Race to the Top Progress Update
November 2011 Monthly Call -- Maryland

Directions: In preparation for monthly calls, a State must provide responses to the questions in Part A for their overall plan, and responses to the questions in Part B for *two* application sub-criterion.

Part A: *In preparation for monthly calls, States must provide information that addresses the three questions below on the implementation of all aspects of its approved scope of work. This may include a written response. If your State already has a state-specific system to report on its progress, please work with your program officer to determine the best method of providing this information for your State.*

1. What were the State's key accomplishments and challenges this past month?

   Accomplishments:

   - 21 of 22 LEA scopes of work have been approved. We are working with one LEA to modify their plan for approval.

   - We have received from CAIRE: a year 2 budget; an evaluation plan for years 2, 3, and 4; a proposed budget for years 3 and 4; and a draft report for year 1.

   - 300 representatives from various Maryland IHE's will be attending regional conferences devoted to building an understanding of the CCSS so they can make needed changes in their teacher preparation programs

   - New Leaders for New Schools placed Cohort 11 members from Baltimore City and Prince George's County in residency schools

   - An MOU with UTeach has been agreed to by all parties. An RFP will be sent to Maryland colleges to develop STEM certification programs for secondary teachers.

   - Instructional support being provided to low achieving schools through the Breakthrough Center has been consistent and effective

   - Presented project updates for Technology and DAADS projects at the State of Maryland Department of Information Technology (DoIT) Quarterly Portfolio Review. No issues were identified.

   - Conducted presentations of DAADS projects at the MAG conference

   - Conducted product review and orientation of the Oracle suite of Content Management Tools as an alternative solution for the Curriculum Management System project

   - MBRT held additional training sessions for Biology Specialists and teachers on November 18, 2011 at Johns Hopkins School of Nursing. Twenty-eight volunteers participated doubling the number of specialists engaged in the program.

   - Virtual Memory (VM) Software setup for P12 and P20 are in progress for the test installation of OBIEE resources at DPSCS.

Challenges:

- Despite continual meetings with BCPS leadership, gaining access to the lowest achieving schools in Baltimore City to provide services through the Breakthrough Center continues to be a challenge. An action plan is being developed by MSDE and will be shared with BCPS leadership.

- Financial management/oversight of the RTTT grant will require the hiring of two accounting/finance manager positions.

- The increasing complexity of the development of the educator evaluation system will require the hiring of a program manager for this project.

- To ensure constant communication between and among MSDE and LEAs an organizational communication specialist will be hired.

- The Program Director for the RTTT DAADs recently resigned, and we are working towards filling that position.

- Another batch of amendments were just submitted to USDE. We are hoping they can be turned around quickly.

2. Is the State on track to meet the goals and timelines associated with the activities outlined in its approved scope of work? If not, what strategies is the State employing in order to meet its goals?

   Yes, we are on target to meet our goals; however, the action plan for Baltimore City referenced under "Challenges" above and the hiring of the individuals listed under "Challenges" are essential to our continued success

3. How can the Department help the State meet its goals?

   Quick approval of the new amendments that have been submitted to USDE. In addition, modification to the amendment process to allow for state flexibility in the amendment process would be beneficial.

Race to the Top Progress Update
Sub-criterion E2

Part B: *In preparation for monthly calls, States must submit written responses to the following questions for* **two** *application sub-criteria (e.g. (A)(2) and (D)(4)).* [1] *All responses in this section should be tailored to the goals and projects associated with this sub-criterion.*

Application sub-criterion: (E)(2)

STATE's goals for this sub-criterion:
(E)(2) – Establish the Breakthrough Zone
        Complete needs assessments for district action and state assistance

Relevant projects:
- 44/41   The Breakthrough Center
- 45/67   RITA Team Audits
- 46/57   Extend student learning and improve school culture, climate, and student support
- 47/45   Coordinated Student Services
- 48/69   School Health Services
- 49/63   Physical Activity
- 50/58   Extended Learning
- 51/71   STEM Project Lead the Way
- 52/77   Primary Talent Development

Each of the 5 questions below is answered by each project manager in relation to his/her project. Though they are not separate RTTT projects, teacher professional development and leadership professional development are integral services provided to the schools through the Breakthrough Center.

1. What is the extent of the State's progress toward meeting the goals and performance measures and implementing the activities that are included in its approved scope of work for this sub-criterion?

2. What methods, tools, and processes is the State using to determine the progress toward the goals and performance measures and the quality of implementation of the activities described for this application sub-criterion?

3. What is the State's assessment of its quality of implementation to date?

4. If the State is not on track to meet the goals, performance measures, timelines and quality of implementation related to this sub-criterion as outlined in its approved scope of work, why not, and what strategies is the State employing in order to meet goals and performance measures?

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[1] On each monthly call, program officers and states should work together to select two sub-criteria for the following month.

5. What are the obstacles and/or risks that could impact the State's ability to meet its goals and performance measures related to this sub-criterion?

Evaluation: Based on the responses to the previous question, evaluate the State's performance and progress to date for this sub-criterion (choose one)

Red (1)   Orange (2)   Yellow (3)   Green (4)[2]

Project #: 44/41

Project Name: The Breakthrough Center

Project Manager: Robert Glascock

1. What is your progress to date toward meeting the goals and activities?

The three main goals of the Breakthrough Center, Maryland's statewide system of support for low-achieving school and districts are the:

- identification of the bottom 5 percent of schools (16) in Maryland,

- creation of a cross-divisional team (Cross-Functional Team) at the Maryland State Department of Education (MSDE) to coordinate the delivery of support services to the turnaround schools,

- establishment of partnership agreements with Baltimore City Public Schools (BCPS) and Prince George's County Public Schools(PGCPS) which established an action plan for turning around the 16 lowest-achieving schools in the state.

Partnerships agreements have been established between MSDE and BCPS and PGCPS. For each identified school, a federal intervention model has been selected.

Performance targets have been identified and improvement strategies were integrated into district and formal school improvement plans. An analysis of existing and potential resources has been identified as well as school turnaround partners.

The Cross-Functional Team at MSDE has been formed to coordinate the delivery of services in identified schools in the Breakthrough zones in BCPS and PGCPS. To deliver the support services, 9.5 education specialists have been hired to provide job-embedded professional development in

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[2] Red – requires urgent and decisive action; Orange – requires substantial attention, some aspects need urgent attention; Yellow – aspect(s) require substantial attention, some aspects good; Green – good, requires refinement and systematic implementation.

language arts/reading and mathematics.

An administrative assistant was hired to develop a website for the Breakthrough Center that features a repository of promising practices regarding school turnaround.

Additionally 12 feeder schools to the turnaround schools have been identified and are receiving services from the Breakthrough Center. Eight additional feeder schools will be identified by January 2012.

2. How do you determine that you are making progress? Provide evidence.

Throughout 2010 -2011, the Center created partnership agreements with Baltimore City and Prince George's County for the lowest-achieving schools and their feeder schools in the Breakthrough Zones, a five-year commitment of assistance from MSDE, coordinated by the State's Breakthrough Center. Specific activities implemented through the Breakthrough Center include:

- Convening the superintendents and senior leadership staff from Baltimore City and Prince George's County Public Schools to review the requirements for turning around the lowest-achieving schools and identify the available resources provided by the Race to the Top grant (RTTT).

- Administering robust needs assessments (RITAs) in the lowest-achieving schools and feeders schools to determine priorities for district and school action and state assistance.

- Providing feedback to the implementation of schools' intervention models, as required by the federal School Improvement Grant (SIG), through site visits to each SIG school throughout the school year.

- Coordinating the delivery of support services from MSDE through the Cross-Functional Team's (CFT) monthly meetings, including the development of a directory of services available to the schools in the Breakthrough Zone and establishing a CFT data collection system to track the RTTT services provided to the lowest-achieving schools.

- Providing job-embedded teacher professional development in reading and mathematics, leadership training for principals and their instructional leadership teams, and support for improving school culture, climate, and student support services.

- Collaborating with Baltimore City and Prince George's County school districts to develop internal organizational structures within these districts to support the turnaround of the lowest-achieving schools and their feeder schools and sustain that turnaround over time.

- Exploring innovative district and school organizational structures, such as course scheduling, collaborative planning, changes to length of schools day and year for teachers, recruitment and selection of highly-effective teachers, incentive pay and benefits, and ways to foster community engagement.

- Collaborating with the Board of Public Works (Interagency Committee on School Construction) to identify a funding stream for school renovations from the Quality Zone Academy Bonds for Breakthrough Center schools.

- Designing the format and identifying the content for the Breakthrough Center website which will include resources and strategies for school improvement, a guide to help schools that are "in improvement" navigate the Federal and State requirements, and promising practices for school turnaround in Maryland.

3. What is the quality if implementation to date? Provide evidence.

The partnership agreement with Prince Georges County Public Schools is robust and vibrant. Monthly meetings between MSDE Breakthrough Center staff and senior district staff results in collaborative, continuous improvement efforts in the turnaround schools. In Baltimore City, however, a major challenge has been the ability to navigate the central office and secure a commitment from senior staff to fully utilize the Breakthrough Center services in the lowest achieving schools.

4. If not on track, why not and what strategies are you using to get on track.

The Breakthrough Center staff is reviewing the Baltimore City's Race to the Top local scope of work regarding school turnaround and will develop an action plan that will be presented to BCPS leadership to intensify its efforts to provide support services to Breakthrough schools in Baltimore City Public Schools.

5. What obstacles or risks are present that could prevent MSDE from meetings your goals? How are you overcoming those obstacles/risks?

An inability to provide Breakthrough Center services to identified schools in Baltimore City will limit our ability to achieve the goals of the various RTTT projects. However, the Breakthrough Center and MSDE is committed to working with BCPS to turn around the lowest-achieving schools.

Project #: 44/41

Project Name: Teacher Professional Development

Project Manager: Ann Glazer

1. What is your progress to date toward meeting the goals and activities?

Currently, 4 math and 5.5 reading specialists have been hired to deliver the professional development in schools identified through Maryland's Race to the Top Scope of Work. We are in the process of trying to hire one more qualified math specialist.

These MSDE specialists are providing teacher professional development in Prince George's County and Baltimore City Public Schools (see attachment: Master Calendar for School Support 2011- 2012) . The delivery model utilizes the collaborative planning process (lesson planning, implementation, debriefing/analysis of student work) as well as differentiated professional development based on identified needs of individual teachers. Please refer to the document *Professional Development Instructional Improvement Model in Reading and Math* for a more detailed description.

2. How do you determine that you are making progress? Provide evidence.

Progress is determined in the following ways:

- Analyzing student work from the implementation of lessons planned collaboratively
- Reviewing LEA benchmark data
- Reviewing Maryland School Assessment (MSA) data
- Observing lessons teachers planned without the support of Maryland State Department of Education (MSDE) specialists several times during the school year
(see attachment: Master Calendar for School Support 2011-2012)

3. What is the quality of implementation to date? Provide evidence.

Anthony Annello (a member of the Division for Academic Reform and Innovation who has worked with me to provide professional development to LEAs in Maryland for the past seven years) and I monitor the MSDE specialists as they work in schools. Our observations of the collaborative planning process and differentiated professional development indicate that the MSDE specialists are implementing the professional development model with fidelity. When necessary, we offer support to the MSDE specialists to ensure that they deliver high quality work.

The quality of instruction varies from school to school. Teachers who have participated in the professional development since last spring are making the most progress. At this time, evidence is based on the observations of the lesson planned collaboratively.

4. If not on track, why not and what strategies are you using to get on track.

As indicated in the response to question one, we need to hire one more math specialist. It has been difficult to find someone who possesses strong knowledge of the subject area content and effective instructional practices, excellent human relations skills, and experience in mentoring/coaching.

We advertised in the local newspapers and continue to inquire about possible candidates with LEA staff.

5. **What obstacles or risks are present that could prevent MSDE from meetings your goals? How are you overcoming those obstacles/risks?**

Our professional development is most successful when the administration participates in the initiative. The obstacles that could prevent MSDE from meeting our goals include the following:

- Lack of principal involvement in our initiative
- Lack of administrative follow-through the days that MSDE is not in the school
- Lack of accountability for teachers

To overcome the obstacles listed above, we have a conversation with any principal who is not involved, does not follow-through, or does not hold their teachers accountable. If we do not see improvement, we confer with their executive officer (the person who evaluates the principal). If we still do not see improvement, the situation is addressed with the superintendent.

The following attachments have been included with this report:

- Professional Development: Instructional Improvement in Reading and Mathematics
- Differentiated Professional Development
- Initial Reading Comprehension – Strategy Instruction Planning Template
- Steps for Planning an Initial Reading Selection
- Steps for Designing a Reading Comprehension Skill Lesson
- Comprehension Skill Lesson Template
- Reading Comprehension: Lesson Implementation Look Fors
- Mathematics Lesson Planning Template
- Steps for Designing a MATHEMATICS Lesson
- Mathematics Look Fors
- Master Calendar for School Support 2011- 2012

Project #: 44/41

Project Name: Baltimore City Public Schools Leadership

Project Manager: Robert Glascock

1. **What is your progress to date toward meeting the goals and activities?**

   At the suggestion of Sonjia Brookings-Santilisis on November 3, 2011, Maria Navarro will extend an invitation to Paul Dunford and Tom DeHart to connect with the Executive Directors of City Schools Leadership Initiatives. The purpose of establishing this connection will be to forge relationships and share/participate in Baltimore City Public School System Leadership Initiatives that will assist in guiding MSDE in providing relevant, integrated leadership support to BCPSS Breakthrough Center Schools..

2. How do you determine that you are making progress? Provide evidence.

   We do not feel that measurable progress has been made at this time with this activity.

3. What is the quality if implementation to date? Provide evidence.

   The quality of implementation in Baltimore City has not been satisfactory. Despite repeated attempts to identify professional development needs of principals and discussions of leadership training opportunities, there have not been concrete actions taken by BCPS leadership to avail themselves of the leadership development opportunities available for their principals.

4. If not on track, why not and what strategies are you using to get on track.

   The services available for supporting leadership appear to have been presented in a manner that was creating a barrier for BCPSS central office staff as they sought to provide focused direction for their schools. While the conversation of collaboratively identifying and problem solving the issues facing the schools had been ongoing since the project inception, the perception seemed to be that the MSDE support for leaders may be in direct conflict with streamlining support for school leadership. The October re-organization of Breakthrough Center Services into three areas; Leadership Support, Student Services and Instructional Support was received well by City Schools Turnaround Staff and a comprehensive guide providing descriptions of initial services was created, distributed and discussed with the BCPSS Team. At the November 3, 2011 meeting City Schools leadership suggested that MSDE leadership support staff be included in BCPSS leadership development for the purposes of clearly understanding the work in progress and to build relationships with the people who support

leadership in the school system. We will continue to meet with BCPSS staff to identify a new date for meeting with central leadership staff and ultimately building level leadership.

5. What obstacles or risks are present that could prevent MSDE from meetings your goals?   How are you overcoming those obstacles/risks?

Identifying a connection to school leadership collaboratively with central office leadership is the obstacle that is preventing MSDE from supporting leadership in the schools. At the request of BCPSS, MSDE has been preparing to support school leadership teams. MSDE leadership has been identifying exemplary practices in successful Turnaround Schools across the country and has prepared amendments for approval to provide additional leadership staff to support school leadership in the City Schools. We are hopeful that the meeting scheduled for November 18 will be rescheduled in a timely manner. An action plan is being created by MSDE staff that will be presented to BCPS leadership.

Project #: 44/41

Project Name: Prince George's County Public Schools Leadership

Project Manager: Robert Glascock

1. **What is your progress to date toward meeting the goals and activities?**

Breakthrough Center support is provided in a comprehensive, collaborative and focused manner to PGCPS. Leadership support in the area of strategic goal setting and planning is provided to the Director of the Turnaround Schools. Mentoring is provided for 4 feeder high schools to the Turnaround Schools. An Aspiring Principals' Institute, a year-long program designed specifically to create a pipeline of leaders for Turnaround Schools will meet for their first follow-up session in the first week of December, 2011. MSDE leadership staff has been included in PGCPS system leadership development funded by the Wallace and Freddie Mac Foundations.

2. How do you determine that you are making progress? Provide evidence.
SIG Monitoring visits to the original 4 Turnaround Schools completed this month will provide evidence of significant improvement in the climate, culture and compliance of grant procedures of the schools. First quarter student assessments demonstrate growth in every original year 2 Turnaround school, in every measured area. Through the collaborative relationship between the BTC and PGCPS projects such as STEM, We the People, Primary Talent Development as well as initiatives in Special

Education (SCORECARD and Co-Teaching) have been introduced and adopted by the Turnaround Leaders.

3. What is the quality if implementation to date? Provide evidence.

SIG Monitoring visits to the original 4 Turnaround Schools completed this month will provide evidence of significant improvement in the climate, culture and compliance of grant procedures of the schools. First quarter student assessments demonstrate growth in every original year 2 Turnaround school, in every measured area. Through the collaborative relationship between the BTC and PGCPS projects such as STEM, We the People, Primary Talent Development as well as initiatives in Special Education (SCORECARD and Co-Teaching) have been introduced and adopted by the Turnaround Leaders.

4. If not on track, why not and what strategies are you using to get on track.
NA

5. What obstacles or risks are present that could prevent MSDE from meetings your goals? How are you overcoming those obstacles/risks?
There are no obstacles at this time, collaboratively working to improve the schools has caused us to identify the need for more intensive support of leadership teams in the Turnaround Schools. MSDE has been preparing to support school leadership teams in a more comprehensive manner. MSDE leadership has been identifying exemplary practices in successful Turnaround Schools across the country and has prepared amendments for approval to provide additional leadership staff to support school leadership in the schools.

Project #: 45/67

Project Name: RITA Team Audits

Project Manager: Maria Lamb

1. **What is your progress to date toward meeting the goals and activities?**
   MSDE conducted comprehensive needs assessments in the first 10 of 20 Feeder Pattern Schools to Maryland's identified and served SIG 1003(g) schools. Restructuring Implementation Technical Assistance (RITA) school/district audits were performed in April and May 2011. In January, 2012, MSDE's Division of Business Support will release "Request for Qualified

Providers" bid requests for highly qualified and effective educators to serve as RITA Team Leaders and RITA Team Members to conduct on-site school audits in the remaining 10 feeder pattern schools of the lowest-achieving Tier I and Tier II feeder schools (10 schools and 2 districts in year 1 and 10 schools and 2 districts in year 2). RITA audit reports will provide critical feedback to the school and district with a focus on building the capacity of the district and school to meet the identified priority needs.

2. **How do you determine that you are making progress? Provide evidence.**

Recommendations are used to rapidly leverage focused improvement strategies and technical assistance for the school and district. The recommendations are provided to the staff of the Breakthrough Center and shared with the Districts. The District is charged with sharing the information with the schools and prioritizing the recommendations they wish to address.

3. **What is the quality if implementation to date? Provide evidence.**

RITA on-site school/district audit teams analyze all facets of the identified school's programs and operations and the district's support of those schools. RITA audit recommendations are used by the school, district, and MSDE through the Breakthrough Center to prioritize the critical technical assistance MSDE provides to drive reform in 20 of the lowest-achieving Tier I and Tier II feeder schools ranked in order by performance.

4. **If not on track, why not and what strategies are you using to get on track.**

The project is on track

5. **What obstacles or risks are present that could prevent MSDE from meetings your goals? How are you overcoming those obstacles/risks?**

There are no obstacles or risks. The process and activities are running smoothly according to the timeline below:

<u>2010-2011:</u>   Spring, 2011, RITA on-site school audits for 10 of the lowest-achieving Tier I and Tier II feeder schools

<u>2011-2012:</u>   Spring, 2012, RITA on-site school audits for 10 additional lowest-achieving Tier I and Tier II feeder schools

Project #:46/57

Project Name: School Culture and Climate

Project Manager: Brian Tureck

1. **What is your progress to date toward meeting the goals and activities?**

   The progress is as follows:
   - Hire behavior specialist-100%
   - Integrate behavior specialist into MSDE-100% completed
   - Collect data from Tier I and Tier Ii schools-96% completed
   - Plan implementation of needs assessment tool at each school-34% completed
   - Conduct initial needs assessment at each school-31% completed
   - Analyze data from needs assessment -0% completed
   - Develop interventions-47% completed
   - Access training for behavior specialist 100% completed

   Progress in some areas has been excellent. In other areas progress has been limited. The goals pertaining to establishing the climate specialist and setting up structures for the completion of the project have been met, but progress with schools themselves have not been met. Single trainings have been provided to a few schools, but there has been no sustained contact or plan to affect the overall climate and culture of any of these schools.

2. **How do you determine that you are making progress? Provide evidence.**
   - I have been invited to schools to make presentation on school culture and climate.
   - I have been invited to consult, and have met with MHEC, in Prince George's County to plan effective community involvement.
   - We recently had a meeting with Prince George's County central office personnel and turnaround school climate specialist to coordinate services and determine MSDE role in the turnaround schools.
   - Partnerships with Johns Hopkins and Sheppard Pratt are established and have helped with the collection of some of the data.

3. **What is the quality if implementation to date? Provide evidence**.
   Areas that have been implemented have been done with high quality.

4. **If not on track, why not and what strategies are you using to get on track.**
   Project is not on track because access to schools has been slow to develop.
   To remedy this, we have met with Prince George's County central office and Turnaround school office, and we are in good position to access schools in the near future.

We have also been working with the Executive Director of the Breakthrough Center to secure support for student services projects (including this one) in Baltimore City Public Schools. A meeting is being scheduled with the BCPS Director of Student Services and the Turnaround Director to establish a timeline for service delivery in the Breakthrough schools

5. **What obstacles or risks are present that could prevent MSDE from meetings your goals? How are you overcoming those obstacles/risks?**

   MSDE could be prevented from meeting the goals of this project if we are not able to secure access to schools. We are attempting to overcome this by working with the central office staffs in both Prince George's County and Baltimore City to secure support for access to schools. We have worked to reframe the goals of this project to make the benefits more tangible (for example, that improving school culture provided the conditions necessary to improve academic achievement).

NOTE: Brian Tureck resigned as project manager effective November 2, 2011. A replacement is being sought.

Project #: 47/45

Project Name: Coordinated Student Services

Project Manager: Lynne Muller

1. What is your progress to date toward meeting the goals and activities?

All Year one goals and activities were met.

- Hire one staff person
- Provide computers/printers
- Create audit instrument to assess functioning of SST teams in schools
- Visit schools for introduction/audit
- Create audit tool for central office to assess capacity to oversee SST teams
- Plan to provide student support staff to BCPSS
- Discuss/Plan 2 day retreats for school teams
- Implement informal assessments at identified schools
- Provide/Coordinate ongoing assistance to meet identified needs
- Continue to visit schools to assess needs

- Provide grant agreement for support staff position to BCPSS

Year Two Goals met to date:

- Begin to implement assessment tool at identified schools

2. How do you determine that you are making progress? Provide evidence.

- Process evidence:
    - I have been invited into two Baltimore City Schools to do an assessment of their student services teams in order to assess training needs.
    - I am awaiting dates to visit the schools in Prince George's County to assess student service teams.
    - I have been called to come to consult with central office staff in Prince George's county about student services. This is evidence of the building trust they have in our capacity to assist.
    - Met with principals at almost every school, including feeder schools. The only ones we did not meet with were in schools undergoing an administrative change.
- Product evidence:
    - The assessment checklist has been created and vetted with professionals in the field.
    - Four contractors have been identified so that we can provide training at individual schools this current school year.
    - The Notice of Grant Award has been completed and sent to Baltimore City Schools so they can hire for the position identified in the grant.

3. What is the quality if implementation to date? Provide evidence.

The quality of implementation is excellent especially when taking into consideration the late start of the grant.

- Prince George's County has sought my input into their student services functioning.
- Baltimore City schools has consulted in the design of the position to be funded by this grant.

4. If not on track, why not and what strategies are you using to get on track.

While this project is on track, small adjustments were made to the project schedule to reflect the late start up of the project.

- Time frame adjustments to move training from Year One to year Four.
- Time frame adjustments to allow for the development of trust between the schools systems and the project manager for the completion of the student service team assessments.

- Budget adjustments to allow for contractual support to individual schools in addition to end of year large group trainings.

5. What obstacles or risks are present that could prevent MSDE from meetings your goals? How are you overcoming those obstacles/risks?

Most of the risks exist with our Baltimore City partners.

- Obstacle/risk: They have several unfilled central office student support positions so establishing a working relationship with them is difficult due to the demands on their time and the work load they are each handling.
- Overcoming this obstacle: We are working with their Breakthrough Center staff to move the project forward in the schools and will focus more on the central office staff as the positions are filled.
- Obstacle/risk: School principals may not make the connection between student services and school performance.
- Overcoming this obstacle: Meeting with school principals individually or with their staff to discuss the role of student services in school attendance, drop-out prevention and school engagement.

Project #: 48/69

Project Name: School Health Services

Project Manager: Mary Jo Harris

1.   **What is your progress to date toward meeting the goals   and activities?**

The following goals of Year 1 have been met:

- Partnerships were established for the student absenteeism data collection project.
- Planned for implementation of the web-based absenteeism surveillance system in collaboration with the State Department of Health and mental Hygiene.
- Procedures developed for the implementation of the student absenteeism alert system.

2.   **How do you determine that you are making progress? Provide evidence.**

Goal: Establishment of partnerships for absenteeism data collection project
Evidence of Progress:

- All state directors of student services have been informed of the project
- The 2 targeted jurisdictions are collaborating to build foundations for infrastructure development (primarily the purchase of and placement of computers and lines for internet connectivity) Progress is incremental in nature, but not obstructive.
- IT Needs assessments for both systems have been done. Health services leadership in school systems and the Health Department in the City Schools are highly engaged in the project.
- A site based self assessment of attendance management has been developed. These will be completed by designated school staff to address next steps in interventions in the problem of attendance and absenteeism

Goal: Collaboration with the State Department of Health and Mental Hygiene to plan for implementation of the web-based absenteeism surveillance system
Evidence of Progress:

- State leadership engaged and talks at all levels are well underway (MSDE/DHMH and local school system leadership and stakeholders at LSS)

Goal: Development of procedures for implementation of absenteeism alert system
Evidence of Progress:

- Equipment for health room surveys complete (one done by PM, the other in conjunction with nursing leadership in the City Schools)
- Data set has been determined
- List of equipment needed at each school health suite is done
- Procedures document: *not completed*.
  - Challenges have arisen due to the unforeseen staffing issues in both systems, at the school house level. The skill levels of staff in use of equipment, time for training, and additional foundation building need to be factored into the development of all procedures. In a positive light, however, the health department leadership collaboration in both jurisdictions has enhanced the fidelity of the planned collections systems. Obtaining this cooperation from them was a major accomplishment for the success of the project. Other challenges are the staffing limitations and constraints of the IT departments of both systems: the communication and collaboration between all necessary stakeholders is crucial to the success of the project. Great care is being taken to build relationships with all system level stakeholders so the project is

perceived as what it is meant to be, a useful tool to benefit student achievement and not creating a burden on strapped systems.

3. What is the quality of implementation to date? Provide evidence.

The quality of the implementation is good. 95% of Year 1 goals were met with fidelity. The only goal not fully met was **"**Development of procedures for implementation of the CHAN ". Although there was significant progress made toward completion of this goal, the sub task of " establishing clear communication lines with key LEA and school based staff" has proven more challenging than originally thought.

Year 2 first quarter goals are well underway. There will need to be a shift in one task for this quarter. However, the computer purchases will need to be moved into subsequent quarters. This is due to procurement processes at the local levels and the high degree of cooperation/coordination (among several entities) that will need be maintained in order for the procurement to go smoothly.

4. If goals are not on track, why not and what strategies are you using to get on track.

There are two main areas that affect goals being on track.

1. The Turnaround schools are challenged by the high demands of the student population which makes implementation of such a project seem overwhelming. Each system's progress is incremental due to the many layers of departmental involvement in such a large undertaking. These stakeholders include: administrators at the school level and central offices; student services leadership at MSDE, BCPS central office, and school level; the turnaround leadership staff in both systems; local Health Department ; State Department of Health and Mental Hygiene; Information technology leadership and project managers at MSDE, and the local school systems; Health Services school-based staff and leadership in both jurisdictions.

2. Both systems are experiencing financial challenges. Though they are highly engaged with this project, by its scale, it is only a partial 'fix' to the significant technological   infrastructure needs. These needs include factors such as no internet access in many of the schools, outdated and outmoded computer capability, poor lines of internal interdepartmental   communication, and staff training needs in the use of computers. Both systems are in need of IT infrastructure upgrades.

 To aid in addressing such infrastructure needs, an amendment was requested to expand the project to all of the targeted schools of both systems. This includes adding the feeder schools in improvement as well as the first 16 designated schools (for a total of 36 schools).

A factor which is enhancing this project is the coincidental push in the City Schools to move from a paper-based system to an electronic student record. This has prompted support from the Mayor's office and non-profit agencies to augment the RTTT project significantly, and add to the sustainability as well.

5. What obstacles or risks are present that could prevent MSDE from meeting your goals? How are you overcoming those obstacles/risks?

Obstacles that could prevent MSDE from meeting the project goals include : poor communication among stakeholders at the local level, time constraints on the part of staff in the LSS, changes in personnel at the Turnaround schools, weaknesses in the team structures among all stakeholder groups and the inherent communication challenges therein.

These obstacles are being addressed in the following manner:

- Relationship building among all stakeholder groups as well as with individuals.
- Open communication with key staff at the central office level
- Communication with community support groups who are key to the success of the project (family engagement groups, state and local stakeholders, health departments, etc.)

Project #: 49/63

Project Name: Physical Activity

Project Manager: Tito Baca

 1. **What is your progress to date toward meeting the goals and activities?**

> All Year one goals and activities have been met. Some goals (grant for equipment purchase) were moved to year 2 and are 90% complete.
>
> Goals Met: Year One
>
> - Hired program specialist and administrative assistant
> - Purchased laptop / supplies for specialist
> - Trained teachers to use FitnessGram
> - Registered teachers to use FitnessGram
> - Visited schools for introduction and assess equipment needs

- Completed guidelines for grant proposal for Fitnessgram

Goals Met: Year Two

- Continue to visit schools to assess equipment needs
- Developed grant report document

2. How do you determine that you are making progress? Provide evidence.

Process evidence:

- Contact has been made with all teachers in Baltimore City and PGCPS and dialogue has been established on equipment needs.
- I am awaiting dates to visit all of the turnaround schools to assist in organizing wellness teams.
- Met with principals at almost every school, including feeder schools. The only ones we did not meet with were in schools undergoing an administrative change.

 Product evidence:

- All teachers have been trained on Fitnessgram.
- We are ready to implement "Dance for Peace" as a pilot into two schools in PGCPS once suitable schools are found.
- The Notice of Grant Award has been completed and is awaiting final approval so that it can be sent to Baltimore City Schools and Prince George's so they can order Physical Education equipment.

3. What is the quality of implementation to date? Provide evidence.

The quality of implementation is excellent especially when taking into consideration the late start of the grant due to the late hire of the Program Specialist and the challenges we continue to experience in Baltimore City.

- Evidence: Teachers are trained and are using Fitnessgram to assess fitness of students.
- Evidence: BCPS and PGCPS are ready to order fitness assessment equipment as per the grant that is being finalized for submission by November 25, 2011.

4. **If not on track, why not and what strategies are you using to get on track.**

While this project is on track, small adjustments were made to the project schedule to reflect the late start up of the project.

- Time frame adjustments to move equipment order and the creation of the wellness teams from Year One to Year Two.
- Time frame adjustments to allow for the creation of wellness teams and the development of wellness policies and goals.
- Budget adjustments to move unspent funds from "Personnel" in Year One to "Supplemental Funding" in Year Two to allow for greater support of wellness programs and activities in the core disciplines.

5. What obstacles or risks are present that could prevent MSDE from meetings your goals? How are you overcoming those obstacles/risks?

Most of the risks exist with our Baltimore City partners.

- Obstacle/risk: The LEA Supervisor of Physical Education teachers is overworked and undermanned. She does not have support personnel and this has made it difficult for her to know who the teachers are in a given school.
- Overcoming this obstacle: I have had to make initial contact with school staff on my own with her encouragement. This has included phone calls and school visits.
- Obstacle/risk: School principals have not made the connection between student services and school performance, specifically the link between Physical Activity.
- Overcoming this obstacle: We meet with school principals individually or with their staff to discuss the role of student services in school attendance, drop-out prevention and school engagement. We have also informally changed the name of the project as it relates to the Breakthrough Center to better relate the true nature of the project (Fitness Assessment and Core Discipline Physical Activity).
- Obstacle/risk: Some teachers do not have BCPS emails and are very difficult to reach during the school day.
- Overcoming this obstacle: Teachers have provided their personal email addresses and cell phones to maintain communication.

Project: 50/58

Project Name: Extended Learning

Project Manager: John Grymes

1. What is your progress to date toward meeting the goals and activities?

All year one goals and activities were met, and progress is being made toward the completion of year two first quarter goals and activities.

Project 50/58 Goals and Activities		
Year One	1st Quarter	• Defined RttT staff hiring process
	2nd Quarter	• Scheduled interviews and hire *Extended Learning Coordinator/Education Program Specialist* (ELC/EPS) and *Administrative Specialist*
	3rd Quarter	• Secured computers
	4th Quarter	• Convened meeting of *Extended Learning Coordinators* for each school
Year Two	1st Quarter	• Monitored Tier I and II Breakthrough Zone schools and their feeder schools • Provided technical assistance to Tier I and II Breakthrough Zone schools and their feeder schools • Assisted with the development of the FY13 21st CCLC application and scoring rubrics

2. How do you determine that you are making progress? Provide evidence.

Project 50/58 is making incremental progress. BCPS and PGCPS central office personnel and 13 Tier I and Tier II Breakthrough Zone schools and their feeder pattern/cluster schools received an overview of the services available from the Extended Learning Coordinator/Education Program Specialist (ELC/EPS). Currently, the ELC/EPS is providing technical assistance to the applicants implementing the 21st Century Community Learning Centers (21st CCLC) projects at Benjamin Stoddert and Commodore John Rodgers. Also, the ELC/EPS is providing data gathering assistance to:

a. Two schools, William C. March and Samuel Coleridge-Taylor, that will apply for FY13 21st CCLC funds;

b. Two schools, Fredrick Douglas and Baltimore IT Academy, expressing an interest in applying for FY13 21st CCLC funds; and

c. One school, Augusta Fell Savage Institute of Visual Arts, planning to design a possible 21st CCLC summer project for ninth graders.

3. What is the quality of implementation to date? Provide evidence.

Considering the delay in starting project 50/58, the quality of its implementation is very good. The ELC/EPS has provided BCPC and PGCS central office personnel and 13 Tier I and Tier II Breakthrough Zone schools and their feeder pattern/cluster schools with an overview of available services. The ELC/EPS is providing data gathering assistance to schools to enable them to apply for FY 13 21st CCLC funds.

4. If not on track, why not and what strategies are you using to get on track.

Although the ELC/EPG was not hired until mid-April, project 50/58 is currently on track. Small adjustments, however, have been made to the project schedule to accommodate the late start up. For instance, because no common time could be found prior to the start of the 2011-12 school term to offer a *Grant Writing Strategies: The Backward Design Approach Worksho*p, the project schedule was adjusted to meet the needs of schools by offering the workshop multiple times this fall and winter.

5. What obstacles or risks are present that could prevent MSDE from meetings your goals? How are you overcoming those obstacles/risks?

One of the major obstacles is the lack of time and the forum to build a good working relationship with LEAs and principals. This obstacle is being overcome by the ELC/EPS attending LEA meetings with the Breakthrough Center staff, participating in Title I School Improvement monitoring visits, and working one-on-one with principals as they develop their FY13 21st CCLC applications.

One of the potential obstacles is that schools are not always aware of the amount of upfront work (i.e., conducting a needs assessment, reviewing the educational literature and evaluation studies, and soliciting input from key stakeholders) involved in writing a fundable 21st CCLC grant. The ELC/EPS will meet with schools at least 45 days prior to the issuance of the *21st CCLC Solicitation for Grant Application* and help them develop a timeline to overcome this obstacle. In addition, the ELC/EPS will assist schools in data gathering and reviewing the educational literature and evaluation studies.

Another potential obstacle is that schools do not always commence extended learning opportunities early enough to foster increased student achievement in the current school year. The ELC/EPS will strongly encourage schools applying for FY13 21st CCLC funds to start extended learning opportunities prior to mid-September.

Project #: 51/71

Project Name: STEM Gateway to Technology

Project Manager: Lynne Gilli

1. What is your progress to date toward meeting the goals and activities?

In year one of the project, four schools (three in Prince George's County and one in Baltimore City) were identified to implement the Project Lead The Way's Gateway to Technology program. Each of the three schools in Prince George's County sent teachers to the required training and is implementing the program: Drew Freeman, G. James Gholson and Benjamin Stoddert Middle Schools. A teacher from Cherry Hill Elementary/Middle School did not go to the summer training; thus, the program was not established at the school.

For Project Year Two, three additional schools have been identified to start the program in Prince George's County: Thomas Johnson, Thurgood Marshall and Oxon Hill Middle Schools. Additionally, the project team is working with colleagues from the Breakthrough Center to see if Baltimore City will identify schools ready to implement GTT for Project Year Three.

2. How do you determine that you are making progress? Provide evidence.

The project team works with colleagues from the Breakthrough Center to ensure that grant funds are used to support schools that demonstrate they meet readiness criteria in implementing a rigorous STEM education program. The project team also attends the meetings that the Breakthrough Center has with the local school systems. During project year one, three schools were able to demonstrate readiness. Progress is determined based schools meeting the readiness criteria:

1) Capable and Interested Teacher,
2) Engaged School Counselor,
3) Supportive School Administrators and
4) Appropriate Classroom/Computer Lab Space.

All of these criteria are further delineated in implementation guidelines and reviewed with school and school system staff prior to starting the program. The project team uses the criteria in the guidelines to determine progress.

In terms of evaluating the effectiveness of the program, we are considering the following indicators:

1) The number of students going into CTE STEM Programs of Study from GTT;
2) Improvement in MSAs—particularly mathematics and science; and
3) The schools implementation plan for GTT, such as the number of weeks of instruction and the grade levels for the units.

3. What is the quality of implementation to date? Provide evidence.

The quality of implementing the program at the current three sites has been slow. This was due in part to a change in the RTTT grant process in which MSDE's finance office requires all grants using RTTT funds to be reimbursed through the submission of invoices. This, in conjunction with the local delays associated with ordering materials and supplies, has slowed implementation.

4. If not on track, why not and what strategies are you using to get on track.

Project Team staff communicates regularly with staff from the Breakthrough Center as well as with local school system staff to see where assistance is needed in speeding up the acquisition of the materials and supplies. To avoid this problem with the sites identified for Project Year Two, project team is working with local school system staff to submit grant proposals earlier to ensure funds are available for the timely purchase of the materials and supplies.

5. What obstacles or risks are present that could prevent MSDE from meeting your goals? How are you overcoming those obstacles/risks?

Although the pace of implementation has been slow at the current three sites, progress is being made. A more significant concern is identifying low performing schools in Baltimore City that are ready to start the program based on the readiness criteria. During a meeting with the Breakthrough Center and Baltimore City central office staff, it was determined that the school system would let MSDE know by December 16, 2011 if any middle schools would participate in the project. This timeline will allow the project team time to identify other low performing schools in other school systems should staff from Baltimore City decide not participate.

Project #: 52/77

Project Name: Primary Talent Development

Project Manager: Susan Spinnato

1. What is your progress to date toward meeting the goals and activities?

The Maryland State Department of Education has completed an amendment for the Primary Talent Development (PTD) initiative initially proposed for the 20 elementary feeder schools. The original work plan specified for the Primary Talent Development (PTD) program to be implemented in the 20 elementary schools which are feeders to the persistently low achieving schools. The PreK-Grade 2 PTD curriculum would be phased in over the four years of the project, beginning with PreK in Year 1 and adding a new grade level each year.

Each year, one teacher from each school will receive training in the program and that teacher will become a "trainer of trainers" for the home school. Funding paid for training stipends for 20 teachers (one per school), classroom materials, and tuition for an online course.

 In Year 1, based on needs assessments completed by the MSDE Breakthrough Center, it was determined that the elementary schools required flexibility to adopt program interventions based on individual needs and capacity. Based on these factors, the Breakthrough Center, working with the Assistant Superintendents for Instruction in Baltimore City and Prince George's County, have now identified five schools to pilot the Primary Talent Development program.

The amended work plan specifies that, beginning in Year 2, the PTD curriculum will be piloted in five elementary feeder schools that have demonstrated the readiness and capacity for implementing this program. In these schools, the four grade levels of the program (PreK-2) will be phased in over two years. Beginning in Year 2, the 20 classroom teachers who are implementing the program will receive direct training. Funding pays for professional development consultants to deliver the training, classroom materials, and tuition for an online course.

2. **How do you determine that you are making progress? Provide evidence.**

Measures of progress will begin with the initial program implementation in Year 2. The evidence of curriculum implementation will be gathered through the end-of-year student portfolio reviews to provide evidence that student artifacts were collected and assessed. These will take place in Years 2 -4. Evidence of student achievement will be collected in Years 2 – 4 using the Primary Talent Development Cumulative Behavioral Scale. Evidence of classroom differentiation practices will be collected through classroom walkthroughs conducted in Years 3 and 4.

3. **What is the quality if implementation to date? Provide evidence.**

> Program implementation will begin in January 2012 with the first phase of professional development for PreK and K teachers who will implement the first PTD module by the end of March, 2012. School-based grade level team meetings to debrief the modules will be held during this time. The second professional development session will be held in April 2012. Teachers will implement the second PTD module by the first week of June. Portfolio reviews to assess implementation of the modules will be conducted at each school in June 2012.

4. If not on track, why not and what strategies are you using to get on track.

> In 2010-2011, the identified feeder elementary schools were focusing on building teacher capacity for managing student behavior, establishing safe and orderly learning environments, and reading and math instruction (prerequisites for implementing PTD).
>
> Beginning in Year 2, the PTD curriculum will be piloted in five elementary feeder schools that have demonstrated the readiness and capacity for implementing this program. The four-year program implementation schedule will be compacted, with schools implementing two grades each year: PreK – K in Year 2 and Grades 1 – 2 in Year 3. Thus, by Year 4, schools will have achieved full implementation which ensures maximum impact of the intervention and program sustainability after the grant ends. In addition, these 5 schools become fully functioning models for other schools that are ready to implement the program.

5. What obstacles or risks are present that could prevent MSDE from meetings your goals? How are you overcoming those obstacles/risks?

> We have learned that the major obstacle to successful implementation of the Primary Talent Development program stems from the local school administration's lack of understanding of and commitment to this program's effectiveness in achieving the school's goals for improvement. We plan to overcome this obstacle by beginning program implementation with a required principal orientation and planning meeting and continued follow-up in the schools to provide the school administrator with evidence of program effectiveness.