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TO: Members of the State Board of Education

FROM: Nancy S. Grasmick *Nancy*

DATE: April 27, 2010

SUBJECT: Approval of Four Alternative Governance for School Improvement Proposals (Restructuring Plans) for Baltimore City Public Schools

PURPOSE:

The purpose of this action is to approve the alternative governance (restructuring plans) for the following schools in Baltimore City: Steuart Hill Elementary School, Maritime Industries Academy High School, Waverly Elementary School and William Pinderhughes PK-8 School.

BACKGROUND/HISTORICAL PERSPECTIVE:

In January 2002, President Bush signed the No Child Left Behind Act (NCLB). Section 1116 (b)(8)(B) of this Act, in conjunction with COMAR 13A.01.04.07.C(3), places requirements on local education agencies (LEAs) with schools in the five levels of school improvement – Years 1, 2, 3 (corrective action), 4 (restructuring planning), and 5 (restructuring implementation). Years 4 and 5 coincide with Maryland's Differentiated Accountability Pilot as schools are designated "Priority" Comprehensive Needs schools or "Priority" Focused Needs schools. Schools in improvement must target their efforts on content areas and on students who are in greatest need. Once identified as a "Priority" school, the school must develop detailed improvement plans designed to strengthen each subgroup's achievement.

Year 4 Priority Comprehensive Needs and Priority Focused Needs schools are required to select an alternative governance option under NCLB. The Maryland State Department of Education (MSDE) has developed Alternative Governance for School Improvement guidelines to lead schools through this process. Schools are asked to reflect on the action steps taken while in Year 3, involve representative school stakeholders in the planning process, create a School Academic Profile outlining changes to current strategies, and conduct a proactive analysis to identify potential challenges likely to be encountered during the implementation of the Alternative Governance model.



Eighteen schools in five local education agencies (LEAs) were identified for alternative governance planning based on the results of the 2009 State assessments. These schools, in collaboration with central office officials and school and community stakeholders, have spent the last six months assessing school needs and preparing their Alternative Governance for School Improvement Proposals. Local Boards of Education and superintendents review and approve each school's proposal prior to its submittal to the Maryland State Department of Education.

EXECUTIVE SUMMARY:

Thus far, the following schools have submitted Alternative Governance for School Improvement Proposals:

Baltimore City

<u>Maritime Industries Academy High</u>	<u>0431</u>	<u>Option 1 – Replace all or most of the school staff</u>
<u>Steuart Hill Elementary/Middle</u>	<u>0004</u>	<u>Option 1 – Replace all or most of the school staff</u>
<u>Waverly Elementary</u>	<u>0051</u>	<u>Option 1 – Replace all or most of the school staff</u>
<u>William Pinderhughes PK-8</u>	<u>0028</u>	<u>Option 1 – Replace all or most of the school staff</u>

In addition to selecting Option 1, each school has proposed to implement significant reforms that they believe will increase student achievement and facilitate the school's ability to make adequate yearly progress.

The schools have selected to significantly reform the following areas of need: school culture, school structure, reading achievement, and mathematics achievement.

Maritime Industries Academy High School –

School Culture:

- a) Increase parent and family engagement by creating a climate of awareness for graduation requirements and each grade level's progress in attaining them.
- b) Create a school environment conducive to learning by providing professional development to faculty on classroom management, establishing clear behavior expectations for students, and increasing the effectiveness of the Student Support Team.

School Structure:

- a) Create a master schedule allowing for regular, collaborative planning time and monthly content-area meetings to review achievement data and share strategies for adjusting instruction.
- b) Increase instructional interventions such as HSA Mastery and Bridge courses, and
- c) Institute a credit recovery program to assist students in earning missed credits required for graduation.

Stuart Hill Elementary/Middle School –

School Culture:

- a) Establish, implement, and monitor a cohesive behavior management system for specific school-based, non-negotiable offenses.
- b) Provide regular, on-going professional development on classroom management and behavior strategies in collaboration with the Johns Hopkins University School of Mental Health partnership.

Reading and Mathematics Achievement:

- a) Analyze student achievement data thoroughly (MSA, Stanford 10, quarterly benchmarks, and weekly classroom assessments) in order to differentiate instruction to meet the individual needs of each student.
- b) Plan collaboratively (among teachers, Instructional Support Teachers and administrators) on a bi-weekly basis, to develop differentiated lessons.
- c) Provide faculty with differentiated support on data analysis, and differentiated instruction through school-based professional development, inter/intra-school visitation, modeling, and personalized professional learning.

Waverly Elementary School –

School Culture:

- a) Establish, implement, and monitor a cohesive behavior management system for specific school-based, non-negotiable offenses.
- b) Provide regular, on-going professional development on classroom management and behavior strategies in collaboration with the Johns Hopkins University School of Mental Health partnership.

Mathematics Achievement:

- a) Analyze student achievement data (MSA, Stanford 10, quarterly benchmarks, and weekly classroom assessments) thoroughly in order to differentiate instruction to meet the individual needs of each student.
- b) Plan collaboratively (among teachers, Instructional Support Teachers and administrators) on a bi-weekly basis, to develop differentiated lessons.
- c) Provide faculty with differentiated support on data analysis, and differentiated instruction through school-based professional development, inter/intra-school visitation, modeling, and personalized professional learning.

Reading Achievement:

- a) Provide regular reading in the content area professional development sessions to ensure that teachers are learning and implementing best practices in reading during daily instruction.
- b) Plan collaboratively (among teachers, Instructional Support Teachers and administrators) on a bi-weekly basis, to develop differentiated lessons.
- c) Provide faculty with differentiated support on data analysis, and differentiated instruction through school-based professional development, inter/intra-school visitation, modeling, and personalized professional learning.

William Pinderhughes Pre-K - 8 School

School Culture:

- a) Implement, and enforce a school-wide behavior management system as dictated by the school handbook.
- b) Provide professional development on behavior management strategies and techniques.
- c) Implement the coaching and co-teaching approach to model best practices in behavior management.

Mathematics Achievement:

- a) Incorporate a computation/fact fluency program to improve student computational skills into the regular mathematics instructional program, supported by professional development.
- b) Analyze data and student work regularly in order to inform and differentiate instruction.
- c) Provide monthly professional development sessions and team meetings for teachers to receive additional support and best practices in mathematics instruction.

Reading Achievement:

- a) Adopt the Houghton-Mifflin reading program for grades 3-5 to address comprehension and writing skill improvement.
- b) Analyze data and student work regularly in order to inform and differentiate instruction.
- c) Provide monthly professional development sessions and team meetings for teachers to receive additional support and best practices in reading instruction.

This past March, teams of MSDE school improvement specialists reviewed the Alternative Governance for School Improvement proposals from these four schools. As a result of the internal review, the adopted alternative governances are recommended for approval. Copies of the four Alternative Governance for School Improvement Proposals are available in the 2010 Alternative Governance Binder in the Caucus Room.

ACTION:

The State Board of Education is requested to approve the Alternative Governance for School Improvement proposals for the following schools:

<u>Maritime Industries Academy High</u>	<u>0431 Option 1 – Replace all or most of the school staff</u>
<u>Steuart Hill Elementary/Middle</u>	<u>0004 Option 1 – Replace all or most of the school staff</u>
<u>Waverly Elementary</u>	<u>0051 Option 1 – Replace all or most of the school staff</u>
<u>William Pinderhughes Pk-8</u>	<u>0028 Option 1 – Replace all or most of the school staff</u>