervention: Achieve 3000 and Think Through Math</li> <li>• Enrichment :After school Reading program</li> <li>• PD on unpacking standards, implementing the districts LDC and Agile Minds as well adapting curriculum intervention programs.</li> <li>• Stipends to support summer, before, and/or after school PD.</li> <li>• Stipends to pay substitutes for bi-weekly PD for ELA and mathematics teachers.</li> </ul>		
<p><b><u>5 Instructional Program</u></b></p> <ul style="list-style-type: none"> <li>• Planning and implementation of evidenced-based instructional practices</li> <li>• Use of technology-based tools</li> <li>• Use of data analysis to inform and differentiate instruction</li> </ul>	<p>Summary:</p> <p>NEA master schedule included four 90 minute periods daily. Students received teacher generated interventions two times per week during the 90 minute block. NEA has initiated the data analysis process to inform, scaffold, and differentiate instruction. Agile Mind and i-Ready data were reviewed once a month a teachers’ collaborative planning meetings. Student pass rates were noted bi-monthly (progress report time and quarterly report card time) to identify strategies that are working and to create</p>		

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<ul style="list-style-type: none"> <li>• Master Schedule by content area (include minutes of instruction)</li> <li>• Use of Response to Intervention</li> <li>• <b>Use of universal design for learning (UDL) principles to differentiate instruction</b></li> <li>• <b>Extended learning time (extended day, week, or year)</b></li> </ul>	<p>data teams to address strategies that did not work to support student achievement. The DDIT process was also informally instituted, identifying students in the basic category for specific in class interventions. The Instructional Framework indicators are used to monitor and provide feedback on planning and implementation of instructional practices. The school shared two laptop carts totaling 60 chrome books. Sixty percent of teachers had access to smart boards in classrooms. Teachers were often reassigned to classrooms weekly to ensure access of a smart board for specific lessons taught. Additionally, two computer labs were shared school-wide. Eighty percent of teachers ranked in the developing to effective rating. Teachers are provided on –going feedback through peer, district, and administrative formal and informal observations.</p> <p>Strengths: Attendance in weekly collaborative planning sessions with a focus on improved student achievement is non-negotiable yielding a 98% attendance rate for SY15/16.</p> <p>Needs:</p> <ul style="list-style-type: none"> <li>• SMART boards, SMART podiums, projectors, and laptops in all classrooms.</li> <li>• Updated and functional computer labs</li> <li>• Researched-based Intervention programs with proven researched based strategies.</li> <li>• Before and after school programs (remediation and enrichment) for students</li> <li>• Job embedded training for teachers</li> <li>• Additional APEX licenses and access to other credit recovery services, such as dual enrollment</li> <li>• In school intervention program to decrease behaviors that disrupt learning</li> </ul>		

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	<ul style="list-style-type: none"> <li>Formal professional development on the utilization of DDIT</li> </ul>		
<b>6 Assessments</b> <ul style="list-style-type: none"> <li>Use of formative, interim, and summative assessments to measure student growth</li> <li>Process and timeline for reporting</li> <li>Use of technology, where appropriate</li> </ul>	<p>Summary: NEA used i-Ready and Agile Mind assessments for the 2015/16 SY to measure student growth. BOY and MOY data were used in collaborative discussions with teachers to inform instructional practices. The EOY data will be used to target students for specific interventions. Our current interventions did not provide adequate assessment data to support differentiated practices. Sharing of technology was an impediment to building testing stamina.</p> <p>Strengths: Teachers are required to use formative assessment data to inform instruction through collaborative planning sessions.</p> <p>Needs:</p> <ul style="list-style-type: none"> <li>Teachers need PD on how to build testing stamina in their students, and on reading and interpreting data from assessments.</li> <li>Additional formative assessment protocols</li> <li>Interactive sessions with intervention providers</li> <li>PD on DDIT and the utilization of the assessments from the researched-based interventions</li> <li>PD for our new teachers on I-Ready and Agile Mind with a focus on the fidelity of the testing process</li> </ul>		

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<p><b>7 <u>School Culture and Climate</u></b></p> <ul style="list-style-type: none"> <li>• School safety</li> <li>• Student health services</li> <li>• Attendance supports</li> <li>• Climate survey, if available</li> <li>• <b>Acknowledgement of school successes</b></li> </ul>	<p>Summary: New Era Academy (NEA) had a 2 year reduction in suspension, however due to an overlap of community issues and the prevalence of technology such as Facebook we have seen a 20% increase in our suspension rate. The data reflects a double increase in students with multiple suspensions from 5% to 12 %. We have conducted mediations with our partners, University of Md., Safe Streets, our Student Support Liaison (SSL) and grade level leads. NEA has an increase in suspensions for weapons (pepper spray and small knives) from 2-5. Seventy percent of our suspension are from female (current 10<sup>th</sup> grade girls) conflict. We have identified 42 students who are at risk for attendance, behavior, and academic failure. The students had to be at risk for all three indicators to have a mentor, assigned and to receive supports from My Brother’s Keeper program. NEA has a full service health clinic that provides a full range of services (immunizations, physicals, planned parent hood,) etc. for students and community stakeholders.</p> <p>Strengths: NEA conducts on-going climate walks and weekly climate meetings to address attendance, discipline, and safety. NEA has a climate Lead facilitates the Climate meeting with a team made up of Principal, IEP Chair, grade level Leads. Three times a month the SSL attends the climate meeting also. The Truancy Court from the University of Baltimore provides counseling and interventions for students approaching ARCA status. Peer Group Connections is a mentoring arm for 12<sup>th</sup> and 9<sup>th</sup> grades that was piloted in NEA the second semester of this year. Students are recognized through posted students of the month by grade and recognition at our monthly leadership assemblies.</p> <p>Needs:</p>		

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	<ul style="list-style-type: none"> <li>• Our school’s major safety issue revolves around the large number of entrances and exits to our building without the support of Hall Monitors and a full time school police officer. The officer is making rounds to 3 other schools in the community that are dismissing at the time as we are.</li> <li>• Our attendance data shows that our largest drop in attendance occurs in December and April. The ninth grade attendance rate is the lowest which indicates that we need targeted support to prevent this population who are at risk for dropping out.</li> <li>• There are several staffing needs to address school climate: primarily attendance, intervention, hall and cafeteria monitoring. We need additional credit recovery opportunities (more funding for APEX licenses) and District consideration of placing students geographically so far from their communities.</li> <li>• There is a major concern regarding transferring students who are overage and under credited, and students who have the same violation (fighting) and are placed in NEA. We are in desperate need for fully functioning cameras, a fulltime school psychologist, and new keys for all classrooms in the building to safely go into lockdown.</li> </ul>		
<p><b><u>8 Students, Family, and Community Support</u></b></p> <ul style="list-style-type: none"> <li>• Social-emotional and community-oriented services and supports for students and</li> </ul>	<p>Summary: NEA partners with community churches, The Cherry Hill Education Team, Coppin State University, Baltimore city community College, and provides health services to students and families through a site based full health clinic. Communication to all stakeholders is provided through newsletters, marquee postings, parent caller, and our City schools web page. BCCC also is in its second year of providing weekly GED classes. This year NEA is developing a partnership with Baltimore Port Alliance and Maritime Industries to support the new Intermodal Transportation Program.</p>		

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<p>families</p> <ul style="list-style-type: none"> <li>• Engagement of parents/guardians in the education of students</li> <li>• Communication of information with parents/guardians about student achievement data</li> <li>• Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success</li> <li>• Engagement of parents/guardians in school decision making and school activities</li> <li>• Parent education programs</li> </ul>	<p>Our Student Support Team (SST) is comprised of the climate lead, social worker, attendance monitor, administrator, IEP chair and grade level leads. The team meets quarterly. The major focus for this year was attendance, ARCA.</p> <p>For the first half of the year, family engagement was strong; however, we lost the parent liaison position in November which reduced the number of parents attending our quarterly meetings. Every year we hold a back to school night. We have monthly PTO meetings as well as quarterly school family council meetings and special events such as our black history month program and our scholarly athletes program.</p> <p>Strengths: NEA has an active PTO, SGA, and School Family Council. Town Hall meetings are held during morning line up</p> <p>Needs:</p> <ul style="list-style-type: none"> <li>• Incentives to increase parent family attendance at meetings</li> <li>• Identify additional community partners to fund field trips, college tours, sports and afterschool clubs and establish Food Bank.</li> <li>• Extension of SST to additional mental health providers to conduct home visits, and provide social emotional supports to students and families.</li> <li>• Identify and train staff on full implementation of PBIS and restorative practices.</li> <li>• Identify a coordinator to build our parent involvement</li> </ul>		



Name of Priority School: New Era Academy		LEA: Baltimore City Public Schools	
Areas to consider for analysis as part of a comprehensive needs assessment	Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. <i>(Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</i>		
<b><u>9 Professional Development</u></b> <ul style="list-style-type: none"> <li>• Use of Maryland Professional Development standards</li> <li>• Professional development plans (alignment to student needs and building teacher instructional and classroom management capacity)</li> <li>• Accountability practices aligned to improved teaching and learning</li> </ul>	<p>Summary: Staff are held accountable to attend site and district professional development to align practices with Maryland Professional development Standards and to improve teaching and learning. This year mathematics and ELA teachers delivered PD around best practices to support indicators from the Instructional framework. The climate lead provided quarterly PD to support positive classroom behavior management, inclusive of sessions on understanding adolescent development.</p> <p>Strengths: PD is linked to SPP goals and student learning outcomes. SANE documentation was required of all professional development sessions. Evaluations were summarized and published to staff. Teachers were given opportunities to suggest PD topics and request individual follow-up.</p> <p>Needs:</p> <ul style="list-style-type: none"> <li>• Data management system to benchmark professional growth and areas of concern</li> <li>• Annual calendar of all PD</li> <li>• Opportunities for staff to attend trainer of trainer institutes to share best practices.</li> <li>• Technology to present PD effectively</li> <li>• Summer and job embedded PD to address the needs teachers new to the profession and new to the school</li> </ul>		

Name of Priority School: New Era Academy		LEA: Baltimore City Public Schools	
<p><b>Areas to consider for analysis as part of a comprehensive needs assessment</b></p>	<p><b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. (Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</b></p>		
	<ul style="list-style-type: none"> <li>• Collaborative planning will be extended to one full instructional period weekly.</li> <li>• Dedicated Instructional Lead without cafeteria, hall monitoring, scheduling and other non-instructional duties. The lead should foci should be instructional coaching and professional development.</li> </ul>		
<p><b><u>10 Organizational structure and resources</u></b></p> <ul style="list-style-type: none"> <li>• Collaborative planning time <b>in the master schedule</b></li> <li>• Class scheduling (block, departmentalizing, etc.)</li> <li>• Class configuration</li> <li>• Managing resources and budgets</li> <li>• Accessing other grants to support learning</li> <li>• Resources for increasing learning time for students and teachers</li> </ul>	<p>Summary: NEA SPP goals are supported by a 90 minute block schedule for both the middle grades and high school. We offer AP Biology for 90 minutes. There are no double classes for ELA or Math. All classes are heterogeneously configured based on the MSDE graduation requirements. Collaborative planning is scheduled for one 90 minute session per week. Special Education support is scheduled once a month to provide opportunities for the special and general educators to plan supports for students with disabilities. Teachers volunteer to implement before and after school clubs.</p> <p>Strengths: Collaborative planning time is a scheduling priority. Classes are configured to allow students with disabilities to receive their services in LRE A.</p> <p>Needs:</p> <ul style="list-style-type: none"> <li>• Assistant Principal</li> <li>• Additional resource classes (Art, Theatre, Foreign Language)</li> <li>• Budget planning process inclusive of teacher needs assessment.</li> <li>• Resources for Afterschool enrichment program</li> <li>• MSDE Breakthrough center support</li> <li>• Stipends for teachers to participate in PD before or afterschool.</li> </ul>		

Name of Priority School: New Era Academy		LEA: Baltimore City Public Schools	
Areas to consider for analysis as part of a comprehensive needs assessment	Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. <i>(Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</i>		
<b><u>11 Comprehensive and Effective Planning</u></b> <ul style="list-style-type: none"> <li>• School vision, mission and shared values (how it is communicated)</li> <li>• Current school goals</li> <li>• Practices for strategic school planning</li> <li>• School improvement plan development, implementation, monitoring, and evaluation</li> </ul>	<p>Summary: NEA communicates a shared vision, SPP goals, and operational procedures through the staff, student and family handbook. We also utilize our school website and it is included on our letterhead and other communication. There are limited posters in our school because it is not cost effective to make the posters at the printers and we do not have the technology available in our school.</p> <p>Mission: To create a five-start leadership school of excellence.</p> <p>Vision: Students are prepared to be articulate professionals and leaders in their communities.</p> <p>The ILT drafted the SPP goals which were edited after SGA, collaborative teaching teams and the PTO provided feedback. SPP goals are monitored quarterly at faculty, SGA, and PTO meetings.</p> <p>Strengths: The SPP goals focused on improved achievement, improved GPA, and a reduction in students at risk for chronic absenteeism.</p> <p>Needs:</p> <ul style="list-style-type: none"> <li>• Resources to support areas not covered by Fair Student Funding (FSF), or Specialized Services in the budget to make posters and other teacher utilized charts.</li> <li>• Summer planning teams to develop strategies to support implementation of programs to support student achievement.</li> <li>• Summer Bridge classes to orient 6<sup>th</sup>, 9<sup>th</sup>, and students newly enrolled in NEA.</li> </ul>		

Name of Priority School: New Era Academy		LEA: Baltimore City Public Schools	
Areas to consider for analysis as part of a comprehensive needs assessment	Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. <i>(Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</i>		
<b>12 <u>Effective Leadership</u></b> <ul style="list-style-type: none"> <li>• Instructional leadership to promote teaching and learning</li> <li>• Team structure and participation</li> <li>• Monitoring of curriculum implementation and instructional practices linked to student growth</li> <li>• Impact on the school culture for teaching and learning</li> <li>• Use of assessment data using technology</li> <li>• Recruitment and retention of effective staff</li> <li>• Identification and coordination of resources to meet school needs</li> </ul>	<p>Summary: The NEA leadership team was supported by a Director from the Operator, Replications, for SY15/16. The leadership team served as grade level advisors and provided direct support to students and teachers. The administrative team conducted formal and informal learning walks with ongoing feedback to teachers. Although we had a climate lead who focused on creating a positive school culture and climate, we had an increase in suspensions and an increase of students being chronically absent.</p> <p>The principal meets individually with each staff member to address with them their strengths and weaknesses and offer them opportunities for professional growth. This year we have retained 97% of our staff. Effective staff are also recognized monthly and are given an invitation to return by signing a school-based intent form.</p> <p>Strengths: The leadership team met regularly to develop practices to support a positive school culture and improve instruction as demonstrated when the Principal was out for 6 weeks medical leave. The positive impact of the leadership team was crucial in retaining teachers because of the mentoring, team building, and individualized supports they were able to provide.</p> <p>Needs:</p> <ul style="list-style-type: none"> <li>• Technology to share data daily</li> <li>• Opportunities for on-going recruitment of teachers.</li> <li>• Opportunities to attend Leadership conferences such as National Principals Leadership Institute.</li> </ul>		

Name of Priority School: New Era Academy		LEA: Baltimore City Public Schools	
<p><b>Areas to consider for analysis as part of a comprehensive needs assessment</b></p>	<p><b>Review the available data from the 2014-2015 and 2015-2016 school year for the each of the areas of the Needs Assessment. Provided a summary and analysis of the data for each of the areas. The conclusions from the analysis for each of the areas considered in the needs assessment should highlight the strengths and needs of the school. Prioritize the needs based on the analysis and use in the selection of intervention strategies to address these needs when developing in the Priority School Plan. <i>(Note: This is a one-year intervention plan and strategies selected for implementation must be appropriate for this timeframe.)</i></b></p>		
<ul style="list-style-type: none"> <li>Levels of parent and community participation in school leadership to promote academic, developmental, social, and career needs of students</li> </ul>			

## B.4 Pre-Implementation Plan

School: New Era Academy #422

Intervention Model (If Applicable): MD Turnaround Principles Model

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p><b>REQUIRED</b>  <b><u>I. Family and Community Engagement:</u></b>            Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities</p>	<p>School communities – parents, teachers, students, support staff and partners are involved through community-wide academic and engagement events for students to increase home-school connections and communication. The strategies and activities listed below will be led by a Family &amp; Community Engagement Liaison.</p> <ol style="list-style-type: none"> <li>1. Work with partner or service provider to conduct a needs assessment and gap analysis of the school to ensure the strategic alignment of supports, partners and resources</li> <li>2. Organize and conduct community walks to build collaborative relationships between families, students, staff and partners.</li> </ol>	<p>October 2016</p> <p>October 2016</p>	<p>To develop closer ties to the community, neighbors; and connect school staff, students and families to community resources that benefit students and the community as a whole (#1)</p> <p>To support the development of the school’s goals, mission and rebranding (#2, 3)</p> <p>To build district-wide capacity</p>	<p>1.0 FTE FCE (/5) (Title I-Part A)</p> <p>Rebranding Materials-\$50,000</p> <p>Partnership with MAEC- \$45,000</p> <p>Living Tree-\$4 per student covered by the FY17 priority plan</p> <p>Parent Camp-\$2,500 for stipends</p> <p>District-wide Traing-1 per quarter-\$1,500/4-\$6,000</p> <p>Materials/Supplies</p>

## B.4 Pre-Implementation Plan

School: New Era Academy #422

Intervention Model (If Applicable): MD Turnaround Principles Model

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p>specifically for students attending a new school if their prior school is implementing the closure model.</p>	<ol style="list-style-type: none"> <li>3. Conduct visioning exercises and activities to include entire school community</li> <li>4. Convene a community forum and information sharing session led by school leaders to share with the community-at-large school performance and intervention models</li> <li>5. Coordinate and plan district-level professional development for all SIG schools staff, students, families and partners in high-impact family and engagement best practices</li> <li>6. Identify and train a workgroup comprised of parents, staff, and community partners to support implementation and planning of school improvement grant and sustainability</li> </ol>	<p>October 2016 November 2016</p> <p>November 2016 December 2016</p> <p>November 2016 December 2016</p> <p>December 2016 January 2017</p>	<p>to meet the unique needs of students and families (#4)</p> <p>To strengthen parent networks at the school level to work with staff on initiatives to increase family and community engagement in instructional best practices and learning (#4)</p> <p>To provide supports and structures to enhance two-way communication to increase family and community engagement and student success (#5)</p> <p>To ensure that the unique needs of the school community are considered in informing all family and community engagement strategies (#6)</p> <p>To increase students and families awareness of FCE strategies and their links to academic outcomes (#7)</p>	<p>for Community Meetings and PD-\$5,000</p>

## B.4 Pre-Implementation Plan

School: New Era Academy #422

Intervention Model (If Applicable): MD Turnaround Principles Model

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>7. Hold “Parent Camps” to share experiences, opinions, hopes and ideas to improve the education and well-being of all children and their families to include the school improvement plan, choice options, if applicable, and additional community resources and providers available</p> <p>8. Orient and train school leaders and school-based staff on how to utilize high-impact family and school community engagement strategies</p> <p>9. Identification and training of a LEA family and community engagement liaison who will monitor the implementation of the model of engagement, manage communication strategies and</p>	<p>January 2017 February 2017</p> <p>January 2017 February 2017</p> <p>October 2016</p>	<p>To inform decision-making and support advocacy among all stakeholders (#7)</p> <p>The Family and Community Engagement Liaison will lead efforts to strengthen parent involvement, form strong school-parent relationships and ensure effective implementation of strategies (#9)</p> <p>To ensure that the school is equipped to address the whole child (#9, 10)</p> <p>To strengthen parent-teacher relationships and ensure parents understand student-data and academic progress (#9, 10)</p> <p>To support meaningful 2-way communication, collaboration between teachers, school leaders, parents and family</p>	



## B.4 Pre-Implementation Plan

School: New Era Academy #422

Intervention Model (If Applicable): MD Turnaround Principles Model

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>plan additional parent activities</p> <p>10. Conduct a communications training to include website, the district mobile app, Infinite Campus (Student Management System); implement web-based family and community engagement network, Living Tree</p> <p>11. Conduct Community Resource meeting to include all stakeholders (faith-based, private, philanthropic, public organizations)</p> <p>12. Identify partner or service provider to support planning and implementation of school improvement grant</p>	<p>February 2017</p> <p>March 2017</p> <p>March 2017</p>	<p>members (#9, 10)</p> <p>To ensure that parents, family members and key stakeholders have access to academic data to support learning at home and college and career readiness (#10)</p> <p>These activities will ensure the effective alignment of goals, strategies, and resources (#11)</p> <p>To ensure the development of targeted supports and strategies that meet the unique needs of the school community (#12)</p>	
<p><b>REQUIRED if Applicable</b>  <b>2. <u>Rigorous Review of External Providers:</u></b>            Conduct the required rigorous review</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

## B.4 Pre-Implementation Plan

School: New Era Academy #422

Intervention Model (If Applicable): MD Turnaround Principles Model

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p>process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.</p>				
<p><b>REQUIRED</b> <b>3.Staffing:</b> Evaluate the strengths and areas of need of current staff and/or recruit and hire the incoming principal, leadership team, instructional staff, and administrative support (if applicable).</p>	<p>Highly qualified and effective staff are an integral part of school turnaround. As such it is imperative that school staff are competent, knowledgeable and skilled; that barriers to their hiring are removed and that their retainment is prioritized.</p> <ol style="list-style-type: none"> <li>1. Conduct thorough contextual analysis of teacher/leader qualifications and certifications</li> <li>2. The school will continue to use the leadership framework to identify areas of strength and opportunity for growth amongst individual teachers as well as grade bands.</li> </ol>	<p>November 2016</p> <p>Ongoing (initiate September 2016)</p>	<p>To ensure that school staff are equipped to implement school improvement plan with success (#1)</p> <p>To identify skill gaps within staff (#2, 6)</p> <p>To ensure that all barriers to the hiring of highly qualified candidates are removed (#3)</p>	<p>Recruitment Materials/Supplies \$2,000</p> <p>Hiring Fair \$2,000</p> <p>Contracted Services \$3,000</p> <p>Communications \$1,000</p>

## B.4 Pre-Implementation Plan

School: New Era Academy #422

Intervention Model (If Applicable): MD Turnaround Principles Model

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<ol style="list-style-type: none"> <li>3. Review district policies and regulation related to hiring, teacher/leader transfers, performance improvement initiatives and incentives that impacts school</li> <li>4. Develop SIG specific hiring processes and timelines</li> <li>5. Prioritize staffing for the SIG schools through hiring fairs, recruitment strategies, and transfers</li> <li>6. Conduct needs survey of remaining/retained staff</li> </ol>	<p>November-January 2017</p> <p>November-January 2017</p> <p>March 2017</p> <p>March 2017</p>	<p>To ensure that SIG schools receive the highest qualified staff (#3, 4, 5)</p>	
<p><b>4. Instructional Programs:</b> Identify possible instructional materials that are evidence-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned</p>	<p>The district provides comprehensive curriculum aligned to State academic standards for all grade levels. Additional academic interventions would support the rigorous instructional program outlined in the curriculum.</p> <ol style="list-style-type: none"> <li>1. Conduct learning walks to gather data on current</li> </ol>	<p>October 2016</p>		<p>Stipends for teachers to attend Professional Development, engage in data reviews and provide feedback on instructional program and needs</p>

## B.4 Pre-Implementation Plan

School: New Era Academy #422

Intervention Model (If Applicable): MD Turnaround Principles Model

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p>vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.</p>	<p>instructional program</p> <ol style="list-style-type: none"> <li>2. Conduct rigorous data analysis of student needs current instructional programs and determine implementation gaps</li> <li>3. Conduct inventory of all current materials, curriculum, and academic interventions</li> <li>4. Identify new instructional materials, if needed based on outcomes</li> <li>5. Identify consultant for the training of teachers in pedagogical best practices and classroom management approaches.</li> <li>6. Review master schedules and adjust accordingly to maximize student learning as well as collaborative</li> </ol>	<p>October 2016</p> <p>November 2016</p> <p>March 2017</p> <p>April – June 2017</p> <p>February – March 2017</p>	<p>To provide an analysis of best practices currently in place at the school and what should be removed and/or added in order to strengthen the instructional program (#1-8)</p>	<p>\$30/hr.; 30 teachers; 3 full day events on weekend (7 hours each) plus an additional 20 hours</p> <p>Contract with Consultant(s) ~\$100,000</p>

## B.4 Pre-Implementation Plan

School: New Era Academy #422

Intervention Model (If Applicable): MD Turnaround Principles Model

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
	<p>planning time.</p> <p>7. Conduct a teacher survey to assess and identify professional development needs</p> <p>8. Establish a parent focus group and student focus group to garner feedback around academic programming and extra-curricular activities</p>	<p>November-December 2016</p> <p>January 2017</p>		
<p><b><u>5. Professional Development and Support:</u></b>            Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside</p>	<p>Professional development around the use of curriculum, the instructional framework, and other academic intervention programs is needed.</p> <p>1. Plan district-level professional development for all schools identified as SIG.</p> <p>2. Create cycles of support for Network teams and Ed</p>	<p>October 2016</p> <p>October 2016</p>	<p>To align strategic support offered to schools by the district (#1, 2)</p> <p>Support the development and</p>	<p>Ron Clark (ILT) – 6 staff @ \$2205</p> <p>On-going ILT Coaching- (****)</p> <p>Conference-Out of Town Travel and Registration Fees- \$2,800 per attendee/3-\$8,400</p>

## B.4 Pre-Implementation Plan

School: New Era Academy #422

Intervention Model (If Applicable): MD Turnaround Principles Model

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p>experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.</p>	<p>Specialists in the Office of Turnaround and Transformation</p> <ol style="list-style-type: none"> <li>3. Support school's instructional leadership team (ILT) in planning school-based professional development calendar for the SY17-18</li> <li>4. Hold institutes led by district staff, consultants, and MSDE Breakthrough Center focused on instructional framework, curriculum, content, and academic interventions; provide stipends for teachers to attend</li> <li>5. Contract School Turnaround consultant to provide support to district staff, school ILT and other school leaders</li> <li>6. Attend National School Turnaround Conferences and Symposiums (Principal and</li> </ol>	<p>March 2017</p> <p>June 2017</p> <p>November 2016</p> <p>June 2017</p>	<p>capacity building of strong district-level and school-based leaders in school turnaround principles and strategies (#5, 6, 7, 8, 9)</p>	<p>Substitute to provide coverage while teachers attend the conferences listed</p> <p>Teacher Stipends to attend district Institutes and for professional development funded under Title II and the FY17 priority plan</p>

<b>B.4 Pre-Implementation Plan</b>				
School: New Era Academy #422		Intervention Model (If Applicable): MD Turnaround Principles Model		
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
	2- ILT Members)  7. Attend Ron Clark Academy (principal, teacher, parent, FCE)	TBD		
<b>REQUIRED</b> <b>6. Progress Monitoring and Reporting:</b> The LEA must describe its plan to prepare written monthly status reports of completed pre-implementation activities, including status on budget, hiring, and other activities designed to prepare the school for full implementation of the selected model in SY 2017-2018. This report must be available and reported on during the monthly Central Support Team (CST) meetings.	The district's Turnaround Specialist is responsible for developing monthly reports related to pre-implementation activities.  1. Develop monthly status report template and clarify reporting methods  2. Conduct bi-weekly meetings between district offices to review and respond to critical issues reported  3. Make report available at monthly CST meetings	October 2016  Ongoing (initiate September 2016)  Ongoing (initiate September 2016)	Streamline reporting process and ensure accurate data collection (#1)  Respond in a timely manner to implementation barriers (#2)  Ensure that state is thoroughly informed of status of pre-implementation activities (#3)	No cost

## B.4 Pre-Implementation Plan

School: New Era Academy #422

Intervention Model (If Applicable): MD Turnaround Principles Model

Pre-Implementation Activities with Sample Activities	Description of the Activity	Timeline	Description of How the Activity will lead to successful implementation of the selected intervention	Cost
<p><b><u>REQUIRED FOR CERTAIN MODELS</u></b>  <b><u>7. Planning for increased learning time to begin at the start of the 2017-2018 school year</u></b></p>	<p>Increased learning time can provide students with the opportunity to more thoroughly engage the school's instructional program, the use of academic interventions and enrichment programs.</p> <ol style="list-style-type: none"> <li>1. Conduct research and feasibility study on extended learning time models</li> <li>2. Understand and anticipate barriers to implementing extended day, extended year and other models for increased learning time such as the impact on bell schedules, transportation, staff compensation, etc.</li> </ol>	<p>January 2017</p> <p>March 2017</p>	<p>Ensure that most effective and efficient strategies are selected to increase learning time for students (#1, 2)</p>	



<b>B.4 Pre-Implementation Plan</b>				
School: New Era Academy #422		Intervention Model (If Applicable): MD Turnaround Principles Model		
<b>Pre-Implementation Activities with Sample Activities</b>	<b>Description of the Activity</b>	<b>Timeline</b>	<b>Description of How the Activity will lead to successful implementation of the selected intervention</b>	<b>Cost</b>
<b><u>8 .Other LEA Determined Activities (Please Describe)</u></b>				

**D.1 LEA Commitment and Capacity: Establishment of the Central Support Team**

LEAs that accept Title I 1003(g) school improvement funds (FY 2014, FY 2015, and FY 2016) **agree to establish a Central Support Team (CST)** to oversee the pre-implementation and implementation of the selected models in Cohort IV SIG schools. The Title I office must be represented on the Central Support Team. The team will coordinate the support received through the LEA and MSDE, as well as monitor, and assess the progress for each of the identified schools.

Complete the LEA Commitment and Capacity Template Table and add rows as needed.

**LEA Commitment and Capacity Template, D.1.**

**Template D.1**

<b>Name of Central Support Team Members</b>	<b>Title</b>	<b>Responsibility</b>	<b>Estimate of the time each individual will devote to supporting SIG schools ( Hours per Month)</b>
Sean Conley	Chief Academic Officer	As the officer who oversees the school improvement grant, this individual will guide the decision making process for the TEST and solicit additional feedback and guidance as needed.	2 hours per month or as needed
Theresa Jones	Chief, Achievement and Accountability	The Achievement and Accountability Officer is responsible for data analysis and program evaluation to support review of intervention effectiveness.	2 hours per month or as needed
Laurie-Lynn Sutton	Director, Turnaround and Transformation	Ensure the effective implementation of school based interventions through frequent monitoring of	Up to 10 hours/month

<b>Name of Central Support Team Members</b>	<b>Title</b>	<b>Responsibility</b>	<b>Estimate of the time each individual will devote to supporting SIG schools ( Hours per Month)</b>
		implementation of interventions at each school site.	
Andrea St. John	Coordinator, Turnaround and Transformation (K-8)	Ensure the effective implementation of school based interventions through frequent monitoring of interventions at each school site.	Up to 20 hours / month
John Zesiger	Coordinator, Turnaround and Transformation (6 – 12))	Ensure the effective implementation of school based interventions through frequent monitoring of interventions at each school site.	Up to 20 hours / month
Shayna Robinson	Turnaround Specialist	The Specialist will ensure that all reporting and monitoring documents are completed on schedule, participate in monthly learning walks, and coordinate data collection.	Up to 80 hours / month
Kimberly Hoffmann	Director, Data Monitoring and Compliance	The Director will ensure that the school spends down funds in a timely manner, liaise with financial offices within the district, and complete all financial reporting and monitoring documents in a timely manner.	Up to 8 hours / month
Jennifer Dull	Director, Strategy and	Leads the work within academic	Up to 10 hours / month

<b>Name of Central Support Team Members</b>	<b>Title</b>	<b>Responsibility</b>	<b>Estimate of the time each individual will devote to supporting SIG schools ( Hours per Month)</b>
	Compliance	departments regarding strategy development and alignment, policy, return on investment/program evaluation, and effective and efficient operating processes	
Dawn Shirey	Sr. ILED- Elementary/Middle	Sr. ILED oversees and supports the ILEDs (principal supervisor) and supports with school based coaching and implementation.	5 hours per month or as needed
Daryl Kennedy	Sr. ILED- Secondary	Sr. ILED oversees and supports the ILEDs (principal supervisor) and supports with school based coaching and implementation.	5 hours per month or as needed
Karl Perry	Chief School Support Officer	The School Support Officer directly oversees the climate support and the day to day district support to schools.	2 hours per month or as needed
Hassan Charles	Executive Director- Family and Community Engagement	Oversees the FCE specialists and FCE strategy for the district to meaningfully engage families in education of their students.	5 hours per month or as needed
Sarah Diehl	Director, School Based Staffing	Supports schools in staffing vacancies with highly qualified teachers,	5 hours per month or as needed

**Central Support Team**

- a. How often will the LEA 1003(g) SIG Central Support Team (CST) meet?  
Where will the CST meet?

The Central Support Team will meet on a monthly basis at the district office.

- Staff on the CST meets on a regular basis, often times more than once a week. Formally the team meets at least monthly outside of the time with MSDE.

- b. How often will they report on their work and the work on SIG schools to the Superintendent?

The Turnaround and Transformation office will report the work of the TEST, Central Support Team as well as the turnaround work at the school formally to the Superintendent on an annual basis. Informal reports will be made on an as needed basis.

- Topics and updates are brought to the cabinet level members of TEST through the Chief Academic Officer and the Chief Achievement and Accountability Officer for discussion and decisions through the senior management team meeting

- c. How often will they report on their work and the work on SIG schools to the Board of Education?

The Turnaround and Transformation office will report the work of the TEST, Central Support Team as well as the turnaround work at the school formally to the School Board on an annual basis. Informal reports will be made on an as needed basis.

- d. Did the Central Support Team meet prior to the submission of the grant application to review the individual school needs assessment and to discuss how it will coordinate and manage the support, monitoring and assessment outlined in those plans?

Yes     No

If no, briefly describe the plans for the Central Support Team to begin work on SIG schools?

- e. What role has or will the Central Support Team play in the creation of annual goals for student achievement and annual

**Central Support Team**

review/assessment of progress based on these goals described in sections 2 and 3 of this proposal?

The Transformation and Turnaround office and central support team will work in collaboration with the schools and Instructional Leadership Executive Directors to determine the trajectory for growth based upon i-Ready and PARCC assessment data.

- f. What are the major challenges to full and effective implementation of all components of the SIG IV grant that the Central Support Team has identified and how will the team address these challenges in the early phases of the work?

A challenge of full and effective implementation of the SIG grant is ensuring that all district teams work collaboratively on a regular bases to implement the outlined activities and to provide oversight to school-based initiatives. To overcome this challenge, a workgroup will meet at least monthly basis (outside of CST and TEST) to review the implementation of activities.

**D.2 LEA Commitment and Capacity: Establishment of the Turnaround Executive Support Team**

LEAs that accept Title I 1003(g) school improvement funds (FY 2014, FY 2015, and FY 2016) **agree to establish a Turnaround Executive Support Team (TEST)** to oversee pre-implementation and implementation of the selected models in SIG schools. The TEST will have decision making authority to oversee budget, staffing, policy modifications, partnerships, and data that drive the full implementation of the reforms models to ensure greater student achievement in each its schools it selects to serve. The Title I office must be represented on the TEST.

Complete Template D.2. Add rows as needed.

**Template D.2**

<b>SIG Turnaround Executive Support Team (TEST) Members</b>			
<b>Name of Turnaround Executive Support Team Members</b>	<b>Title</b>	<b>Responsibility</b>	<b>Estimate of the time each individual will devote to supporting SIG schools (Hours per Month)</b>
Sean Conley	Chief Academic Officer	As the officer who oversees the school improvement grant, this individual will guide the decision making process for the TEST and solicit additional feedback and guidance as needed.	2 hours per month or as needed
Theresa Jones	Chief, Achievement and Accountability	The Achievement and Accountability Officer is responsible for data analysis and program evaluation to support review of intervention effectiveness.	2 hours per month or as needed
Laurie-Lynn Sutton	Director, Turnaround and Transformation	Ensure the effective implementation of school	Up to 10 hours/month

**SIG Turnaround Executive Support Team (TEST) Members**

<b>SIG Turnaround Executive Support Team (TEST) Members</b>			
		based interventions through frequent monitoring of implementation of interventions at each school site.	
Kimberly Hoffmann	Director, Data Monitoring and Compliance	The Director will ensure that the school spends down funds in a timely manner, liaise with financial offices within the district, and complete all financial reporting and monitoring documents in a timely manner.	Up to 8 hours / month
Jennifer Dull	Director, Strategy and Compliance	Leads the work within academic departments regarding strategy development and alignment, policy, return on investment/program evaluation, and effective and efficient operating processes	Up to 10 hours / month
Karl Perry	Chief School Support Officer	The School Support Officer directly oversees the climate support and the day to day district support to schools.	2 hours per month or as needed
Hassan Charles	Executive Director- Family and Community	Oversees the FCE specialists and FCE	5 hours per month or as needed



<b>SIG Turnaround Executive Support Team (TEST) Members</b>			
	Engagement	strategy for the district to meaningfully engage families in education of their students.	
DeRay McKesson	Interim Chief Human Capital Officer	The Chief Human Capital Officer oversees all staffing work for the district.	2 hours per month or as needed
Don Kennedy	Chief Financial Officer	The Chief Financial Officer oversees all finance/budget for the district.	2 hours per month or as needed

<b>Turnaround Executive Support Team (TEST)</b>
<p>a. How often will the LEA Turnaround Executive Support Team (TEST) meet? Where will the TEST team meet?</p> <p>The Turnaround Executive Support Team will meet three times per school-year at the district office.</p> <ul style="list-style-type: none"> <li>○ Topics and updates are brought to the cabinet level members of TEST through the Chief Academic Officer and the Chief Achievement and Accountability Officer for discussion and decisions through the senior management team meeting and the Title I Steering Committee meeting.</li> </ul>
<p>b. How often will they report on their work and the work on SIG schools to the Superintendent?</p> <p>The Turnaround and Transformation office will report the work of the TEST, Central Support Team as well as the turnaround work at the school formally to the Superintendent on an annual basis. Informal reports will be made on an as needed basis.</p> <ul style="list-style-type: none"> <li>○ Topics and updates are brought to the cabinet level members of TEST through the Chief Academic Officer and the Chief Achievement and Accountability Officer for discussion and decisions through the senior management</li> </ul>

**Turnaround Executive Support Team (TEST)**

team meeting

c. How often will they report on their work and the work on SIG schools to the Board of Education?

The Turnaround and Transformation office will report the work of the TEST, Central Support Team as well as the turnaround work at the school formally to the School Board on an annual basis. Informal reports will be made on an as needed basis.

d. Did the Turnaround Executive Support Team (TEST) meet prior to the submission of the grant application to review the individual school descriptions and to discuss how it will coordinate and manage the support, monitoring and assessment outlined in those plans?

Yes     No

If no, briefly describe the plans for the Turnaround Executive Support Team (TEST) to begin work on the SIG schools?

e. What role has or will the Turnaround Executive Support Team (TEST) play in the creation of annual goals for student achievement and annual review/assessment of progress based on these goals described in this proposal?

The Transformation and Turnaround office and central support team will work in collaboration with the schools and Instructional Leadership Executive Directors to determine the trajectory for growth based upon i-Ready and PARCC assessment data. Updates on plan implementation and a review of qualitative and quantitative data will be part of discussions at monthly Title I Steering Committee meetings.

f. What steps will the Turnaround Executive Support Team (TEST) take to ensure that the school improvement funds are utilized (1) in a timely way and (2) effectively and efficiently to support the required components of the selected intervention? Specifically, what assurances will the LEA make that schools and LEA support teams have access to these funds, even during annual rollover processes? How will the LEA support principals' timely and effective use of these funds?

- The budget narrative section from each completed SIG school plan will be loaded into a workbook that will be

### Turnaround Executive Support Team (TEST)

reviewed and updated monthly. The purpose of the monthly review is to ensure all purchases align with the activities as outlined in the plan, purchase of items are made early in the year to support implementation, and staff are correctly charged to the grant. The staff specialist from the Data Monitoring and Compliance Office meets with the principal to review spending and support with any barriers identified.

- The turnaround specialist will review and monitor the implementation of plan during monthly learning walks and check-ins.
- District will ensure all plans are submitted timely to support plan approval being completed prior to the implementation dates for plan activities. Grant funds will be loaded and available to schools as soon as MSDE provides formal notification the award has been made and the plan approved.

g. Within this proposal, the LEA identified actions taken or in the planning to support individual Priority schools' implementation of the selected interventions. Looking across the commitments made for the schools, and considering as well the strategies selected by the LEA for identified Focus schools, what additional actions will the LEA take to ensure that the selected interventions are implemented as designed and to make the other changes such as: (1) realignment of other resources; (2) removal of expectations that might run counter to the approach outlined in the selected intervention; (3) timely modification of practices and policies (those anticipated ahead of time and those that will emerge during implementation); and (4) engaging in reflective and sustained, collaborative conversation and planning to ensure that improvement efforts can be sustained once this funding ends?

- Director of School Transformation and Turnaround coordinates and is responsible for the ongoing support and implementation of school plans
- Director of Data Monitoring and Compliance coordinates and is responsible for the ongoing monitoring of school plans
- Cross-functional planning and communication between Data Monitoring and Compliance, School Transformation and Turnaround and Strategy and Compliance occurs on a regular, almost weekly, basis.
- Formal review and check-in on plans occurs on a monthly basis for both fiscal and programmatic implementation and adjustment.
- Feedback is shared with both the ILED and school leader. If concerns arise or adjustments are needed, cross-functional planning with the ILED and school leader will occur.
- Updates are shared with the City Schools CST/TEST members, as appropriate
- Updates to the CST/TEST team at regularly scheduled meetings

**Turnaround Executive Support Team (TEST)**

- h. What are the major challenges to full and effective implementations of all components of the SIG grant that the Turnaround Executive Support team (TEST) has identified and how will the team address these challenges in the early phases of the work?

A challenge of full and effective implementation of the SIG grant is ensuring that all district teams work collaboratively on a regular bases to implement the outlined activities and to provide oversight to school-based initiatives. To overcome this challenge, a workgroup will meet at least monthly basis (outside of CST and TEST) to review the implementation of activities.

### **E. Budgets- School, LEA, and Consolidated**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use in each school it proposes to serve and the funds it will use to —

- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s priority and focus schools; and

The LEA must:

1. Include a budget that indicates the amount of school improvement funds the LEA will use each year for SIG schools it commits to serve.
2. Apply for not be less than \$50,000 nor may it exceed the number of SIG schools it commits to serve multiplied by \$2,000,000 per year per school. The maximum amount for each participating schools is from \$500,000 to \$2,000,000. However, the maximum a school implementing the closure model can receive is \$50,000. MSDE has the right to reduce funding or eliminate activities it deems non-allowable or not aligned to the requirements of the model selected.
3. Ensure that SIG funds are supplemental. The LEA must ensure that each SIG school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the intervention model selected.

Note: The LEA may use the budget form included in the application or the LEA may submit an electronic version in Excel format.

**Please see the Excel Document attached.**

**E.4 Summary of FY 2014 SIG Funding for Five Years of Implementation**

	School Level Activities	LEA-Level Activities	Total Amount of Requested Funds
<b>Pre-Implementation (SY 2016-2017):</b>	\$1,652,241.93	\$154,194.27	\$1,806,436.21
<b>Year 1 (SY 2017-2018):</b>	\$5,705,000.00	\$395,000.00	\$6,100,000.00
<b>Year 2 (SY 2018-2019):</b>	\$5,590,000.00	\$395,000.00	\$5,985,000.00
<b>Year 3 (SY 2019-2020)</b>	\$5,575,000.00	\$395,000.00	\$5,970,000.00
<b>Sustainability Year (SY 2020-2021)</b>	\$2,625,000.00	\$175,000.00	\$2,800,000.00
<b>Total budget request:</b>	\$21,147,241.93	\$1,514,194.27	\$22,661,436.20

**E.5 Proposed Budget C-1-25 –Submit the C-1-25 for the Pre-Implementation Year with the initial grant request.**

Proposed Budget C-1-25 contains the itemized budget form that must be submitted with the LEA application for the Pre-implementation Activities and the 2015-2016 school year only. Indirect Costs are allowable.

If you are having difficulties categorizing your budget, consult with the financial officer in your local school system.

**The C-1-25 form must be signed by both your district's Finance Officer and the Superintendent.**

Only the most current grant budget forms will be accepted, so please use the forms found on MSDE's website.

Go directly to the MSDE Website at <http://www.marylandpublicschools.org/MSDE>.

- ✓ Under Highlights, locate and select: **GRANTS**.
- ✓ Under Grant Resources, locate and select: **BUDGET** .
- ✓ Under Budget Information, locate and select: **GRANT BUDGET FORMS**. These will be the current official MSDE budget forms. (C-1-25; C-1-25A; C-1-25B; Interim Progress Report C-1-25C; and Final Progress Report C-1-25D)

Note: If there is an amendment to the proposed budget, the LEA is required to submit a revised C-1-25, C-1-25A, and C-1-25 B and indicate how the changes will address the required and permissible components of the intervention model selected, if applicable. The revised budget forms must be signed by the LEA Superintendent and the LEA Financial Officer. Approved amendment changes must be reflected in an updated intervention plan.

**SEE ATTACHED**

## **F. The General Education Provisions Act (GEPA), Section 427**

Describe the steps proposed to ensure equitable access to, and equitable participation in the project by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

Baltimore City Public Schools (City Schools) is neither a new applicant nor a new recipient of state and federal funds. City Schools has a long history of implementing and managing state and federally connected programs, averaging \$280 million a year of federal, state and private grant funds. Baltimore City Public Schools is a public K-12 institution of Local Educational Agency (LEA), an arm of local government. As a result, the system is current with all federal assurances and certifications, including GEPA 427.

City Schools' past and current experience managing federally assisted programs assures its compliance with GEPA 427. City Schools addresses the barriers to equitable access in many ways. One example involves addressing special education populations that include ramps and building access modifications, bus transportation for special populations and software with visual prompts designed for deaf and hard of hearing populations and other assistive technology for special needs students. Physical barriers such as playgrounds, playing fields, gymnasiums and all school buildings, meet federal guidelines for equitable access and participation for all. The multi-culturally diverse staff of Baltimore City Public Schools is certified and experienced at delivering services to the city's multi-culturally diverse student population from this urban setting.

In order to ensure City Schools follows GEPA assurances, it has developed a step designed worksheet checklist for overcoming barriers. All program managers use this checklist when they develop and implement new projects.

The project outlined in this proposal is open to any individual, regardless of race, color, national origin, or disability. City Schools will ensure equitable access to all programs by providing for any program participant with special needs, and ensuring that each participant is afforded any necessary accommodations and individual attention throughout the process. This could include, but is not limited to:

- Producing printed materials in Braille or large type for the vision impaired;



- Translating e-mails, newsletters and other electronic documents in a language that the reader can understand; and
- Providing emails, newsletters and other electronic documents in simple text form for speak text document readers; and
- Ensuring that Web sites and other electronic documents are Bobby Approved for Accessibility and meet with the recommendations of the **Web Content Accessibility Guidelines** of the **Web Accessibility Initiative** and the **U.S. Section 508 Standards** for accessibility adopted by the **Architectural and Transportation Barriers Compliance Board** (Access Board) of the U.S. Federal government

## **G. ADDITIONAL SIG IV GRANT SPECIFIC TERMS AND CONDITIONS**

### **Cohort IV Title I 1003(g) School Improvement Grant**

By accepting funds under this grant award the sub-grantee agrees to comply with the following terms and conditions:

1. The sub-grantee [LEA] will use its School Improvement Grant to implement fully and effectively an approved intervention model in each SIG school LEA commits to serve, consistent with the final SIG requirements.
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each SIG school that it serves with school improvement funds, and establish goals (approved by the SEA).
3. The sub-grantee, if it implements a restart model, will include in its contract or agreement, terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final SIG requirements.
4. The sub-grantee will monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
5. The sub-grantee will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
6. The sub-grantee will report to the SEA the school-level leading indicator data required under section III of the final requirements.
7. LEA will meaningfully engage families and the community in the implementation of the selected intervention models by conducting an annual assessment of the needs of families and the community. Based on the needs assessment, the LEA/school will develop strategies, to be included in the annual Title I family engagement plan to engage families and the community in activities that are designed to support classroom instruction, and increase student achievement. The plan shall include an annual budget, approved by families who attend the school.
8. The Grantee will demonstrate its strong commitment and capacity to implement fully and effectively the intervention models in its SIG schools by scheduling regular monthly LEA Central Support Team meetings with the Maryland State Department of Education's SIG Leadership Team. In addition, the LEA will commit to holding no less than three regularly scheduled meetings with MSDE's SIG Leadership Team and the LEA's Turnaround Executive Support Team.

9. Programs and projects funded in total or in part through this grant will operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
10. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failure of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
11. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
12. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
13. Entities receiving federal funds of \$700,000 or more must have an annual financial and compliance audit in accordance with the Uniform Grant Guidance.
14. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
15. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
16. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with reason for the requested change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
17. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
18. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
19. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including maintaining proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant

application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

<b>Superintendent of Schools/Head of Grantee Agency</b>	<b>Date</b>