

TITLE I 1003(g) SCHOOL IMPROVEMENT GRANT

July 1, 2011- September 30, 2014

REQUEST FOR PROPOSAL COVER SHEET

FINAL DRAFT APRIL 21, 2011

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Table of Contents

Executive Summary	3
Section A:	
Schools to be served by LEA – Table A.1	8
Section B:	
Schools the LEA has Elected Not Serve – Table B.2	9
LEA Commitments and Capacity	10
<u>Cherry Hill Elementary</u>	
Cover Sheet-	14
B.1 Comprehensive Needs Assessment for Tier I and II schools	15
B.3.b Restart Intervention Model Selection and Descriptive Information	29
B.4 Timeline for LEA Monitoring of Tier I and II schools	57
<u>Frederick Douglass High School</u>	
Cover Sheet-	63
B.1 Comprehensive Needs Assessment for Tier I and II schools	64
B.3.a Turnaround Intervention Model Selection and Descriptive Information	81
B.4 Timeline for LEA Monitoring of Tier I and II schools	104
<u>Benjamin Franklin High School at Masonville Cove</u>	
Cover Sheet-	110
B.1 Comprehensive Needs Assessment for Tier I and II schools	111
B.3.b Restart Intervention Model Selection and Descriptive Information	128
B.4 Timeline for LEA Monitoring of Tier I and II schools	145
Section C:	
LEA Funding Breakdown	151
Consolidated Budget	152
LEA Budget	183
Cherry Hill Elementary Budget	195
Frederick Douglass High School Budget	209
Benjamin Franklin High School at Masonville Cove Budget	221
C-1-25	235
General Education Provisions Act (GEPA), Section 427	237
Tier I, II, and III Grant Specific and General Assurances	239
Waiver Request Form	241

Executive Summary
Expanding Great Options and the Title I School Improvement Grant 1003G
Baltimore City Public Schools
SY 2011-12

Background

During the 2008-2009 school year, Baltimore City Public Schools (City Schools) launched *Expanding Great Options* to create more and better school options for all students over time. City Schools has 201 schools and programs across 19 geographic subareas of Baltimore City. Ensuring that all students in each of those areas have access to school options that meet their interests and needs requires a range of programs, a set of coordinated efforts among multiple departments and an overarching plan.

Through *Expanding Great Options*, City Schools began to link school performance and parent choice to facility improvement and new school creation strategies, and set about ensuring the emergence of a system of great schools.

Expanding Great Options continues to be driven by City Schools' commitment to providing great school options to all students. The focus of this year's recommendations was on the transformation -- and in some cases closure -- of the lowest-performing schools with secondary (middle and high school) grades. City Schools proposed accomplishing this through a range of recommendations, including expansion of pre-K-8 programs and middle school choice.

In the fall of 2010, City Schools analyzed data for schools with the lowest state test scores in 2009-2010. The initial analysis reviewed 60 schools on the following measures: student achievement and enrollment trends; previous intervention strategies, such as changes in leadership or actions under last year's *Expanding Great Options* process; fiscal sustainability; building utilization rate and condition; geographic location and school options in the area; and rubric scores on the five characteristics of a successful school developed by City Schools in partnership with Education Resource Strategies, a nonprofit consulting firm specializing in urban education reform.

School Improvement Grant

Expanding Great Options brought with it another unique thrust this year -- a chance to leverage federal stimulus dollars under the American Recovery and Reinvestment Act of 2009 (ARRA). Under ARRA, school systems are eligible to receive “School Improvement Grants” to transform their lowest-performing schools. These grants present new opportunities for transforming low-performing schools, allowing City Schools to advance its *Expanding Great Options* goals more broadly and strategically. City Schools will receive more than \$5.1 million in federal Title I School Improvement Grant funds for school year 2011-2012 from 1003 (g) II.

City Schools identified transformation strategies that made the most sense for each identified school. City Schools referenced the Title I School Improvement Grant guidelines under ARRA, which reflect national best practices in school intervention. These options include changing a school’s leadership and staff, using reform principles to improve a school (e.g.: extended learning time, embedded professional development, etc.), closing a school and re-opening it under the management of a new operator, and closing a school altogether and transferring its students to a higher performing school.

ARRA also makes available stimulus dollars to strengthen instructional capacity at schools that are not proposed for replacement or closure, and City Schools also incorporated these opportunities into its *Expanding Great Options* 2010-2011 recommendations for transforming and closing its lowest-performing secondary schools. Two schools were chosen for “turnaround” and those schools are Frederick Douglass High School and Benjamin Franklin High School at Masonville Cove. One school was chosen for “restart,” meaning that an external partner was selected to work intensely with the school on climate, attendance, and academic measures. All schools will spend time and resources to develop a new school mission, vision, and shared values, as they implement dramatic academic, climate, and student support reforms. The restart school is Cherry Hill Elementary Middle School. City Schools has gone to great lengths to ensure that the approved and signed contract reflects the intended program Operator’s outcomes as outlined in the implementation of the Restart model. Ratified contracts will be available for review by MSDE once the grant is approved.

Overview of Targeted Schools

Cherry Hill Elementary/Middle School

Cherry Hill Elementary Middle is partnered with Friendship Schools, which brings extensive experience in school management in Washington, D.C. and Baltimore, with a focus on Science, Technology, Engineering and Mathematics (STEM) and academic rigor. Teachers will be asked to reapply for their jobs and one third of the teachers have been replaced with new staff. Friendship will focus on the professional development of staff, student supports and climate, and the academic offerings of the school, making Cherry Hill into a STEM themed school in which kids are challenged and thrive. Finally, Friendship has established a partnership with the Urban Teacher Center, to create a pathway that brings only highly effective teachers into the school system.

Frederick Douglass High School

The rich tradition of Frederick Douglass High School dates back to 1883 when some high school courses were added to the subjects taught at the Grammar School for Colored Children, located on Holiday Street. In 1889, the first graduating class received its diploma from Mayor Ferdinand Latrobe and the school was officially designated as a high school by city ordinance. Known as the Colored High School, this dual function was retained until 1901.

Two academies will be created at Frederick Douglass High School as part of the school turnaround. The Academy of Innovation will be Maryland's premier STEM learning organization. Creativity and design thinking are at the heart of innovation. At the Academy of Innovation students will develop the courage and intellectual habits to be creative. Through aesthetically based (good design and engineering) experiential and project-based learning students will construct understanding of the world that lead the generation of original ideas, solutions and processes intended for a better world. The second academy is the Academy for Global Leadership and Public Policy. This academy is designed to graduate future leaders of government, industry and communities. Graduates of the Global Leadership and Public Policy Academy will exhibit the leadership qualities and skills to advance the public good in a diverse and globally interdependent world.

Benjamin Franklin High School at Masonville Cove

City Schools led a planning process in fall 2010 that involved families, community stakeholders, and elected officials, and resulted in the recommendation to turnaround Benjamin Franklin High School at Masonville Cove. The school community expressed a strong belief that career exploration and skill development are critical components of maintaining student engagement and ensuring high graduation rates. Over time, the school will implement a 4+1 schedule, with core academic instruction on four days and one day dedicated to Learning to Work (LTW) experiences aligned to students' interests and readiness. The fifth day activities could include community service, job shadowing, unpaid/paid internships, or academic interventions if needed or enrollment in college-level courses. The goal will be that over time that the majority of students will have work experiences. Also, Ben Franklin has already started developing an environmental focus, in part due to its proximity to the Masonville Cove Environmental Education Center and other community resources. The school will strengthen this theme by establishing an environmental sciences CTE track.

All of the SIG schools must undertake the important work of developing new school missions, visions, and shared values. Many of the schools will be starting a thematic instructional focus that is new to the school staff and community and will require significant "buy-in" to be successful (i.e, STEM at Cherry Hill and Frederick Douglass). This will be a cornerstone of the work in all SIG schools.

PART II: Schools to be Served by LEA

Section A

Indicate the schools the LEA will serve by completing Table A.1 below. The list of eligible schools may be found in Appendix A.2. Add more rows as needed.

For Tier I and Tier II schools, identify the **Intervention Model Selected** for each school.

Descriptions of each model are included in Appendix C.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

Table A.1

Schools to Be Served by the LEA

	School Name	NCES ID #	MSDE ID #	Tier I	Tier II	Tier III	Title I SW or TAS	Intervention Model Selected			
								Turnaround	Restart	School Closure	Transformation
1	Cherry Hill Elementary/Middle	24000900171	159	X			X		X		
2	Frederick Douglass High	24000900209	450		X			X			
3	Ben Franklin High School @Masonville Cove Academy	2400090157	239		X			X			

Section B:

Table B.2

Schools the LEA has Elected Not Serve

	School Name	NCES ID #	Tier I	Tier II	Reason LEA Lacks Capacity to Serve the School
1	Patapsco Elementary/Middle	24000900296	X		<p>During the 2009-2010 school year, Patapsco went through the Alternative Governance (AG) process. Through this process key staff was replaced and a comprehensive plan has been implemented during the 2010-11 school year. This plan takes into account the Teacher Capacity Needs Assessment (TCNA) that was conducted as part of the process. The AG plan implements a myriad of strategies to provide better outcomes for students. Such strategies include more comprehensive training for the Towson Tutors at the school so to better assist students. Implementation of Teacher Assisted Instruction (TAI) in math to ensure mastery of skills. Implementation of the Paths to PAX in grades PK-5 as a comprehensive school wide behavior system. Use of Response to Intervention with support from Towson University mental health clinicians. More comprehensive professional development during collaborative planning time and faculty meetings has also been implemented as part of the AG plan. The plan also addresses the collaboration between the school and families.</p> <p>Baltimore City Schools feels that the plan in place is comprehensive and believes that it addresses the needs of the school and will impact the outcomes for students. Therefore, City Schools is not applying for Patapsco as a part of the SIG II application.</p>
2	Gilmor Elementary	24000900221	X		<p>Gilmor is a feeder school to our established SIG schools. As such the school will receive supports from the Breakthrough Center and will go through the Restructuring Implementation Technical Assistance (RITA) this Spring. Based upon the comprehensive school review from RITA and the support that will be provided to the school through the Breakthrough Center. Baltimore City Schools feels that the school will have the necessary support for the implementation of school wide reform that will thus change the academic advancement of students at Gilmor.</p> <p>Therefore, City Schools is not applying for Gilmor as a part of the SIG II application.</p>

LEA Commitments and Capacity

LEAs that accept 2010 Title I 1003(g) school improvement funds **agree to establish a central support team** to oversee the implementation of the selected models in Tier I and Tier II schools as well as the strategies that the LEA will implement in Tier III schools. The Title I office must be represented on the Central Support Team. The team will coordinate the support, as well as monitor, and assess the progress for each of the identified schools. Complete the LEA Commitment Table and add rows as needed. *** Please note this table will be adjusted based on the restructuring of the City Schools support structures. The new structure will ensure that there is a single support services team for the schools that are a part of SIG I and SIG II. The structure will still use SIG funding along with Race to the Top funds to ensure the support of the schools.**

LEA Commitment Table

1003(g) Central Support Team				
Name of Central Support Team Members	Title	Responsibility	Tier Assignment e.g. Tier I schools, Tier II Schools, or Tier III Schools	Estimate of the time each individual will devote to supporting Tier I, II, and III schools (Hours per Month)
Beth Nolan	Turnaround Schools Director	Ensure the effective implementation of school based interventions through frequent monitoring of interventions at each school site. Work closely with school based leadership teams and act as the main point of contact for the project management team.	Tier I and Tier II	53 hrs/month
Cecilia Martin	Coordinator of Turnaround School Accountability	Monitor the school level data and grants to ensure effective implementation. To develop metric for school monitoring.	Tier I and Tier II	53 hrs/month
Judy Stewart	Business Manager	Ensure fiscal spending of the allocated resources and to liaise between the Schools, City Schools Grants office and Turnaround.	Tier I and Tier II	53 hrs/month
TBA	Operations Specialist	Ensure that the schools have adequate staffing and support to implement the SIG II grant.	Tier I and Tier II	53 hrs/month
TBA	Student Support Services Liaison/Coordinator	Ensure that Student Support Services are implemented across schools and work with MDSE to ensure that resources are provided to schools.	Tier I and Tier II	53 hrs/month

1003(g) Central Support Team

TBA	Student Support Services Specialists	Work in schools to support the wrap around services for all students	Tier I and Tier II	53 hrs/month
TBA	Breakthrough Zone Liaison/Coordinator of Academic Supports	Ensure that the academic intervention programs that are a part of the comprehensive reform plans are implemented	Tier I and Tier II	53 hrs/month
TBA	Math Intervention Specialist	Work in schools to support data reviews and progress towards Math targets.	Tier I and Tier II	53 hrs/month
TBA	Reading Intervention Specialist	Work in schools to support data reviews and progress towards Reading targets.	Tier I and Tier II	53 hrs/month
Sonja Brookins Santelises	Chief Academic Officer	Manage the oversight of the Turnaround Director.	Tier I and Tier 2	12 hours/month
Tasha Franklin Johnson	Director, Office of Federal Programs	Administering the Title I grant through grant oversight	Tier I and Tier II	20 hours/month
Linda Eberhart	Director of Teaching and Learning	Coordinate the professional development support for the turnaround schools.	Tier I and Tier II	20 hrs/month
Tracy Kelley	Office of New Initiatives	Serve as first point of contact for external turnaround partners and to act as liaison between operators and central office.	Tier I and Tier II	30 hrs/month
Ami Magunia	Staffing Manager Human Capital	Work with the Operations Specialist to Support schools on staffing needs and troubleshoot staffing issues.	Tier I and Tier II	20 hrs/month
Maria Navarro	CAO's office	Designees from the CAO's office will serve as monitors throughout the year.	Tier I and Tier II	16hrs/month

a. How often will the LEA 1003(g) central support team meet?
 The Central Support team will meet monthly. There will be a School Improvement Monitoring cycle that will happen on an ongoing basis and that will focus on the implementation of the grant to fidelity.

b. How often will they report on their work and the work on Tier I, II and III schools to the Superintendent?
 The work of the SIG II schools will be reported on through the Chief of Staff to the CEO. The CEO will be briefed on an on-going basis **and a formal briefing will be done quarterly.**

c. How often will they report on their work and the work on Tier I, II and III schools to the Board of Education?
 City Schools will update its School Board Commissioners on a quarterly basis about both the SIG I and SIG II grant.

d. Has the LEA 1003(g) central support team met 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 central support team to begin work on the Tier I, II, and III schools?

*Agenda and invite and Sign in Sheets attached in Appendix B.

e. What role has or will the LEA 1003(g) central support team play in the creation of annual goals for student achievement and annual review/assessment of progress based on these goals described in sections 2 and 3 of this proposal?

The Turnaround Office staff and central support team will work in collaboration with the schools to determine the trajectory for growth all leading to AYP metrics by the end of the life of the grant.

f. What steps will the LEA 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?

City Schools will hire an individual to specifically assure that funds are utilized to implement the selected interventions. This individual, the operations specialist, will work closely with school-based staff and other central office staff to ensure that the allocations are made in a timely manner and that they are being used effectively. Additionally, the Business manager will provide fiscal oversight. Both grant specific positions will work closely with the LEA's Grants Office to ensure compliance.

LEA Capacity

LEA Capacity to Implement Grant

Self-assessment of LEA capacity to design, support, monitor and assess the implementation in each/all of the Tier I, II, and III schools described in the school descriptions. Respond fully to each question below.

1. Within this proposal, the LEA identified actions taken or in the planning to support individual Tier I and Tier II 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 Tier III 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?

- (1) **Realignment-** Schools will be given a per pupil allocation for spending. The schools will have the ability to align their resources to the targeted interventions. The schools that have external operators will be able to realign their funding resources where necessary to ensure the flexibility to meet the needs of their targeted interventions. City Schools will also leverage Race to the Top funds both from the SEA and LEA to ensure schools can meet their targets.
- (2) **Removal of Barriers-** Schools will work with the Office of Turnaround that will outline how they will reach given benchmarks. The schools can make adjustments to the traditional school calendar, or create alternatives schedules. The schools will have autonomy in budget, staffing and programming. The schools will be supported to make best use of collaborative planning time and to embed professional development within the typical school day. The schools will have the flexibility to use their people, time and money to ensure that their school dramatically improves student achievement.
- (3) **Modifications to policies-** The central office support team will meet regularly with the school based support team so to proactively rethink polices that may impact the expedited turnaround of schools. In the past, new schools were left to enter the staffing process and compete for talent with other schools in the district. In support of the turnaround and restart models, the Office of Human Capital (OHC) modified communication and recruiting practices to provide greater access to employees for these schools. The Turnaround Office will also have an Operations Specialist who will work with schools to ensure staffing needs are being met.

Communication: The Office of Human Capital, in partnership with other central office leaders, visited each of the impacted schools' existing staff to discuss the respective school model, the direction of the initiative and lay out the case for change. A key component for existing staff was the voluntary transfer process, with relaxed requirements which encouraged our top performers to consider restart and turnaround schools (i.e. "time in position" requirements were relaxed).

Additionally, a representative from OHC identified and visited three professional learning communities (PLCs) where high performing/ highly involved teachers were gathered. The messaging to these PLCs centered on the need for the highest performing teachers and teacher leaders to consider transfers to restarts and/or turnarounds. The school system expects that approximately 125 teachers and teacher leaders were invited to reach out to a dedicated OHC contact to further discuss the opportunities.

At each of the communication sessions, external operators were invited to attend and discuss their respective schools and opportunities. Employees were given a chance to interact with the operator to determine a fit, and learn more about the instructional philosophy of the organization.

Teacher Recruiting: During the district's voluntary transfer process, we developed a process for restarts/turnarounds to have first access to the strongest candidates. In the past, the voluntary transfer list was posted on a common dashboard, and all principals had equal access. This year, the report was culled three times for primary review and action by turnarounds and restarts. The schools were able to initiate discussions with HQ teachers. This 'first bite at the apple' allowed for the schools with the highest need to get the highest priority in staffing their schools with the best, most qualified talent. The early communication points led to earlier interviews. The interview process was ramped up for these schools. Where a simple interview may have been the protocol, both external operators and central office staff developed a rigorous process which included face to face interviews, a review of student data, sample lessons (in some cases), instructional observations, and feedback from existing leadership. These schools used considerably more data points-on a larger scale- than ever before to evaluate and recommend staff.

- (4) Engaging in Collaboration- The Director of Turnaround Schools will begin long-range planning with the school operators and school leaders from the onset of the school turnaround. These planning sessions will involve creating a long-range strategic plan for district allocations for the schools beyond the life cycle of the grant.

2. What are the major challenges to full and effective implementation of all components of the SIG grant that the LEA 1003 (g) central support team has identified and how will the team address these challenges in the early phases of the work?

Challenge	Solution
Identifying highly effective staff for every position within Turnaround Schools	City Schools implemented an informal observation protocol to identify staff members who demonstrate turnaround potential. Implement targeted recruitment strategies through channels of highly motivated and high performing teachers. Provide incentives.
Identification of highly effective school leaders	Create a job description and a posting specifically for a "turnaround principal." A pool of qualified applicants will be created through a rigorous selection process. Put incentives in place for additional compensation and performance bonuses.
Ensuring that all elements of the school model and state requirements can be adequately funded.	Team approach to the roll out of funds to ensure that every school receives the funds required for school model implementation.

Cover Sheet- Tier I and Tier II Schools

School Name: Cherry Hill Elementary Middle School Address: 801 Bridgeview Road Baltimore, MD 21225	LEA Point of Contact (POC) Name & Position: Beth Nolan Director of Turnaround Schools Phone#: 410-736-9314 Email Address: BANolan@bcps.k12.md.us										
Grade levels enrolled (SY10): PK-8	Number of Students Enrolled (SY10): 341										
Year the school entered school improvement status: <u>1998</u>	Tier Level Tier I <u> X </u> Tier II _____										
Differentiated Accountability Status: _____ Focus Developing _____ Focus Priority _____ Comprehensive Developing <u> X </u> Comprehensive Priority	School Improvement Status _____ School Year 1 _____ School Year 2 _____ Corrective Action _____ Restructuring Planning <u> X </u> Restructuring Implementation										
Title I Status: <u> X </u> Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School	Intervention Model Selected: _____ Turnaround Model _____ Closure <u> X </u> Restart _____ Transformation										
Waiver Request(s): <u> X </u> Requested for this School _____ Not Requested for this School	Amount the LEA is requesting from 2010 Title I 1003(g) School Improvement Funds for the next three years. <table border="1"> <tr> <td>Year 1: SY 2010-11</td> <td>\$919,022.14</td> </tr> <tr> <td>Year 2: SY 2011-12</td> <td>\$1,257,332.39</td> </tr> <tr> <td>Year 3: SY 2012-13</td> <td>\$1,257,332.39</td> </tr> <tr> <td>Pre-implementation Activities Yr. 1</td> <td>\$268,247.30</td> </tr> <tr> <td>Total Amount of Funding Requested for this school</td> <td>\$3,701,934.22 \$3,924,418.28</td> </tr> </table>	Year 1: SY 2010-11	\$919,022.14	Year 2: SY 2011-12	\$1,257,332.39	Year 3: SY 2012-13	\$1,257,332.39	Pre-implementation Activities Yr. 1	\$268,247.30	Total Amount of Funding Requested for this school	\$3,701,934.22 \$3,924,418.28
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Total Amount of Funding Requested for this school	\$3,701,934.22 \$3,924,418.28										

Table B.1 Comprehensive Needs Assessment

Name of School: Cherry Hill Elementary/Middle School		Tier: I																																																																																																																																																				
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges		LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment																																																																																																																																																				
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<p data-bbox="142 927 306 954">2 Staff Profile</p> <ul data-bbox="195 959 800 1450" style="list-style-type: none"> 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: <ul data-bbox="289 1117 464 1230" style="list-style-type: none"> 0-5 years 6-10 years 11-15 years 16+ years Number and % of teaching faculty’s service at this school: <ul data-bbox="289 1300 464 1414" style="list-style-type: none"> 0-5 years 6-10 years 11-15 years 16+ years Number and % of HQ teachers 	<ul data-bbox="877 927 1633 987" style="list-style-type: none"> Tracey Y. Garrett Principal – Middle, Appointed August 28, 2010 1 Assistant Principal <p data-bbox="831 1019 1633 1047">Number and % of teaching faculty’s total classroom instruction experience:</p> <table border="1" data-bbox="919 1052 1472 1182"> <tbody> <tr> <td>0-5</td> <td>13</td> <td>48%</td> </tr> <tr> <td>6-10</td> <td>7</td> <td>26%</td> </tr> <tr> <td>11-15</td> <td>2</td> <td>7%</td> </tr> <tr> <td>16+ years</td> <td>5</td> <td>19%</td> </tr> </tbody> </table> <p data-bbox="831 1214 1451 1242">Number and % of teaching faculty’s service at this school:</p> <table border="1" data-bbox="919 1247 1472 1377"> <tbody> <tr> <td>0-5</td> <td>23</td> <td>86%</td> </tr> <tr> <td>6-10</td> <td>2</td> <td>7%</td> </tr> <tr> <td>11-15</td> <td>0</td> <td>0%</td> </tr> <tr> <td>16+ years</td> <td>2</td> <td>7%</td> </tr> </tbody> </table> <ul data-bbox="877 1377 1772 1437" style="list-style-type: none"> Number and % of HQ teachers: 23 of 27 Teachers are HQ 84% are HQ Number of school-based reading and English teachers of record: 11 Elementary 	0-5	13	48%	6-10	7	26%	11-15	2	7%	16+ years	5	19%	0-5	23	86%	6-10	2	7%	11-15	0	0%	16+ years	2	7%											
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<p>4 Rigorous Curriculum Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> • Core English/Reading program • Core Mathematic and algebra programs • Curriculum Intervention Programs • Enrichment Programs 	<ul style="list-style-type: none"> • Core English/Reading program : Reading: Open Court Grades PreK to 5; McDougal Littell for grades 6 to 8. • Core Mathematic and algebra programs: Math City curriculum is aligned to the Maryland Standards <p>Curriculum Intervention Programs The teachers at Cherry Hill use the MSC to guide planning and instruction. Through the support of an Achievement First coach, teachers are continuously working to develop a rigorous reading program that follows the balanced literacy framework. Weekly support and coaching is provided to teachers to build capacity around content literacy, during which teachers analyze student work, assessments and lesson plans.</p> <p>Math teachers focus instruction on the standards set out in the MSC, and use the documentation from MathWorks to support teacher development. Teachers develop planning calendars based on Baltimore City scope and sequence.</p> <p>To provide students intervention for standards of concern, Cherry Hill has an additional math teacher who supports grades 6 and 7. This allows for smaller groups and more individualized assessment for students who struggle with mastery and have performed basic for several years. The students also use Study Island as a resource for intervention. Individual teachers provide student specific interventions during lunch and before/after school. The middle school students struggling in math benefit from a Saturday program, sponsored by the Office of Teaching and Learning.</p> <p>Enrichment Programs Enrichment is provided for students in the form of an 8th grade mentoring group for young women. This group meets weekly and addresses social and academic enrichments to prepare the young scholars to be prepared for high school.</p> <p>Conclusion: Cherry Hill’s focus on math has resulted in rates of improvement, but the same cannot be said for reading scores. It is likely that many Cherry Hill students lack basic literacy skills, so some kind of specialized intervention is needed for those students – not unlike the extra resources targeted for mathematics. Staff must be sure that the ELA/reading program is aligned with Maryland state standards, as the mathematics curriculum is. More enrichment programs are needed to keep students engaged and feel part of the school community.</p> <p>Action Steps: The Understanding By Design framework will be used with quality materials. Essential questions and themes frame unit plans and push students to solve tough problems. Cherry Hill also will focus on integrating STEM into its curriculum using resources described in the State’s Race to the Top application, among others. The programming will be enriched after a completing a needs assessment at the school to identify which areas of focus are most meaningful.</p>

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<p>5 Instructional Program</p> <ul style="list-style-type: none"> • Planning and implementation of research-based instructional practices • Use of technology-based tools • Use of data analysis to inform and differentiate instruction • Master Schedule by content area (include minutes of instruction) 	<p>Planning and implementation of research-based instructional practices: Planning and implementation of research based instructional practices is focused on strategies highlighted by the district such as TAI, and balanced literacy. In the primary classrooms, teachers are focused on developing oral language through turn and talks and station learning.</p> <p>Use of technology-based tools: Teachers utilize smart boards/promethean boards to enhance instruction.</p> <p>Use of data analysis to inform and differentiate instruction: Data is used in team meetings on a weekly basis. Teachers utilize data from benchmarks and teacher made assessments to inform instruction, with the support of the principal, assistant principal and Stephen Gibson from Towson. Teachers have been trained on differentiating based on student accommodations by the network team.</p> <p>Master Schedule by content area (include minutes of instruction) Grades 3-8 are departmentalized. Literacy instruction occurs for half the day and math instruction occurs half a day. (Students also attend a resource each day.)</p> <table border="1" data-bbox="865 711 1774 867"> <thead> <tr> <th>Elementary</th> <th>Middle School</th> </tr> </thead> <tbody> <tr> <td>Literacy 3 hrs.</td> <td>Humanities (Literacy/Social Studies) 2.5 hrs</td> </tr> <tr> <td>Math 1.5 hrs.</td> <td>Math 1.5 hrs.</td> </tr> <tr> <td>Science/Social Studies/Health 30 mins</td> <td>Science 1hr.</td> </tr> </tbody> </table> <p>Conclusion: More professional development may be needed to determine whether teachers are using technology tools in the most effective manner, and on their differentiation of instruction.</p> <p>Action Steps: All classrooms will reflect the non-negotiables outlined in Friendship’s instructional model, DICE (Data, Instruction, Culture Environment). Cherry Hill will adopt an inquiry-based approach for sciences and a gradual release model used for humanities courses. The school will focus on balanced literacy and numeracy approach that includes readers and writers workshop across the curriculum. Finally, the elementary grades will focus on using centers to meet needs of diverse learners.</p>	Elementary	Middle School	Literacy 3 hrs.	Humanities (Literacy/Social Studies) 2.5 hrs	Math 1.5 hrs.	Math 1.5 hrs.	Science/Social Studies/Health 30 mins	Science 1hr.		
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<p>6 Assessments</p> <ul style="list-style-type: none"> • Use of formative, interim, and summative assessments to measure student growth • Process and timeline for reporting • Use of technology, where appropriate • Use of universal design principles 	<table border="1" data-bbox="1163 1177 1612 1382"> <thead> <tr> <th>Assessments:</th> <th>Type</th> </tr> </thead> <tbody> <tr> <td>Stanford</td> <td>Paper</td> </tr> <tr> <td>MSA</td> <td>Paper</td> </tr> <tr> <td>RISE</td> <td>Online</td> </tr> <tr> <td>Quarterly Benchmarks</td> <td>Paper</td> </tr> </tbody> </table>	Assessments:	Type	Stanford	Paper	MSA	Paper	RISE	Online	Quarterly Benchmarks	Paper
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	Testing Calendar		
	Date(s)	Name of Test	Grade(s)
	August 30 - November 12, 2010	Maryland Model for School Readiness (MMSR) The Work Sampling System Fall Observation	Pre-Kindergarten and Kindergarten
	August 31 - September 10, 2010	Math/Literacy Benchmark A Testing Window	Grades 1-8
	September 1, 2010 - March 2, 2011	Alt-MSA (Alternate MSA) Portfolio Development Window	Special Education Students Grades 3-8, and 10
	September 13 – 17, 2010	Identify Students for Gifted Services	Elementary and Middle School Students
	October 4, 2010- January 14, 2011 (Tentative)	Maryland Measure of Student Technology Literacy for 7 th Grade - Assessment Window	Grade 7 students
	October 18-22, 2010	Science Benchmark A Testing Window	Grades 5 and 8
	November 1-12, 2010	Math/Literacy Benchmark B Testing Window	Grades 1-8
	November 15-19, 2010	Primary Talent Development (PTD) Student Behavioral Checklist Data Submission	Pre-Kindergarten – Grade 2
	November 15-30, 2010	MMSR The Work Sampling System Fall Data Submission	Pre-Kindergarten and Kindergarten
	November 15, 2010- February 4, 2011	MMSR The Work Sampling System Winter Observation	Pre-Kindergarten and Kindergarten
	January 18-21, 2011	Science Benchmark B Testing Window	Grades 5 and 8
	January 24-28, 2011	Identify Students for Gifted Services	Elementary and Middle School Students
	January 24 - February 28, 2011	National Assessment of Educational Progress (NAEP), Reading and Math	Selected Schools
	January 31 - February 11, 2011	Math/Literacy Benchmark C Testing Window	Grades 1-8

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	<p>Action Steps: Cherry Hill will launch a balanced assessment system that looks at interim assessments on a 4-week cycle aligned to district-created benchmark assessments backmapped from the state assessment.</p> <p>In addition, the Friendship (Baltimore) Director of Data and Assessment will spend a portion of her time at Cherry Hill in order to:</p> <ul style="list-style-type: none"> - Create benchmark assessments in all tested grades and subjects for the three schools - Oversee the administration of grade level-equivalent examinations in the beginning and end of the academic year to determine growth in reading and math. - Oversee implementation of quarterly benchmarks to measure student growth in tested subject areas, including the Maryland State Assessment areas (math, reading, science). <p>Train school leadership teams on quality data talks, and monitor the quality and frequency of these talks throughout the school year.</p>
<p>7 School Culture and Climate</p> <ul style="list-style-type: none"> • School vision, mission and shared values • School safety • Student health services • Attendance supports • Climate survey, if available 	<p>Vision For all students to attend school every day to take full advantage of the supports and resources, that are available to help them excel academically and socially.</p> <p>Mission Cherry Hill will empower all students to reach their maximum potential by building their self-esteem, providing them with data driven instruction and developing their leadership skills to ensure they make quality decisions for themselves.</p> <p>School Safety SY 09-10 Overall suspensions-80 Climate Index-68.4% Activities-PBIS, Cherry Hill Elementary/Middle Mentoring Program, Parent Teacher Student Organization, Study Hall, School-Wide Expectation Matrix and Weekly Enrichment Opportunities</p> <p>Attendance Data 2010-All students 95.6% %missing >20 days 14.5/7.5 %missing< 5 days 30.0/46.3</p>

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159-Cherry Hill Elementary/Middle Climate Dimensions	Students Mean Satisfactory Response				Parents Mean Satisfactory Response			
	2008	2009	2010	Dist.	2008	2009	2010	Dist.
School Safety	52	36.4	39.4	59.1	77.4	71.6	73.5	88.2
Creativity & the Arts		71.3	69.6	72.7		80.4	75	86.3
The Learning Climate	55	58.7	59	63.4	70	71.5	78.8	81.5
The Teachers	70.1	71.5	66.4	82.1	79.3	83.6	78.2	91.6
Educational Values	90.6	89.5	89.2	93.3	99.2	97.3	95.8	97.8
School Physical Environment	35.9	37.5	37.4	48.4	77.7	74.4	74.7	82.9
School Resources	44	53.1	50.3	59.6	61.2	76.1	72.2	78.3
School Administration					75	76.5	72.2	85.5
Parent-Family Involvement	69	67.6	71.6	72.5	73.6	81.8	74.9	83.6
Satisfaction with School	62.4	72.1	67.7	74.6	69.8	71.9	68.1	89.7
N	114	138	96	41,075	33	40	18	16,017
Response Rates*	51%	61%	50%	69%				

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159-Cherry Hill Elementary/Middle	Staff Mean Satisfactory Response				All Respondents Mean Satisfactory Response			
	2008	2009	2010	Dist.	2008	2009	2010	Dist.
Climate Dimensions								
School Safety	48.7	52.5	44.8	73.8	59.3	53.5	52.6	73.7
Creativity & the Arts		60.2	64.3	74.4		70.6	69.6	77.8
The Learning Climate	50	62.5	56.5	73.3	58.3	64.2	64.7	72.7
The Teachers	79.6	90.3	90.7	91.5	76.4	81.8	78.4	88.4
Educational Values	94.4	98.9	95.2	97.5	94.7	95.2	93.4	96.2
School Physical Environment	40.3	50.5	52.4	66.1	51.3	54.1	54.8	65.8
School Resources	57.3	61.8	66.6	73.5	54.1	63.7	63	70.5
The School Administration	57.3	68	57.3	80.7	66.2	72.2	64.8	83.1
Parent-Family Involvement	74.7	83.5	84.3	86	72.4	77.6	76.9	80.7
Satisfaction with the School	64.9	79.4	65.5	84.9	65.7	74.5	67.1	83.1
N	24	31	14	5,168	171	209	128	62,260
Response Rates*	50%	61%	32%	51%				

*Response Rates are not calculated for parents, since parents may submit more than one survey form

	2008	2009	2010	Dist.
School Climate Survey Summary Index	66.5	70.8	68.4	79.3

Conclusion: Most indicators of climate trail those of the school district as a whole. Middle school parents are less satisfied with Cherry Hill than elementary school parents. Safety is a concern across the board, as is the administration under the previous leader. The school gets relatively high marks for creativity/arts and educational values. The school needs to embark upon a concerted campaign to improve school climate, including more engagement with students and better home-school connections. However, the survey also had a very small “n” size, so the survey data should be interpreted with caution.

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	<p>Action Steps: School-wide culture plans will be created with Lee Canter focused on PBIS when possible and directly connected to the school SST. Friendship will engage with community partners specializing in conflict resolution and gang prevention. Cherry Hill also will work with City Schools to seek resources and/or technical assistance from the State’s Breakthrough Center, as outlined in City Schools’ Race to the Top Scope of Work. Clear rules for behavior through PBIS and Hierarchy of Consequences will be posted in each classroom.</p>
<p>8 <u>Students, Family, and Community Support</u></p> <ul style="list-style-type: none"> • Social-emotional and community-oriented services and supports for students and families • Engagement of parents in the education of students 	<ul style="list-style-type: none"> • Social-emotional and community-oriented services and supports for students and families <p>Engagement of parents in the education of students</p> <ul style="list-style-type: none"> • Families are invited to attend the Annual Meeting to learn about the school’s Title I programs and requirements. Additionally, parents are invited to review the Parent Compact and to participate in providing input on how the Title I dollars for Parent Involvement are to be spent. • Provide Math and Literacy Family Nights for parents to have opportunities to see what students are learning and how to assist with homework and projects. • Parent Involvement Workshops including: Grocery/Meal Planning, Math Night, Literacy Night, Scrapbooking, College Workshop. <p>The school community partners will sponsor two events that support achievement for the students and the school families. The Dance Guild of Baltimore will sponsor a trip to the Nutcracker and the Sylvan Learning Center will sponsor a tutoring program. The school will accommodate all families by providing childcare and food at workshops and events and by having multiple meeting dates and times. The school will communicate with all families through notifying families of upcoming events through flyers, phone call, labels and school Web site, parent/teacher conferences, school-wide Family Nights and events, and parent and community meetings.</p> <p>Conclusion: Cherry Hill has an admirable list of family engagement events, but it is not clear that they have improved relations with families, as the survey indicated. The school may have to rethink the timing and content of its events with families and perhaps conduct a survey of what its families are looking for, or how the school can structure events so that families will attend and benefit. Leveraging the community partners is helpful. Families also will typically come to events that feature their children in performances, etc.</p> <p>Action Steps: A part-time Community Engagement Director will conduct monthly parent and community meetings. This person also will work with parents and community members to determine how the school can better engage families.</p>
<p>9 <u>Professional Development</u></p> <ul style="list-style-type: none"> • Use of Maryland Professional development standards 	<p>By June 2011, 100% of Pre-K grade general and special educators will be able to analyze data to improve and differentiate classroom instruction which will increase student achievement from 44.7% to 80% in reading and from 47.5% to 80% mathematics.</p>

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<ul style="list-style-type: none"> Accountability aligned to improved teaching and learning 	<p>Provide a half-day professional development on the usage of the Classroom Instruction Focused Improvement Process (CFIP) to all staff. This session will include how to analyze data, different types of assessment and the utilization of the data to drive instruction and intervention in the classroom. Collaborative planning will take place weekly to help guide teachers with planning of differentiated instruction. (New teachers will receive additional mentoring from the principal on a monthly basis).</p> <p>At each weekly team meeting the ILT and teachers will discuss and utilize protocol strategies to dig deeper to better student interventions and student final product. The ILT will also review the sign-in sheets to work with those that did not attend to provide make-up services sessions and to work out any concerns that may impact their attendance at future sessions. In order to assess the attainment of indicator #1, and ILT will review the inventories and checklists utilized to identify the students' strength and weaknesses which were identified.</p> <p>Feedback and support will be provided based on these ongoing reviews. In order to assess the attainment of indicator #2, teachers and the ILT will be tracking and monitoring data profiles sheets and benchmarks grades by creating and maintaining data walls in the classroom as well in the principal's office.</p> <p>Conclusion: Professional development at Cherry Hill must focus not just on analysis of data, but how the data are used to actually change instruction. It is not clear that teachers are altering their classroom behavior based on what the data indicate. Leadership must follow up with teachers through classroom observations to ensure that the data analysis is translating into actual classroom practice. Teacher attendance at PD sessions also seems to be a problem.</p> <p>Action Steps: Cherry Hill will provide two weeks of professional development in summer 2011 to all teachers on the use of data, high-impact instructional practices, creating a college-going culture, and a classroom environment conducive to learning. This professional development will be delivered by Friendship team members, in addition to national experts such as Lee Canter. For professional development throughout the year, two Friendship Instructional Performance coaches will work with teachers identified as in need of assistance. These sessions will be in addition to other sessions sponsored through Race to the Top by City Schools (data use) and the State (Common Core Standards Implementation).</p>
<p>10 Organizational structure and resources</p> <ul style="list-style-type: none"> Collaborative planning time Class scheduling (block, departmentalizing, etc.) Class configuration Managing resources and budgets Accessing other grants to support learning Increasing learning time for students and teachers 	<ul style="list-style-type: none"> Collaborative team meetings will assist teachers with assessing students needs with the assistance of a Towson State CFIP advisor. Collaborative planning will take place weekly to help guide teachers with planning of differentiated instruction. (New teachers will receive additional mentoring from the principal on a monthly basis). Weekly collaborative planning to review student work, data walls in classes and principal's office. The school provides an afterschool program for students who performed basic in reading and math.

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	<p>Conclusion: Vertical and horizontal team meetings are needed to ensure that teachers are on the same page in terms of differentiated instruction. The goals and objectives of the weekly collaborative planning as well as the student work review must be clear and linked to overall improvement goals for the school. The school would benefit from additional resources or grants to increase after-school programming so that it is linked to the school day and provides enrichment as well as academic support.</p> <p>Action Steps: The school budget will reflect collaborative planning time and data talks for teachers, staff and structures for the new behavior management model, and incentives and programs to increase student attendance and engagement.</p>
<p>11 Comprehensive and Effective Planning</p> <ul style="list-style-type: none"> • Practices for strategic school planning • School improvement plan development, implementation and monitoring 	<p>Baltimore City Schools requires schools to conduct data-driven planning to improve or sustain student achievement through the development of <i>School Performance Plans</i> (SPP). The framework for these plans is the district vision, mission, and goals that also frame the district’s Master Plan. As a district with a critical mass of schools that receive Title I funding and/or in are NCLB school improvement, the SPP templates are designed to prompt schools to address these requirements per ESEA guidance. The SPP also includes the school’s professional development plan, safety plan, and parent-involvement plan.</p> <p>SPP are submitted to peer review teams, comprised of School Support Network staff, district office staff, teachers and principals, via an electronic document management system. Review teams use a rubric to provide feedback to schools and make recommendations for approval. Plans that do not meet the standards are returned for revision. When the review process is completed, SPPs are forwarded to the Executive Directors of Elementary/K-8 and Secondary Schools for final approval.</p> <p>Conclusion: The SPPs must be a living document that is often referred to, not something that sits on the shelf. It should reflect the school’s goals and targets for improvements, and should explain how collaborative planning will help the school staff meet those goals. To the extent possible, the plan should address issues such as climate and family engagement.</p> <p>Action Steps: A Year 1 strategic plan that is aligned with district needs assessments and resources will be created with input from Friendship, Baltimore City Schools, and Cherry Hill leadership.</p>
<p>12 Effective Leadership</p> <ul style="list-style-type: none"> • Instructional leadership to promote teaching and learning • Monitoring of curriculum implementation and instructional practices linked to student growth • Impact on the school culture for teaching and learning • Use of assessment data using technology • Recruitment and retention of effective staff • Identification and coordination of resources to meet school needs 	<p>At each weekly team meeting the ILT (Instructional Leadership Team includes the Principal, Network 9 coordinators, team leaders and teachers) will discuss and utilize protocol strategies to dig deeper to better student interventions and student final product. The ILT will also review the sign-in sheets to work with those that did not attend to provide make-up services sessions and to work out any concerns that may impact their attendance at future sessions. In order to assess the attainment of indicator #1, and ILT will review the inventories and checklists utilized to identify the students’ strength and weaknesses which were identified. Feedback and support will be provided based on these ongoing reviews. In order to assess the attainment of indicator #2, teachers and the ILT will be tracking and monitoring data profiles sheets and benchmarks grades by creating and maintaining data walls in the classroom as well in the principal’s office.</p>

Name of School: Cherry Hill Elementary/Middle School	Tier: I
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
<ul style="list-style-type: none"> Engagement of parents and community to promote academic, developmental, social, and career needs of students 	<ul style="list-style-type: none"> Provide a half-day professional development on the usage of the Classroom Instruction Focused Improvement Process (CFIP) to all staff. This session will include how to analyze data, different types of assessment and the utilization of the data to drive instruction and intervention in the classroom. The PD session will be evaluated through the monitoring of assessments of students and action plans identifying skills, interventions/enrichment for whole group and individual students. Collaborative planning will take place weekly to help guide teachers with planning of differentiated instruction. (New teachers will receive additional mentoring from the principal on a monthly basis). Data driven dialogue in team meetings that leads to effective instruction and interventions and differentiation in instruction. Families are invited to attend the Annual Meeting to learn about the school's Title I programs and requirements. Additionally, parents are invited to review the Parent Compact and to participate in providing input on how the Title I dollars for Parent Involvement are to be spent. Provide Math and Literacy Family Nights for parents to have opportunities to see what students are learning and how to assist with homework and projects. Parent Involvement Workshops including: Grocery/Meal Planning, Math Night, Literacy Night, Scrapbooking, College Workshop. <p>The school community partners will sponsor two events that support achievement for the students and the school families. The Dance Guild of Baltimore will sponsor a trip to the Nutcracker and the Sylvan Learning Center will sponsor a tutoring program. The school will accommodate all families by providing childcare and food at workshops and events and by having multiple meeting dates and times.</p> <p>Conclusion: Based on current practice it is not clear how leadership enables effective instruction, data use, or family engagement. Baltimore City Schools staff found that current leadership have improved instructional practices, but student achievement, attendance and safety data have not improved.</p> <p>Action Steps: Cherry Hill will build leadership development in two ways: Professional development: Cherry Hill's leadership team will attend the Harvard Graduate School of Education's National Institute for Urban School Leaders. Capacity building: Cherry Hill will provide a summer Professional Learning Community retreat for its instructional leadership team to meet with the ILTs of other campuses in order to establish a network of support and create common best practices.</p>

School Name and Number: Cherry Hill Elementary Middle School

Tier: I

Intervention Model : RESTART MODEL

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Annual Goals for Reading/Language arts on State assessments (MSA/HSA) for “all students” group and for each subgroup. ****Baltimore City Schools determined these benchmarks using the baseline data from 2009-2010 school year.***

Year	AMO	Overall	African-American	FARMS	Special Education
Baseline	81	44.7	44.7	43.9	26.3
SY 2011	85.7	58.5	58.5	57.9	44.7
SY 2012	90.5	72.4	72.4	72.0	63.2
SY 2013	95.2	86.2	86.2	86.0	81.6
SY 2014	100	100.0	100.0	100.0	100.0

Quarterly Milestone Goals for Reading/Language arts on interim assessments for “all students” group and for each subgroup for **SY 2011 only** (to be updated annually upon renewal of the grant)

Year	Overall	African-American	FARMS	Special Education
Q1 _{baseline}	4.5	--	--	0.0
Q2	29.5	26.5	26.5	26.5
Q3	54.5	53.0	53.0	53.0
Q4	79.5	79.5	79.5	79.5

Annual Goals for Mathematics on State assessments (MSA/HSA) for “all students” group and for each subgroup ****Baltimore City Schools determined these benchmarks using the baseline data from 2009-2010 school year.***

Year	AMO	Overall	African-American	FARMS	Special Education
Baseline	75.4	47.5	47.5	46.8	21.1
SY 2011	81.6	60.6	60.6	60.1	40.8
SY 2012	87.7	73.8	73.8	73.4	60.6
SY 2013	93.9	86.9	86.9	86.7	80.3
SY 2014	100	100.0	100.0	100.0	100.0

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup **for SY 2011 only** (to be updated annually upon renewal of the grant)

Year	Actual Overall	Overall	African-American	FARMS	Special Education
Q1 _{baseline}	60.4	60.4	--	--	44.4
Q2	85.2	67.5	27.2	27.2	56.8
Q3		74.5	54.4	54.4	69.2
Q4		81.6	81.6	81.6	81.6

Attendance Data

Year	AMO	Overall	African-American	FARMS	Special Education
Baseline	90	93.4	92.4	92.3	90.7
SY 2011	93.9	93.6	92.8	92.8	91.5
SY 2012	93.9	93.7	93.2	93.2	92.4
SY 2013	94	93.9	93.6	93.6	93.2
SY 2014	94	94.0	94.0	94.0	94.0

Restart Model																																																					
Data Point From Needs Assessment	School Needs Assessment	Strategy to Address the Need	Person(s) Responsible	Estimated Date of Completion	Documentation that can Used as Evidence of Successful Completion																																																
Student Profile	Enrollment: 2010 – 342; 2009 – 391; 2008 – 396. <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2008</th> <th>2007</th> </tr> </thead> <tbody> <tr> <td>Average Daily Attendance</td> <td>93.36</td> <td>93.5</td> <td>92.6</td> </tr> <tr> <td>Missing <5 days</td> <td>34.08</td> <td>32.51</td> <td>25.2</td> </tr> <tr> <td>Missing >20 days</td> <td>12.73</td> <td>14.84</td> <td>21.8</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>%</th> <th>%</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>SPED</td> <td>15.2</td> <td>14.9</td> <td>15.6</td> </tr> <tr> <td>FARM</td> <td>92.8</td> <td>87.1</td> <td>80</td> </tr> <tr> <td>ELL</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Suspension Rate</td> <td>20.5</td> <td>17.2</td> <td>42.5</td> </tr> <tr> <td> Long term Suspensions</td> <td>8</td> <td>4</td> <td>2</td> </tr> <tr> <td> Short term suspensions</td> <td>72</td> <td>64</td> <td>162</td> </tr> <tr> <td> Persistently Dangerous</td> <td>7</td> <td>4</td> <td>--</td> </tr> </tbody> </table>		2009	2008	2007	Average Daily Attendance	93.36	93.5	92.6	Missing <5 days	34.08	32.51	25.2	Missing >20 days	12.73	14.84	21.8		%	%	%	SPED	15.2	14.9	15.6	FARM	92.8	87.1	80	ELL	0	0	0	Suspension Rate	20.5	17.2	42.5	Long term Suspensions	8	4	2	Short term suspensions	72	64	162	Persistently Dangerous	7	4	--	Needs Assessment #1: All students in Cherry Hill will be returning to Cherry Hill. <u>Students with Special Needs:</u> The primary strategy for special education will be inclusion, although Friendship has significant experience in Baltimore working with students who’s IEPs require more restrictive environments. <u>Attendance:</u> Any students who have significant attendance concerns and who do not meet adequate attendance rates will be placed on an intervention plan, such as: regularly scheduled home visits, phone calls to parents, and/or coordination with social service agencies. <u>Transition:</u> Over the summer, the operator will work with the Turnaround Office to get the names of students who are at risk (chronic absenteeism, course failure, behavior concerns) and plan interventions for these students when the school year begins.	Chris Maher, Deputy CAO, Katherine Reed, Director of Operations, Principal, SST Chair, IEP Chair.	Summer interventions to be completed by 08/15/11. Attendance and SST are ongoing throughout the year.	Phone log and home visit documentation, SST notes, IEP meeting documentation.
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Staff Profile	More than 50% of the teaching staff has less than 5 years experience, and instructional leadership is new in the last year. This requires a significant investment in professional development, especially in the first year of the re-start grant.				Needs Assessment #2: Zero-base staff. Conduct classroom visits and personal interviews with all members of instructional staff in the building. Engage in partnership with the Urban Teacher Center to create a pipeline of student teachers who will be prepared to fill vacancies in the Fall of 2011.		Christopher Maher, Deputy CAO; Katherine Reed, Director of Operations; Daniel Byerly, Director of PLCs; Tovah Koplow, Lead Coach; Terri Coffey, perk specialist	7/1/2011; September 1, 2011	At least 33% of the instructional staff in the school will not be renewed. A contract with the Urban Teacher Center will be signed and four student teachers will work at Cherry Hill.		
Student Achievement	Average Scale Scores by grade/subject							Needs Assessment #3: <u>Director of Instruction</u> - to rapidly improve the academic achievement of the students of Cherry Hill and to create a culture of learning that lasts beyond our initial three-year commitment. The primary role of this individual will be to work as a member of the principal's Instructional Leadership Team to ensure that the Friendship model is driving instruction in every classroom, and that there are consistent practices throughout the school that are driven by DICE.	Chris Maher, Deputy CAO; Director of Instruction, all additional team members listed in areas below will impact student achievement.	1-Aug-11	Specific state testing targets will be established in the MOU with Baltimore City Schools
	Grade	2010		2009		2008					
		Avg. of Rdg	Avg of math	Avg. of Rdg	Avg of math	Avg. of Rdg	Avg of math				
	3	376.66	377.15	382.88	388.59	372.59	371.09				
	4	374.68	396.22	367.55	388.66	371.36	381.82				
	5	356.18	362.47	389.03	390.00	392.14	391.45				
	6	364.52	357.43	382.09	397.73	388.87	410.47				
	7	324.59	343.17	394.45	381.97	388.65	376.65				
	8	393.23	389.83	376.83	366.5	378.74	387.68				
The school is far from AYP in most tested subject areas, with declines at most grade levels demonstrated in the last available year of data. Upper Elementary and Middle school grades generally are significantly farther from AYP than early elementary school grades.											

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Rigorous Curriculum	The curricula are in compliance with state standards, however the school data indicates that there may be ineffective implementation of the curriculum.	<p>Needs Assessment #4: The Understanding By Design framework will be used with quality materials.</p> <p>Building on research on highly effective, high achieving schools that serve high percentages of children in poverty, Friendship does not disseminate prescriptive curriculum maps, unit plans, and lesson plans from its central office. Instead, it promulgates a clear set of pacing guides, standards, and rubrics to develop and evaluate the effectiveness of such tools. Curriculum mapping and unit planning are a substantial component of Friendship’s pre-opening professional development for every campus. Cherry Hill will be no exception.</p> <p>While curriculum maps and the first several unit plans will be developed prior to the beginning of school, the development process will continue in an iterative fashion on a timeline aligned to the overarching Friendship data cycle.</p>	Director of Instruction, Director of Data/Assessment, Director of PLCs	27-Aug-11	Annual Curriculum maps for the entire school year in every subject area. These maps will reflect state standards and serve as the framework for unit and lesson plans.

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		<p>For example, the first week of each data cycle has as its focus a data-driven evaluation of the curriculum maps and the unit plans based on the results of both interims and teacher-created assessments deployed during the prior data cycle. In summary, the intensive, collaborative process of curriculum development which begins during pre-opening professional development carries through into the weekly data conversations and collaborative planning of increasingly proficient and reflective practitioners.</p> <p>Friendship’s academic program is technologically rich. Essential questions and themes frame unit plans and push students to solve tough problems. Typical implementations have included Smart Labs (designed by Creative Learning Systems, Inc.), extensive use of interactive white boards, and significant investments in instructional software and hardware. These tools are essential to effective differentiation of instruction. In addition, Friendship teachers and leadership have developed a wealth of electronic curriculum resources over the past decade.</p>			

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		<p>These rich tools and resources can only be deployed in an environment which has sufficient technology.</p> <p>Therefore, City Schools is requesting 230 student computers to increase use of these materials. In addition, there is a significant technology component to teachers planning work. For example, well before to the first day of school, teachers will utilize computers to engage in a rigorous introduction to Friendship's data analysis methodology, our proprietary pacing guides and curriculum resources, and aligned assessment tools.</p>			
Instructional Program	Some teachers differentiate instruction based on class data. While training has been provided, it is not clear that this is not a practice used effectively by all teachers. Assessments are used in alignment with the district calendar. The link between assessment data and adjustment of classroom instruction does not appear to be a pervasive school wide practice.	<p>Needs Assessment #5: DICE - All classrooms should reflect the non-negotiables outlined in Friendships instructional model, DICE (Data, Instruction, Culture Environment).</p> <ul style="list-style-type: none"> • Inquiry based approach for sciences. • Gradual release model used for humanities courses. • Focus on balanced literacy and numeracy approach that includes readers and writers workshop across the curriculum. 	Chris Maher, Deputy CAO; Michael Cordell, CAO; Domari Dickinson, Instructional Performance Coach; Sherri Holmes, Instructional Performance Coach	27-Aug-11	The Friendship Instructional Model, with accompanying documents: (teacher checklist, teacher feedback form, performance design review) will be completed. These will be used throughout the year to provide formal and informal feedback to teachers.

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		<ul style="list-style-type: none"> Elementary grades focuses on using centers to meet needs of diverse learners. <p>The hallmark of the Friendship classroom is the effective differentiation of instruction to meet the ongoing needs of both advanced and struggling learners. Friendship recognizes that effective differentiation is a demanding practice for many teachers and has dedicated significant resources to developing trainings and implementation protocols to support teachers in achieving proficiency in data-driven differentiation. Friendship supports teachers through the use of a variety of formative, summative, standardized, and performance-based assessments to ensure that teachers have adequate information for differentiation of instruction. These tools are utilized in the Friendship data cycle. During week two of the data cycle, teachers who are trained in the methodology begin grouping, differentiating, and intervening with students to ensure that instruction is individualized to meet the needs of the learner. Key questions that drive this work are:</p> <ul style="list-style-type: none"> What do we do when students have not learned? 			

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		<ul style="list-style-type: none"> What do we do when students have learned? <p>Teachers utilizing this approach group students into intervention groups and brainstorm opportunities for each group in a bi-weekly report. Sample Bi-Weekly Report: (See Page 39)</p> <p><i>Reflection</i> -- A key component of the Friendship design is reflection. Teachers are encouraged to regularly reflect on practices to determine their effectiveness in reaching the learners that they serve. The following reflection protocol is designed to help teachers reflect on their practices:</p> <p><u>Reflect and Improve Protocol</u></p> <ul style="list-style-type: none"> Materials: lesson plans (action plans), evidence from re-assessment. Protocol Goal: All teachers will report out on their actions following guiding questions. <ul style="list-style-type: none"> Did we follow through on our actions? Did they make a difference? How do you know? What do we need to improve? How do you know? 			

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		<ul style="list-style-type: none"> ○ What did we do well through the first data meeting analysis, action and follow through? ○ What skills do people need? ○ What additional support do people need? ○ What is our plan for improvement? 			
Assessments	Teachers must be capable of accessing the district systems to access their benchmark data and use software to analyze the data. It is not apparent that a coordinated school wide effort ensures all teachers are using formative, interim and summative assessments to inform their teaching. Evidence of effective informal assessment to gauge mastery of objectives e.g. daily exit slips, is limited. Increased professional development must be provided to teachers to facilitate this.	<p>Needs Assessment #6: Balanced assessment system that looks at formative interim assessments on a 4 week cycle aligned to district created benchmark assessments backmapped from state assessment.</p> <p><u>Dedicated Staff for Data Support</u> – The Baltimore Friendship Director of Data and Assessment will spend a portion of her time at Cherry Hill in order to:</p> <ul style="list-style-type: none"> • Create benchmark assessments in all tested grades and subjects for the three schools. • Oversee the administration of grade level equivalent examinations at beginning and end of academic year to determine growth in reading and math. 	Chris Maher, Deputy CAO; Shayla Cornick, Assessment Specialist; Director of Data/Assessment	August 27, 2011; quarterly and mid-unit assessments on an ongoing basis	A Data Cycle will be established. Common mid-unit assessments will be developed. Benchmark assessments across subject areas will be utilized.

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		<ul style="list-style-type: none"> Oversee implementation of quarterly benchmarks to measure student growth in tested subject areas, including the Maryland State Assessment areas (math, reading, science). Train school leadership teams on quality data talks, and monitor the quality and frequency of these talks throughout the school year. 			
School Climate and Culture	There is a lack of school and community partnerships. A coordinated effort involving community partners would be beneficial to students. Classroom management strategies across grade levels is inconsistent. PBIS is not fully integrated into the culture. There is no common language in place to encourage high expectations and there is only limited positive teacher student interaction. Students with at-risk indicators (over age, low achievement, truancy, behavior) must be identified over the summer and plans should be put in place to address these students' needs. A school wide safety plan must be implemented to improve the school climate.	<p>Needs Assessment #7: School-wide culture plans created with Lee Canter focused on PBIS when possible and directly connected to the school SST. Friendship will engage with community partners specializing in conflict resolution.</p> <p><i>A successful implementation of the Friendship school design is predicated on the clear communication and consistent enforcement of behavioral expectations for students and for adults, including a school-wide uniform policy. In turnaround schools, which are plagued by long-term academic and cultural challenges, the positive, asset-based approach to student behavior management articulated by the PBIS framework is a necessary, but not sufficient element.</i></p>	Chris Maher, Deputy CAO; Cherry Hill Administrators; Michael Prada, consultant	27-Aug-11	School Behavior Management Plan will be written. Positive Behavior Incentive System and Hierarchy of Consequences will be posted and utilized in every classroom.

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		<p>In such environments, it is crucial to focus significant attention on the underlying behavioral inputs of leadership, faculty, and staff. Friendship’s comprehensive approach to both adult behavioral inputs and student behavioral outcomes integrates all academic and support services as part of a single comprehensive framework.</p> <p>As part of the overall change within the building, the school <i>will empower students</i>. As part of the overall effort to help students make positive short and long-term choices, the school will help students increase their perception of control over their environment by showing them how to better manage their own stress levels. Instead of telling students to act differently, teachers and other adults will take the time to teach them <i>how</i> to act differently by:</p> <ul style="list-style-type: none"> • Introducing conflict resolution skills, e.g. teach students a multistep process for handling upsets, starting with step 1: "Take a deep breath and count to five." • Teaching students how to deal with anger and frustration (e.g., counting to 10 and taking slow, deep breaths). 			

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		<ul style="list-style-type: none"> Introducing responsibilities and the value of giving restitution. In schools that embrace restitution, students understand that if they disrupt class, they need to “make it right” by doing something positive for the class. For example, a student who throws objects in the classroom may be assigned a cleaning or beautification project for the room. Teaching students to set goals to focus on what they want. Role-modeling how to solve real-world problems by sharing an actual or hypothetical situation and talking through potential solutions to the problem--such examples show students how to take responsibility for and resolve the challenges they face in life. Giving students a weekly life problem to solve collectively. Teaching social skills, e.g. before each social interaction (e.g., pair-share or buddy teaching), asking students to make eye contact, shake hands, and give a greeting and then having students thank their partners at the end of each interaction. 			

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		<ul style="list-style-type: none"> Introducing stress reduction techniques, both physical (e.g., dance or yoga) and mental (e.g., guided periods of relaxation or meditation). 			
Student, Family, Community Support	The school has a base level of parent participation but this needs to be further expanded in order to ensure parental support of the school's code of conduct and all efforts to increase student achievement.	<p>Needs Assessment #8:</p> <ul style="list-style-type: none"> A part-time Community Engagement Director will conduct monthly parent and community meetings. <p>Friendship has an exemplary track record engaging the communities in which it has operated schools over the last twelve years. Friendship intends to leverage its existing community engagement staff and infrastructure to maximize community support of its partnership with City Schools to turn around Cherry Hill.</p> <p>Friendship Public Charter School has served children and families throughout the metro area since 1998. It is evident that the success of current campuses in the community has led to a great deal of student and family interest in Friendship schools, and it is trivial to say that the cornerstone of Friendship's outreach strategy will be to tout the success of the programs it currently operates.</p>	Cherry Hill community-based consultant, preferably a parent leader	30-Jun-11	At least 200 members of different families will visit one of the monthly parent nights. At least 10 representatives of community-based organizations will attend.

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		<p>It is well known that students and families are interested in the existing campuses, and Friendship will utilize this interest as a means of building support for its work at Cherry Hill. Friendship is confident that it will be able to attract community support for the transformation of the school.</p> <p>Friendship will employ the following outreach strategy which will involve three stages (though stages 2 and 3 will be concurrent):</p> <ol style="list-style-type: none"> 1) Produce all relevant materials (in English and Spanish), including <ol style="list-style-type: none"> a) Posters outlining the new program, our mission, philosophy on education, curriculum highlights, open enrollment eligibility for all local students, and registration information for new students b) Fliers outlining the new program, our mission, philosophy on education, curriculum highlights, open enrollment eligibility for all local students, and registration for new students 2) Disseminate marketing materials by: <ol style="list-style-type: none"> a) Canvassing homes in the surrounding neighborhoods with fliers 			

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		<ul style="list-style-type: none"> b) Posting posters and leaving fliers at local businesses, libraries, doctor offices, social service agencies, etc. c) Mailing letters to local residents <p>3) Communicate with local residents and their children at</p> <ul style="list-style-type: none"> a) Parent Meetings b) Community events hosted by a variety of community groups. <p>Through these channels of Media and Grassroots Marketing, Friendship will successfully reach out to the community. Moreover, the following strategies provide a more detailed account of our marketing strategies and how we will work with both the community and our partners to engage the community.</p> <p><u>Press Releases and Marketing Communications:</u> Friendship will capture key information about the new program and address common questions parents or members of the community have about the partnership. Key information will be shaped into messages that can be communicated in all subsequent media operations.</p>			

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		<p><u>Q & A Session With Parents and Students:</u> Friendship will hold Q & A sessions with parents and students to address any questions or concerns parents may have. The Friendship Baltimore team will provide guidance and support as needed. Grassroots outreach is the best vehicle for cultivating relationships with parents and the larger community, especially when dealing with a local audience. It is, however, labor intensive, and below are the strategies we will employ to maximize the impact of grassroots marketing.</p> <p><u>Door- to-Door Campaign:</u> Friendship will organize teams consisting of two or more people to conduct targeted door-to-door visits in the neighborhood and attendance zone to inform community members, parents and potential new students of the new program at Cherry Hill. Friendship will ensure that each team is well stocked with materials, including a fact sheet, information about the new program, handouts, and giveaways. Samples of door-to-door scripts will be made available prior to the campaign to ensure that the teams are well informed and can address all questions.</p>			

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		<p><u>Information Sessions:</u> As with any change, an abundance of questions and concerns will emerge from parents' minds. It is very important to respond to those immediately. For that reason, information sessions are necessary. This gives Friendship the opportunity to immediately inform parents, students, and other members of the community about the change before any concerns surface. Depending on the timing of any contemplated changes to the school's physical plant, these events will either be held at the school or at local libraries and other appropriate venues.</p> <p><u>Distribution of Marketing Material:</u> We will blanket surrounding neighborhoods and nearby community organizations with flyers, door hangers, brochures and as much marketing materials to inform the community of the new program. Specifically, we will distribute those materials in local businesses, preschools, boys & girls clubs, day care centers, libraries, grocery stores, beauty salons, churches, and Laundromats in the area.</p> <p>Another way to advertise the new campus is by placing posters throughout the community.</p>			

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		<p>All posters will include information on the partnership, contact information, and upcoming events. Over the summer, we will hang a banner in front of the school announcing the transformation.</p> <p><u>Community Events and Education Fairs:</u> A very effective way to build relationships with families and the surrounding community is to participate in education-related community events and fairs. We will create teams of at least two people to be present at booths during such community events. We will create a schedule well in advance to cover different shifts during each event. It is important that there are enough materials to distribute during the event. Each booth will have a school fact sheet, literature about FPCS, sign-in sheets, materials that showcase the school and giveaways for parents and potential students. We will also hold raffles to ensure that we draw a crowd and we leave the event with families' contact information.</p> <p><u>Principal Meet & Greet with Parents:</u> Friendship will schedule a "meet and greet" event for parents and students in the late spring or early summer, contingent upon execution of an agreement with City Schools.</p>			

Restart Model					
Data Point From Needs Assessment	School Needs Assessment	Strategy to Address the Need	Person(s) Responsible	Estimated Date of Completion	Documentation that can Used as Evidence of Successful Completion
		Ideally, this will take place at the school and Friendship will be in a position to inform them of scheduled changes to the facility so that parents and students can get a clear sense of what the transformed school will look like both physically as well as culturally and academically. Allowing parents the opportunity to ask questions directly is essential.			
Professional Development	Professional development must provide teachers with instructional methods, technology utilization in the classroom and for data analysis, and behavior management. The school's professional development plan must include a method for assessing the professional development to ensure that it is effective.	Needs Assessment #9: <ul style="list-style-type: none"> <u>Summer Professional Development</u> - Provide an additional eight days of professional development beyond the Baltimore Teachers' Union Contract in summer 2011 to all teachers on the use of data, high-impact instructional practices, creating a college-going culture, and a classroom environment conducive to learning. <p>This professional development will be delivered by Friendship team members, in addition to national experts such as Lee Canter. For professional development throughout the year, two Friendship Instructional Performance coaches will work with teachers identified as in need of assistance.</p>	Michael Cordell, CAO; Christopher Maher, Deputy CAO; Domari Dickinson, Instructional Performance Coach; Tovah Koplow, Lead Coach; Katherine Reed, Operations Specialist; Sherri Holmes, Instructional Performance Coach; Cecelia Brady-Hudley, Director of Guidance; Daniel Byerly,	8/27/2011; ongoing	Professional Development sign-in sheets will be provided. Evidence of the implementation of the content of these professional development sessions will be available on practices in teacher classrooms throughout the year. This will lay the foundation for classroom expectations. Administrators will be trained on how to look for these practices throughout
Professional Development (continued)					

Restart Model					
Data Point From Needs Assessment	School Needs Assessment	Strategy to Address the Need	Person(s) Responsible	Estimated Date of Completion	Documentation that can Used as Evidence of Successful Completion
			Director of PLCs; Shayla Cornick, Data Specialist		the year, and informal teacher feedback forms will be designed for use throughout the year.
Organizational Structure and Resources	The school budget must be aligned to programs that will facilitate the accomplishment of the school's goals - increasing student achievement, attendance, and school safety.	Needs Assessment #10: <ul style="list-style-type: none"> Collaborative Planning Time and Data Talks - The school budget will reflect collaborative planning time and data talks for teachers, staff and structures for the new behavior management model, and incentives and programs to increase student attendance and engagement. 	Chris Maher, Deputy CAO; Katherine Reed, Director of Operations; Cherry Hill Administrators	27-Aug-11	Master Schedule Documents for School wide processes
Comprehensive and Effective Planning	The restart school must establish a strategic plan that includes evaluation of the strategies, and re-strategizing to ensure attainment of the goals - increasing student achievement, attendance, and school safety.	Needs Assessment #11: <ul style="list-style-type: none"> <u>Strategic Plan</u> - A Year 1 strategic plan that is aligned with district needs assessments and resources will be created with input from Friendship, City Schools, and Cherry Hill leadership. 	Chris Maher, Deputy CAO; Michael Cordell, CAO; Cherry Hill Administrators	15-Aug-11	Strategic plan will be finalized.

Effective Leadership	Baltimore City Schools staff found that current leadership has improved instructional practices, but student achievement, attendance and safety data have not improved.	Needs Assessment #12: Leadership Development (Professional Development) - Send Cherry Hill leadership team to Harvard Graduate School of Education's National Institute for Urban School Leaders. <ul style="list-style-type: none"> Leadership Development (Capacity Building) - Provide a summer Professional Learning Community retreat for the instructional leadership team of Cherry Hill to meet with the ILTs of other campuses in order to establish a network of support and create common best practices. 	Chris Maher, Deputy CAO; Director of Instruction; ILTs from FAST, FAET, Calverton.	27-Aug-11	The leadership team will receive certificates from Harvard in Urban Leadership. They will use the knowledge and skills they gain to inform the revisions of their School Improvement Plan so that the plan reflects the new school model being implemented in the school year.
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Restart Model

Describe the LEA's Restart Process

Indicate which steps have been completed to date and which will be completed prior to 6/30/2011, including those related to recruiting, screening, and selecting an external provider to ensure quality.

- Issued Restart/Turnaround RFP on Aug 10, 2010
- Pre-Proposal Orientation Conference held Feb 11
- Proposal deadline Aug 30, 2010
- Received 9 applications; 5 applications deemed unresponsive by Evaluation Committee; 4 applicants granted an interview
- 2 applicants were recommended to the Board (One Bright Ray and Mosaica Turnaround) as additions to the District Turnaround Operator Pipeline
- Applicant Interviews Sept 21, 2010. Evaluation Committee included representative from Chief Academic Officer's Office, Teaching and Learning, Student Services, Office of New Initiatives, Chief of Staff's Office, Department of Research, Evaluation & Accountability - Evaluation Committee Recommendations Mar 4
- Board of Ed Commissioners vote to approve recommendation February 8, 2011
- Turnaround/Restart School Community Meetings held March 2, 2011 at Cherry Hill Elementary/Middle School at 5pm
- Matching recommendations presented on March 8.
 - Restart operator for Cherry Hill Elementary/Middle School will be Friendship Schools.

The Context

On August 10, 2010 City Schools released "2011-2012 Turnaround School Application". City Schools, through the Office of New Initiatives (ONI) invited responses from organizations that were interested in assisting City Schools by serving as Turnaround Operators on an as needed, when needed basis in support of District efforts to turn around chronically low-performing schools. The District solicited proposals from for-profit and non-profit organizations, including educational management organizations (EMO), founders or principals, community organizations, foundations, colleges and universities. Those organizations with a focus on STEM, integrated arts programming, project-based learning curriculum, and International Baccalaureate were highly encouraged to apply. In addition, those applicant organizations with specific turnaround experience were given extra consideration. [This August 2010 request added to the pool of existing operators who were selected in February of 2010.](#)

Restart Model

Organizations that were selected as a result of this [August 2010](#) process became members of the Districts' Restart/Turnaround Partner Pipeline. The purpose of the Restart Pipeline was to provide the District with a cadre of pre-approved Restart providers. Operators who were selected to join the Restart Pipeline were expected to be available to provide Restart or turnaround services during the 2010-2011 school year. Operators were told that they must continue to meet established criteria to remain on the list. Operators selected through the 2011-2012 process would be pre-approved and join the operators that were selected through the 2010-2011 process. All turnaround operators in the pipeline are given pre-approved status, which means that they are exempt for 2 years from having to reapply. It does not create an obligation on the part of City Schools to match an operator with any turnaround eligible school in any given year. It was explained that those schools created through this process were to be granted autonomy to implement their own educational programs; in exchange, they would be held accountable for school performance.

Experience & Capabilities

All proposals were due to the City Schools Office of Materials Management no later than 12:00pm on August 30, 2010. All proposals were submitted via attachment to a dedicated City Schools' email address. The Office New Initiatives was the lead project management team. Applicants were asked to provide evidence of a track record of success in a turnaround environment as well as the demonstrated organizational capacity to operationalize their turnaround plan. Each plan was required to address specific questions pertaining to their Turnaround Mission and Vision; Education Plan; Leadership and Operations Plan; School Climate and Culture; Community Involvement and Finance. In their descriptions Applicants were asked to describe and/or provide evidence of:

1. Experience in providing the same or similar services. They were asked to include a summary of the services offered including the number of years the Applicant provided these services; the number of clients and geographic locations the Applicant currently serves, etc. and has served; and if a past customer, why the Applicant is no longer providing services;
2. Verifiable data (names of schools, addresses, dates, etc.) that demonstrates the Applicant's effectiveness in increasing student academic achievement in a Restart or Turnaround.
3. Organizational chart of the Applicant organization showing the major components of the unit(s) that will be performing the requirements of this contract; where the management of this contract will fall within the organization; and what resources will be available to support this contract in primary, secondary and back-up roles.
4. Name all key personnel who will perform work under this contract and include each individual's resume. Include work history, qualifications and experience, educational background and indicate the proposed role/function of each individual.
5. At least 5 references from its customers who are capable of documenting the following: a) the Applicant's ability to manage similar contracts, b) the quality and breadth of services provided by the Applicant under similar contracts.

In addition to addressing each requirement, the Applicant was asked to submit a budget narrative addressing the key assumptions and principles used to develop their financial model, ensuring alignment with the mission, vision and overall strategic development.

Evaluation & Selection

Evaluation of the proposals was performed by an Evaluation Committee established for that purpose. The Committee evaluated each application proposal by assessing the applicant's approach to satisfying the requirements; applicant's experience and capabilities/references; and the applicants fiscal Integrity/financial stability. Proposals and financial proposals were not distributed to the committee until after the technical evaluation was completed. The Committee was given the authority to determine which proposals met the basic requirements of the initiative. As part of this evaluation, the Committee held discussions with all qualified Applicants. Applicants with technical proposals that were ultimately deemed reasonably susceptible of being selected and who were determined to be "responsive" were considered "Qualified Applicants." Any Applicant that did not meet the requirements was declared "not responsive" or "not reasonably susceptible of being selected for an award." On September 21st, 2010, the Evaluation Committee met with four applicants deemed to be responsive. Applicants were asked to make an oral presentation to the Evaluation Committee. The purpose of the oral presentation was to provide Applicants with an opportunity to clarify their proposal submission and substantiate their proposal representation. Applicants were told that the Committee will recommend the Applicant(s) whose overall proposal provides the most advantageous offer to City Schools.

Restart Model

In sum, City Schools received nine proposals; five were deemed non-responsive; four were deemed responsive, and of those, two were rejected and two were recommended.

On February 8th, the Board of Education Commissioners accepted the recommendation that the two organizations-Mosaica Turnaround and One Bright Ray- join the [existing](#) turnaround pipeline as approved Restart/Turnaround providers in the District. *As one of the selected schools for the School Improvement Grant, Cherry Hill must undertake the important work of developing a new school mission, vision, and shared values [with the Restart provider that the community chooses.](#)*

Stakeholder Involvement:

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Attach documentation of meetings or (planned meetings) and correspondence to the overall application.

In September the school community began the planning for school reform. On September 16th the School Family Council met to discuss how the community would be engaged in the process for developing a comprehensive school reform model. The parents and community members came together again on October 7th to discuss the possibilities for the plan. The school community then met collectively and developed a plan that was submitted to City Schools for review on October 18th. The school received feedback and was identified, based on the school community recommendations, for a Restart Partner in the Expanding Great Options process.

An extremely important part of this review process is community participation. City Schools urged the public to provide input to inform the process and to help make sure City Schools is taking the necessary steps to meet its students', families' and school communities' needs.

- September 16- Meeting with school community about possible changes for next year
- October 7-Community Meeting with Stakeholders about potential plan
- October 18th- Leadership presentation of Community Recommendations to the Expanding Great Options Team
- November 16- Public Board Meeting to present EGO recommendations (City Schools Central Office 6 PM)
- November 17-22- Staff Meeting at Cherry Hill
- December 1- School-based parent and community meeting
- December 8 – Public Hearings on EGO Recommendations (Baltimore Polytechnic Inst. 10:00am-12:00pm)
- December 11 – Make-up Public Hearing on EGO Recommendations (City Schools Central Office 6:00pm-7:30pm)
- Written Comment accepted through December 23 (5:00pm)
- January 11 - Baltimore City Board of School Commissioners Voted to Approve the EGO Recommendations
- January 25 – Board Written Opinion posted on web site
- March 2 – Cherry Hill Elementary/Middle School Turnaround/Restart Community Meeting

Friendship Schools met with the school community formally on March 2, 2011. The school community identified Friendship as the best fit for their school community.

Modification of Practices or Policies to enable the school to implement this model fully:

Describe how the LEA has modified practices and policies to enable the school to implement this model fully.

City Schools began this year's Expanding Great Options effort in fall 2010 with a review of applications for new charter schools and Transformation Schools, and a review of existing school programs currently in place. From this process it developed a set of recommendations to create new school options that have strong chances of success, expand those programs that are already proving effective, and transform or close the school system's lowest-performing schools that aren't working for kids.

City Schools reviewed its school portfolio and developed a set of recommendations to transform or close its lowest-performing schools with middle and high school grades. A cross-functional team comprised of all City School departments was impaneled in support of the Expanding great Options 2011-2012 initiative.

City Schools analyzed data for schools with the lowest state test scores in 2008-09. The initial analysis reviewed 60 schools on the following measures: student achievement and enrollment trends; previous intervention strategies, such as changes in leadership or actions under last year's Expanding Great Options process; fiscal sustainability; building utilization rate and condition; geographic location and school options in the area; and rubric scores on the five characteristics of a successful school developed by City Schools in partnership with Education Resource Strategies, a nonprofit consulting firm specializing in urban education reform. City Schools narrowed the analysis and identified Cherry Hill Elementary/Middle School for school wide reform. Cherry Hill Elementary/Middle School has demonstrated some improvement in recent years, but not the type of acceleration necessary to ensure that student success. Cherry Hill Elementary/Middle School was identified in this process as a school in need of transformation. Once Cherry Hill Elementary/Middle School was identified City Schools determined which school reform strategy would be most effective in improving student achievement.

To help guide these strategies, City Schools referenced the School Improvement Grant guidelines under ARRA, which reflect national best practices in school intervention. These options include changing a school's leadership and staff, using reform principles to improve a school (e.g.: extended learning time, embedded professional development, etc.), closing a school and re-opening it under the management of a new operator, and closing a school altogether and transferring its students to a higher-performing school. The decision was made to transform **Cherry Hill Elementary/Middle School** under the Restart model and establish a partnership with an external partner, thus increasing the academic rigor of the school.

In the past, new schools were left to enter the staffing process and compete for talent with other schools in the district. In support of the turnaround and restart models, the Office of Human Capital (OHC) modified communication and recruiting practices to provide greater access to employees for these schools.

Communication-

The Office of Human Capital - in partnership with other central office leaders - visited each of the impacted schools' existing staff to discuss the respective school model, the direction of the initiative and lay out the case for change. A key component for existing staff was the voluntary transfer process, with relaxed requirements which encouraged our top performers to consider restart and turnaround schools (i.e., 'time in position' requirements were relaxed).

Additionally, a representative from OHC identified and visited three professional learning communities (PLCs) where high performing/ highly involved teachers were gathered. The messaging to these PLCs centered around the need for the highest-performing teachers and teacher leaders to consider transfers to restarts and/or turnarounds. Approximately 125 teachers and teacher leaders were invited to reach out to a dedicated OHC contact to further discuss the opportunities. At each of the communication sessions, external operators were invited to attend and discuss their respective schools and opportunities. Employees were given a chance to interact with the operator to determine a fit, and learn more about the instructional philosophy of the organization.

Teacher Recruiting-

During the district's voluntary transfer process, we developed a process for restarts/turnarounds to have first access to the strongest candidates. In the past, the voluntary transfer list was posted on a common dashboard, and all principals had equal access. This year, the report was culled three times for primary review and action by turnarounds and restarts. The schools were able to initiate discussions with HQ teachers. This 'first bite at the apple' allowed for the schools with the highest need to get the highest priority in staffing their schools with the best, most qualified talent. The early communication points led to earlier interviews.

The interview process was ramped up for these schools. Where a simple interview may have been the protocol, both external operators and central office staff developed a rigorous process which included face to face interviews, a review of student data, sample lessons (in some cases), instructional observations, and feedback from existing leadership. These schools used considerably more data points - on a larger scale - than ever before to evaluate and recommend staff.

Alignment of Other Resources with the 1003(g) SIG:

Describe how the LEA will align other resources, (e.g. Title I, Part A, Title I 1003(a), Title II, etc. with the 1003(g) SIG.

Cherry Hill ES/MS is a Title I school operating a Schoolwide Program. Its Title I Part A award is \$ 334,233.00. It currently receives \$ 66,890.00 (IDEA), \$1,605,032.48 (Fair Student Funding) and \$ 18,445.00 (Third Party Billing) which support the coordination of efforts between other sources of funds and the School Improvement Grant. Each of the funds will support implementation of City Schools’ Essentials to include Essential #5: Resources that Promote High Achievement for Every student as indicated by the following:

- 1) The school hires, assigns, and retains highly qualified staff based on student needs within union contracts;
- 2) The school aligns people, time and money to support instruction
- 3) The school secures and aligns external resources with school goals; and
- 4) The school is transparent about all budget decisions.

City Schools will secure stimulus facilities grant bonds for construction at Cherry Hill to improve the facility and signal to students, families, and community members that City Schools is investing in the school’s improvement. Funds from Race to the Top will also be leveraged to provide teacher mentoring, recruitment incentives for teachers according to state guidelines, and professional development to implement the Common Core and ensure data-driven instruction.

Sample Bi-weekly Report

Students	Opportunities & Intervention	Measurements/Proficiency Opportunities	Time Horizon
Purple (Advanced): Donovan, Cordell...	Smart Lab Project: Plotting resistance levels in the soda-can crusher Assist in Group Practice – Numberline challenge	- Height & Age Survey - Quiz 3 - Soda crusher graph	By Friday
Green (Proficient): Kelley, Greene...	Begin 6.DASP.1: - Intro Lesson: Plotting points - Group work: Height & Age Survey - Independent work: Poster - Independent practice problems	6.DASP.1 - Height & Age Survey - Quiz 3 - Poster	By Friday
Yellow (Developing): Koplow, Watson...	Group Practice 6.NSO.1: Numberline Challenge Independent Opportunities for 6.NSO.1: - Numberline Challenge Reflection - Homework p. 65 (1-10 w/explanations) - Conversion trick rhymes - Other Student Learning Plan option		By Friday
Red (Beginning)*: Byerly, Waller...	Group reteach 6.NSO.1: size comparison Individual conferences All Yellow Opportunities		By Friday

*Red students are targeted for parent calls and counselor referrals – if they demonstrate risk in other subjects or other measurements (attendance, behavior, etc.) they may be referred for additional support resources.

Restart Model Addendum: Pre-Implementation Activities

Pre-Implementation Activities:

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year. To help in its preparation, an LEA may use federal FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2010 SIG funds. Below is a list of allowable pre-implementation activities. [The following allowable activities are listed in the LEA Application. LEAs must select from the categories below. Each activity must be aligned to the needs assessment, requirements of the intervention model and be fully implemented prior to the beginning of the 2010-2011 academic school year.](#)

[LEAs must select from the Activity Categories below. Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be fully implemented prior to the beginning of the 2011-2012 academic school year.](#)

[Activity Categories with Sample Activities:](#)

Family and Community Engagement: Friendship will work with the principal to identify a parent leader who will be provided with a stipend to engage the parents and community members through a series of summer meetings, and to conduct quarterly parent data nights during the academic year to discuss student achievement with a goal of more than 50% participation by school families. Friendship will host a community meeting over the summer with elected officials and community leaders from the district to share the plan for improvement at Cherry Hill, and to receive feedback.

The district will 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. The District will 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

Provide a Description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools. Include the cost for each activity. Items in this section must be included in the Budget Narrative.

Professional Development and Support

- Leadership skills and practices will be developed in two ways over the summer- 1) Harvard's Urban Leadership Series and 2) Friendship based training that distills learnings from Harvard and the Friendship model into a school-specific implementation plan and builds a professional learning community among the Friendship Principals in Baltimore City Schools.
- The PD will introduce staff to the DICE Instructional Model that Friendship utilizes.
- Introduce staff to set expectations for staff and school wide behavior plan.
- Train teachers in the model of classroom mgt. that is based on the tenants of Lee Canter's practices.
- Build curriculum maps with all staff.
- Training staff on assessment tools.
- Culture-building activities and setting benchmarks for the student achievement progress over the year.
- Introduce the school to the Friendship Professional Learning Community through attendance at the Friendship Convocation two-day conference. This two-day conference in DC will also expose staff to the national best practices.
- Building the team's belief that the Friendship model will yield their success as a Cherry Hill Staff.

Training Costs: Approx. Cost \$155,000
Stipends for teachers and principal: Approx. Cost \$94,947.30

Staffing:

Friendship Staff will do a national search for highly qualified teachers for Cherry Hill. They will hire four Urban Teacher Center teachers to build a sustainability pipeline for the work at Cherry Hill. They hope to have all of their staff on board by July 31st.

orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: 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.

Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-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 devising student assessments.

Professional Development and Support: 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 new evaluation system and locally adopted competencies.

Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

Preparation for Accountability Measures:

Assessment Purchases & Licenses (Contract) **\$15,000**

Performance and Achievement series used created by Scantron. Site and materials will be purchased over the summer to ensure that the diagnostics for students are implemented by September 30, 2011.

Family and Community Engagement: Friendship will work with the principal to identify a parent leader who will be provided with a stipend to engage the parents and community members through a series of summer meetings, and to conduct quarterly parent data nights during the academic year to discuss student achievement with a goal of more than 50% participation by school families. Friendship will host a community meeting over the summer with elected officials and community leaders from the district to share the plan for improvement at Cherry Hill, and to receive feedback.

Uniforms: Approx. \$1,500

Food for Meetings: Approx. \$800

Materials and Supplies: Approx. \$1,000

Total Approx. Cost : \$268,247.30

Timeline for LEA Monitoring of Tier I and Tier II schools- Year 1

Intervention Model Restart **School:** Cherry Hill Elem/Middle **Tier:** I

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed. *** Please note this will be adjusted based on the restructuring of the support structures in the district.**

Year 1: Q1 (SY2011, July-Sept)	Monitor: <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator
	Progress assessed: <ul style="list-style-type: none"> • Adequate Yearly Progress results. • City Schools’ Progress Report results. • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Progress toward school improvement strategies for previous school year and current year as defined by the Operator.
Year 1: Q2 (SY2011, Oct-Dec)	Monitor: <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	Progress assessed: <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance.

	<ul style="list-style-type: none"> • SST minutes and documents. • Suspensions. • Progress toward defined school improvement strategies for current school year as defined by the Operator.
Year 1: Q3 (SY2011, Jan-Mar)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal • SMS for attendance. • SST minutes and documents. • Suspensions. • Progress toward defined school improvement strategies for the current school year.
Year 1: Q4 (SY2011, April-June)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Climate Survey. • Progress toward defined school improvement strategies for current school year as defined by the Operator.

Timeline for LEA Monitoring of Tier I and Tier II schools Year 2

Intervention Model Restart **School:** Cherry Hill Elem/Middle **Tier:** I

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed. *** Please note this will be adjusted based on the restructuring of the support structures in the district.**

<p>Year 2: Q1 (SY2012, July-Sept)</p>	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator <p>Progress assessed:</p> <ul style="list-style-type: none"> • Adequate Yearly Progress results. • City Schools’ Progress Report results. • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Progress toward school improvement strategies for previous school year and current year as defined by the Operator.
<p>Year 2: Q2 (SY2012, Oct-Dec)</p>	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team. <p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance.

	<ul style="list-style-type: none"> • SST minutes and documents. • Suspensions. • Progress toward defined school improvement strategies for current school year as defined by the Operator.
Year 2: Q3 (SY2012, Jan-Mar)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal • SMS for attendance. • SST minutes and documents. • Suspensions. • Progress toward defined school improvement strategies for the current school year.
Year 2: Q4 (SY2012, April-June)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Climate Survey. • Progress toward defined school improvement strategies for current school year as defined by the Operator.

Timeline for LEA Monitoring of Tier I and Tier II schools Year 3

Intervention Model Restart School: Cherry Hill Elem/Middle Tier: I

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed. *** Please note this will be adjusted based on the restructuring of the support structures in the district.**

Year 3: Q1 (SY2013, July-Sept)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator <p>Progress assessed:</p> <ul style="list-style-type: none"> • Adequate Yearly Progress results. • City Schools’ Progress Report results. • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Progress toward school improvement strategies for previous school year and current year as defined by the Operator.
Year 3: Q2 (SY2013, Oct-Dec)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team. <p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system.

	<ul style="list-style-type: none"> • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Progress toward defined school improvement strategies for current school year as defined by the Operator.
Year 3: Q3 (SY2013, Jan-Mar)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal • SMS for attendance. • SST minutes and documents. • Suspensions. • Progress toward defined school improvement strategies for the current school year.
Year 3: Q4 (SY2013, April-June)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Climate Survey. • Progress toward defined school improvement strategies for current school year as defined by the Operator.

Cover Sheet- Tier I and Tier II Schools

<p>School Name: Frederick Douglass High School Address: 2301 Gwynns Falls Parkway Baltimore, MD 21217</p>	<p>LEA Point of Contact (POC) Name & Position: Beth Nolan Director of Turnaround Schools Phone#: 410-736-9314 Email Address: BANolan@bcps.k12.md.us</p>	
<p>Grade levels enrolled (SY10): 9-12</p>	<p>Number of Students Enrolled (SY10): 839</p>	
<p>Year the school entered school improvement status: <u>1994</u></p>	<p style="text-align: center;">Tier Level</p> <p>Tier I _____ Tier II <u> X </u></p>	
<p>Differentiated Accountability Status: ____ Focus Developing ____ Focus Priority ____ Comprehensive Developing <u> X </u> Comprehensive Priority</p>	<p style="text-align: center;">School Improvement Status</p> <p>____ School Year 1 ____ School Year 2 ____ Corrective Action ____ Restructuring Planning <u> X </u> Restructuring Implementation</p>	
<p>Title I Status: ____ Schoolwide Program ____ Targeted Assistance Program <u> X </u> Title I Eligible School</p>	<p style="text-align: center;">Intervention Model Selected:</p> <p><u> X </u> Turnaround Model ____ Closure ____ Restart ____ Transformation</p>	
<p>Waiver Request(s): <u> X </u> Requested for this School ____ Not Requested for this School</p>	<p style="text-align: center;">Amount the LEA is requesting from 2010 Title I 1003(g) School Improvement Funds for the next three years.</p>	
	<p>Year 1: SY 2010-11</p>	<p>\$1,931,525.06 \$1,398,569.68 \$1,398,019.68 \$1,452,501.34</p>
	<p>Year 2: SY 2011-12</p>	<p>\$1,957,692.07</p>
	<p>Year 3: SY 2012-13</p>	<p>\$1,957,692.07</p>
	<p>Pre-implementation Activities Yr. 1</p>	<p>\$266,950.00 \$ 229,288.10</p>
	<p>Total Amount of Funding Requested for this school</p>	<p>\$5,854,371.18 \$5,542,691.92 \$5,597,173.58</p>

Table B.1 Comprehensive Needs Assessment

Name of School: Frederick Douglass High Schools		Tier: II																																																																																																																																					
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<ul style="list-style-type: none"> • Total enrollment • Grade level enrollment • Subgroups - # of students in each • Mobility % - Entrants & Withdrawals • Attendance % • Expulsions # • Suspensions # • Dropout rate • Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students • Graduation rate • High School Diploma Rate 		<table border="1"> <thead> <tr> <th></th> <th>2010-11</th> <th>2009-10</th> <th>2008-09</th> <th>2007-08</th> </tr> </thead> <tbody> <tr> <td>Total Enr</td> <td>951</td> <td>1077</td> <td>1010</td> <td>973</td> </tr> <tr> <td>9 Enr</td> <td>244</td> <td>379</td> <td>329</td> <td>396</td> </tr> <tr> <td>10 Enr</td> <td>229</td> <td>273</td> <td>275</td> <td>237</td> </tr> <tr> <td>11 Enr</td> <td>269</td> <td>237</td> <td>210</td> <td>197</td> </tr> <tr> <td>12 Enr</td> <td>207</td> <td>188</td> <td>195</td> <td>143</td> </tr> <tr> <td>Total</td> <td>951</td> <td>1077</td> <td>1010</td> <td>973</td> </tr> <tr> <td>American Indian</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Asian</td> <td>0.48</td> <td>0.2</td> <td>0.2</td> <td>0.1</td> </tr> <tr> <td>African American</td> <td>98.1</td> <td>98.8</td> <td>98.8</td> <td>99</td> </tr> <tr> <td>White</td> <td>1.06</td> <td>0.6</td> <td>0.8</td> <td>0.6</td> </tr> <tr> <td>Hispanic</td> <td>0.36</td> <td>0.4</td> <td>0.2</td> <td>0.3</td> </tr> <tr> <td>Advanced Coursework</td> <td></td> <td>2.97</td> <td>1.6</td> <td>0</td> </tr> <tr> <td>Number</td> <td></td> <td>30</td> <td>16</td> <td>0</td> </tr> <tr> <td>Mobility</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Entrants</td> <td>18.97</td> <td>20.92</td> <td>21.5</td> <td>22</td> </tr> <tr> <td>Withdrawals</td> <td>10.86</td> <td>17.78</td> <td>25</td> <td>25.5</td> </tr> <tr> <td>Graduation Rate</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grad Rate-Leaver</td> <td></td> <td>55.92</td> <td>54.91</td> <td>56.99</td> </tr> <tr> <td>Grad Rate-5yr</td> <td></td> <td>54.84</td> <td></td> <td></td> </tr> <tr> <td>Grad Rate-4yr</td> <td></td> <td>54.93</td> <td></td> <td></td> </tr> <tr> <td>Dropout Rate</td> <td></td> <td>5.82</td> <td>10.88</td> <td>10.91</td> </tr> <tr> <td>Suspension Rate</td> <td></td> <td>19.1</td> <td>14.3</td> <td>11</td> </tr> <tr> <td>Long term Suspensions</td> <td></td> <td>21</td> <td>15</td> <td>45</td> </tr> <tr> <td>Short term suspensions</td> <td></td> <td>185</td> <td>129</td> <td>62</td> </tr> <tr> <td>Persistently Dangerous</td> <td></td> <td>14</td> <td>13</td> <td>31</td> </tr> </tbody> </table>					2010-11	2009-10	2008-09	2007-08	Total Enr	951	1077	1010	973	9 Enr	244	379	329	396	10 Enr	229	273	275	237	11 Enr	269	237	210	197	12 Enr	207	188	195	143	Total	951	1077	1010	973	American Indian	0	0	0	0	Asian	0.48	0.2	0.2	0.1	African American	98.1	98.8	98.8	99	White	1.06	0.6	0.8	0.6	Hispanic	0.36	0.4	0.2	0.3	Advanced Coursework		2.97	1.6	0	Number		30	16	0	Mobility					Entrants	18.97	20.92	21.5	22	Withdrawals	10.86	17.78	25	25.5	Graduation Rate					Grad Rate-Leaver		55.92	54.91	56.99	Grad Rate-5yr		54.84			Grad Rate-4yr		54.93			Dropout Rate		5.82	10.88	10.91	Suspension Rate		19.1	14.3	11	Long term Suspensions		21	15	45	Short term suspensions		185	129	62	Persistently Dangerous		14	13	31
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	<p>Conclusion: Indicators for Frederick Douglass are troubling. Enrollment has dropped, and the percentage of students taking advanced coursework is in the single digits. Nearly half the students leave school over a four-year period. The suspension rate has increased. The data indicate a problem with serious consequences for school climate and performance that need immediate attention.</p> <p>Action Steps: A comprehensive Attendance Improvement Plan (AIP) has been created to address chronic attendance and school climate issues. It includes:</p> <ul style="list-style-type: none"> • A school-wide data-driven attendance policy with guidance for staff, including policy on lateness; • A data management tool that identifies causes, supports differentiated grade level solutions, and a plan for each sub-group (red, yellow, green); • A management tool that can support a data-driven graduation tracking plan; and • A plan for a school-wide economy that incentivizes positive student and parent attitudes on attendance. <p>The AIP focuses on data collection, policies and procedures, interventions, building staff capacity, development, hall management techniques, exit management, late policy, graduation tracking tool, parent recognition and renewed culture that believes that every absence matters. All students will receive a home visit to support AIP and to encourage effective home-school relationship.</p> <ul style="list-style-type: none"> • Monthly Safety Check-in for each Academy; • Monthly Community Check-in with Core Planning Team; • Monthly Campus-Wide Leadership Meetings (to address campus-wide concerns or problems); • Monthly Academy Leadership Team Meetings; • Monthly Attendance Improvement (adjust plan where necessary); • Weekly advisories to discuss student’s individual learning plans; and • Summer Bridge on Coppin State Campus for all in-coming 9th graders focusing on below-grade level students; introduce personalized student growth plan with each student. 												
<p>2 Staff Profile</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 years ○ 16+ years 	<ul style="list-style-type: none"> • Clark Montgomery Principal –Appointed July 21, 2007 • 2 Assistant Principals, 1 Academic Dean and 4 Department Heads <p>Number and % of teaching faculty’s total classroom instruction experience:</p> <table border="1" data-bbox="919 1161 1472 1291"> <tbody> <tr> <td>0-5</td> <td>2</td> <td>20%</td> </tr> <tr> <td>6-10</td> <td>9</td> <td>15%</td> </tr> <tr> <td>11-15</td> <td>13</td> <td>22%</td> </tr> <tr> <td>16+ years</td> <td>25</td> <td>43%</td> </tr> </tbody> </table>	0-5	2	20%	6-10	9	15%	11-15	13	22%	16+ years	25	43%
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<ul style="list-style-type: none"> • Number and % of teaching faculty’s service at this school: <ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 years ○ 16+ years • Number and % of HQ teachers • 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 % 	<p>Number and % of teaching faculty’s service at this school:</p> <table border="1" data-bbox="919 220 1472 350"> <tbody> <tr> <td>0-5</td> <td>44</td> <td>75%</td> </tr> <tr> <td>6-10</td> <td>2</td> <td>3%</td> </tr> <tr> <td>11-15</td> <td>5</td> <td>8%</td> </tr> <tr> <td>16+ years</td> <td>8</td> <td>14%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Number and % of HQ teachers: 45 of 59 Teachers are HQ which is 76% • Number of school-based English and data/analysis teachers of record 11 • Number of school-based Mathematics and data/analysis teacher of record 10 • Number of school-based reading and English resource personnel:0 • Number of school-based mathematics and data/analysis resource personnel: 0 • Number and % of paraprofessionals who are qualified: 13 Paraprofessionals 3 are HQ 23% • Number of mentor teachers and number of teachers being supported: The school has one mentor teacher who supports eleven teachers. • Teacher attendance 91.30% Administrator attendance 99.1%: <p>Conclusion: Teachers at Douglass are experienced, and many have not worked at Douglass for very long. Fully one-quarter are not highly qualified. The 1:11 mentor-teacher relationship is high, and the school should qualify for additional mentors to reduce it to a 1:5 mentor-teacher ratio under City Schools’ Race to the Top Scope of Work. The school will have to consider which of its current faculty are best equipped to lead changes at the school. The principal has been in place for three years.</p> <p>Action Steps: A new principal and new teaching staff will lead the school. A rigorous principal selection process has been designed and implemented to ensure hiring “qualified and effective school leaders with a three-year proven track record in turning around low-performing schools yielding double- digit results.” The Office of Human Capital (OHC), the Turnaround Office, the School Support Network, and EdWorks, Inc. will assist the newly selected principal with the development of the staffing model and the budgeting process as needed and in accordance with established guidelines. The new principal will hopefully be hired by May 2011. This individual will receive a stipend to begin their work of hiring and learning the school before the individual’s July 1 appointment.</p> <p>For teachers, the Office of Human Capital is screening candidates to match the Turnaround Competencies outlined in Public Impact’s research. The candidates who meet the “turnaround measures” will be put in a pool for the new principal to select from.</p> <p>The Office of Teaching and Learning’s New Teacher Support Coordinator will coordinate support for new teachers. The first layer of support is a mentor for each teacher who does not have tenure. This mentor will be an experienced teacher at the school who will meet frequently to provide school-based support for teachers. The mentor will meet with the New Teacher Support Coordinator at least quarterly in order to increase coaching skills. Additionally, the mentoring initiative from the Race to the Top will ensure that there is a 5:1 teacher to mentor ratio.</p>	0-5	44	75%	6-10	2	3%	11-15	5	8%	16+ years	8	14%
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	<p>The OHC will provide school leadership with early opportunity to review and contact all veteran teachers who have indicated an interest in seeking a new school assignment through the voluntary transfer process or are specifically being considered for a turnaround school. OHC will assist school leadership in accessing new teacher candidates in shortage subject areas who are certified and highly qualified.</p> <p>Finally, to support increased staff retention, in particular, teacher retention and satisfaction, turnaround school teachers will have access to innovative compensation options that could result in up to \$7,000 of additional compensation above their salaries depending on the school's reform package and student achievement outcomes. These financial incentives may come in the form of a salary increase for extended instructional hours, compensation for professional development during the summer, or performance bonuses earned by improving student achievement school-wide.</p> <p>Targets for student growth and achievement will be set for the school each school year. Teachers and school staff would be eligible to share in performance bonuses to be made available to each school when the school's targets are met. Schools would potentially get \$500 per student plus 10% for performance bonuses and would work in collaboration with Office of Human Capital to distribute funds to employees. (All incentives are contingent upon availability of funding.)</p>																																																																							
<p>3 Student Achievement</p> <ul style="list-style-type: none"> • Student achievement data for reading and math on State assessments by the "all student" category and all subgroups • Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup • Graduation Rate 	<p>Student Achievement</p> <table border="1"> <thead> <tr> <th rowspan="2">HSA Pass Rates</th> <th colspan="2">2010</th> <th colspan="2">2009</th> <th colspan="2">2008</th> </tr> <tr> <th>%Passed</th> <th># Tested</th> <th>%Passed</th> <th># Tested</th> <th>%Passed</th> <th># Tested</th> </tr> </thead> <tbody> <tr> <td>English II</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All</td> <td>20.25</td> <td>390</td> <td>20</td> <td>406</td> <td>20</td> <td>310</td> </tr> <tr> <td>Asian</td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>White</td> <td></td> <td>3</td> <td>na</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>African American</td> <td>20.57</td> <td>384</td> <td>20.1</td> <td>399</td> <td>19.8</td> <td>308</td> </tr> <tr> <td>Hispanic</td> <td></td> <td>2</td> <td>na</td> <td>2</td> <td>na</td> <td>1</td> </tr> <tr> <td>Sped</td> <td>16.32</td> <td>98</td> <td>6.6</td> <td>91</td> <td>1.8</td> <td>56</td> </tr> <tr> <td>Farms</td> <td>19.94</td> <td>336</td> <td>19</td> <td>289</td> <td>20.9</td> <td>177</td> </tr> </tbody> </table>			HSA Pass Rates	2010		2009		2008		%Passed	# Tested	%Passed	# Tested	%Passed	# Tested	English II							All	20.25	390	20	406	20	310	Asian		1					White		3	na	4			African American	20.57	384	20.1	399	19.8	308	Hispanic		2	na	2	na	1	Sped	16.32	98	6.6	91	1.8	56	Farms	19.94	336	19	289	20.9	177
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<p>4 Rigorous Curriculum</p> <p>Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none"> • Core English/Reading program • Core Mathematic and algebra programs • Curriculum Intervention Programs • Enrichment Programs 	<ul style="list-style-type: none"> • Core English/Reading Program - McDougal Littell • Core Mathematic and algebra Programs - Glencoe for Algebra 1, Geometry and Algebra 2 • Curriculum Intervention Programs – <ul style="list-style-type: none"> ○ Support programs provide students with targeted intervention to allow them to be successful (extended day & tutoring opportunities) ○ Credit recovery opportunities are available for students ○ Leveled content-specific reading material is evident in some classrooms ○ Non-traditional seating configurations provide <i>opportunities</i> for collaborative learning ○ There is a summer transition program for incoming ninth graders ○ The school offers classes focused on preparation for state tests • Enrichment Programs – <ul style="list-style-type: none"> ○ RAMP provides students with rigorous, real world learning experiences ○ The school’s Business Program provides students with opportunities for learning beyond the walls ○ Externally funded programs focus on supporting student academic success (i.e. Talent Search, Upward Bound) <p>Conclusions: In general, instructional practices do not fully engage students in rigorous, relevant learning. While every classroom had clear learning objectives posted, students could not articulate what the standard / goal meant; in some classrooms, the lesson did not align with the posted learning objective. Few classrooms offer differentiation, either for struggling students or high-achievers. Students are generally “compliant” in the classroom, rather than engaged with the learning. Instructional tasks do not often offer the opportunity for inquiry, personal curiosity, real-world connections—even though the promise exists in courses like RAMP. There was little evidence that students are provided with daily opportunities in every course to engage in higher-level thinking. Few students are prepared to engage in post-secondary options. There is no formal strategy for developing personalized student growth plans, nor is there a system in place, such as a formal Advisory process, to develop or monitor the growth plans. There was no evidence of a formal school “academic intervention team” focused on remediation and acceleration</p> <p>Action Steps (also see #3): City Schools in partnership with EdWorks has created a city curriculum that is aligned vertically and matches the State academic standards. Individual content and unit tests have been aligned with the curriculum. Data from these assessments are scanned into a database management system to identify individual student needs.</p> <p>In terms of interventions, three individuals will be hired through the SIG grant to provide intervention strategies to students. There will be two Reading Specialists who will focus both on the RISE results as well as other indicators. There will be one Math Interventionist who will work closely with the data from math assessments. All three individuals will report to the school-based Data Coaches.</p>

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		The new Academy structure will provide more opportunities for enrichment and engagement. Please see Action Steps in Needs Assessment Area #3 for more details.																						
<p>5 Instructional Program</p> <ul style="list-style-type: none"> • Planning and implementation of research-based instructional practices • Use of technology-based tools • Use of data analysis to inform and differentiate instruction • Master Schedule by content area (include minutes of instruction) 		<ul style="list-style-type: none"> • Teachers appear willing to adopt research-based instructional strategies • We observed some evidence of transfer of high-payoff strategies from summer EdWorks PD in all departments • A 4x4+1 schedule creates opportunities for extended teaching blocks and provides common planning time for departments • Student work was displayed in several classrooms <p>Conclusions: Grading practices vary widely from classroom to classroom. There is no systematic approach to using data to drive instruction. There is limited use of technology to engage students. While there is evidence that the school is beginning to discuss disaggregated student data, there is little evidence that staff truly understand how to use the data to authentically inform student instruction.</p> <p>Action Steps: Two data coaches will be hired to work at the school. One of these positions should be dedicated to the implementation, management and improvement of collaborative planning. One will be dedicated to data entry and accuracy. Based on this need analysis, the Data Coaches will provide support to the school leadership and to the teachers and manage the interventionists to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills while meeting the needs of individual learners.</p>																						
<p>6 Assessments</p> <ul style="list-style-type: none"> • Use of formative, interim, and summative assessments to measure student growth • Process and timeline for reporting • Use of technology, where appropriate • Use of universal design principles 		<p>Timeline</p> <table border="1" data-bbox="1205 857 1570 1003"> <thead> <tr> <th>Assessments</th> <th>Type</th> </tr> </thead> <tbody> <tr> <td>HSA</td> <td>Paper Online</td> </tr> <tr> <td>RISE</td> <td>Online</td> </tr> </tbody> </table>		Assessments	Type	HSA	Paper Online	RISE	Online															
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	<p>College-Ready Assessments Students will begin taking the PSAT in the 9th and 10th grade, with 11th and 12th graders participating in SAT.</p> <p>A tiered approach to the use of data and research will be used to ensure all students have the supports needed to be successful in a rigorous course of study. The resources to support this effort include a proven short cycle assessment system, professional development in the use of data to drive instruction and development of standards-based instructional plans, and use of a formal system of intervention and acceleration to help all students achieve success in a rigorous curriculum.</p> <p>The formal intervention system will include 3 levels. Level one is a baseline diagnostic assessment to pinpoint skills and challenges in English, Language Arts, Math and Science. Student schedules are designed to ensure time within the schedule day for intervention or acceleration. Level two requires that those students who are not meeting the goals of their individual learning goals participate in “Accelerated Academies,” which are designed to provide intensive instruction outside of the regular school day to help them master difficult skills related to state-required tests and standards.</p>
<p>7 School Culture and Climate</p> <ul style="list-style-type: none"> • School vision, mission and shared values • School safety • Student health services • Attendance supports • Climate survey, if available 	<p>Vision Every student will graduate with the requisite knowledge, skills and attitude to be successful in higher education, the world of work and to that end, contributing citizens.</p> <p>Mission Frederick Douglass High School will be a substantive, varied and rigorous learning environment for every student.</p> <p>School Safety SY09-10 Overall Suspensions-206</p> <p>Climate Index-Student Satisfaction-44%</p> <ul style="list-style-type: none"> • Institution of monthly assembly celebrations with a focus on the Positive student and staff accomplishments. • Distribution of the Monthly positive Newsletter from FDHS • PBIS interventions through strategy sessions • Code of Conduct Training Classroom-expectations are posted in all content areas • Summarizing teacher referrals and sharing the results at monthly department meetings • PBIS Monthly Meetings • Extended day evening programs for students who continue to experience coping skills and academic needs

Name of School: Frederick Douglass High Schools	Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p>Attendance Data-2010 All-74.9% % missing>20 days-no data available % missing<5 days-no data available</p> <p>Conclusion: School climate is a problem at Douglass, with just 44% of students indicating satisfaction. There is no indication of parents' responses. The school has developed some positive interventions to encourage good behavior, but the approaches are insufficient. School staff may need targeted support for classroom management and behavior. There is no mention of student health or enrichment supports. Student attendance is low, at 75%.</p> <p>Action Steps: The Student Support Team is responsible for interventions and attention customized to student need that leads to a sustained and persistent effort to restore student well-being and student academic progress. Guidance Counselors and Teachers will be included. Prior to the start of the 2011-2012 school year Baltimore City Schools will work with MSDE Coordinated Support Services office to complete a needs assessment to ensure that the structures are in place for effective support services. For school climate and behavior issues, PBIS or similar program to be implemented school wide. There will be a social worker hired to specifically work with this program. This will be supported by the Turnaround Office.</p> <p>Please see Needs Assessment Area #1 for the Attendance Plan.</p>
<p>8 <u>Students, Family, and Community Support</u></p> <ul style="list-style-type: none"> • Social-emotional and community-oriented services and supports for students and families • Engagement of parents in the education of students 	<ul style="list-style-type: none"> • School has developed a working relationship between the parents and school • Has encouraged parents to participate in community groups who partner with the school • Has increased # of parents to follow school parent compact • Has provided support to parents to develop "At Home" learning component which is linked to academic performances. <p>More specific successful interventions include the following:</p> <ul style="list-style-type: none"> • AVID: Field trip to Princeton University, which engage parents, students and staff. • Extended Day: Provide fee waivers from Family and Community Engagement Partners. • Maryland Food Bank: partnership providing food, volunteerism and job promotion to students and families, provide nutritional education and obesity awareness training. • DOORS: Parents, staff, students, community reception funded by Parent and Community Engagement Partners. • The Family Institute for Parents will provide professional development at monthly meetings in an effort to engage family and community in schools <p>Conclusion: Douglass has launched some worthy programs to address the issue of student and family engagement. It is putting in support structures for family involvement. Follow-up is needed, and</p>

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p>Douglass should consider targeting certain supports and events for families in most need of assistance. It is not clear how many families are actually availing themselves of these resources.</p> <p>Action Steps: The school will partner with community organizations to provide social emotional support for students to create a safe school environment that meets students’ social, emotional, and health needs. A full time community/parent liaison from a community-based organization will be provided to the school using School Improvement Funds.</p>
<p>9 Professional Development</p> <ul style="list-style-type: none"> • Use of Maryland Professional development standards • Accountability aligned to improved teaching and learning 	<p>SBR Strategies Utilized</p> <ol style="list-style-type: none"> 1. Rigor / Relevance Framework 2. Brain-based Instructional Strategies 3. Literacy Across the Content 4. Data Analysis to drive Instruction 5. PLC/CFG structure/function/protocols to drive instruction <p>An expectation or policy has been established that all teachers will incorporate into their unit and lesson designs the research based strategies that they are receiving in the PD from EdWorks. Teachers, with support from the ILT, will create, revise and implement the research based strategies as a result of their weekly collaborative planning sessions, feedback from Learning Walks and formal observations, and most importantly, from their own reflections on the assessments they design and receive from their students.</p> <p>Conclusion: Douglass has a framework for PD as noted above, but it is not clear how the framework is taking hold, or how teachers will actually incorporate what they have learned in their daily instruction. There is no mention of accountability and how often leadership will monitor whether teachers are following through. A specific plan for PD needs to be developed showing the linkages between the PD offered, the strategies to be used, and the student achievement goals to be fulfilled.</p> <p>Action Steps: Professional development support beyond the regular school day will be focused on unit and lesson plans; high-payoff-instructional strategies; personalization (including course-embedded advisory programs); strategies for rigor, relevance and student engagement. A five-year scaffolded system of teacher professional development includes:</p> <ul style="list-style-type: none"> • High-payoff instructional strategies, unit and lesson design • Introduction to course-embedded advisories Part I • Regularly scheduled PLC to discuss student data and teacher practice • Implementing Advisories and Personalized Student Growth Plans Part I and II • Exploring and using Short Cycle Assessments Part I • Classroom Practice & Learning Conditions • Research-based Instructional Models Part I & II

Name of School: Frederick Douglass High Schools	Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p>The school will increase after-school job-embedded professional development and/or collaborative planning. To prepare for the opening of school, teachers will participate in an annual two-week Teacher Summer Institute and monthly embedded professional development workshops. The Summer Institute will focus on advisory programs, high-payoff instructional strategies, and unit and lesson design. There will be an additional four hours of follow-up professional development throughout the school year. There will be specific agendas and protocols to guide around Common Planning Time for Specific Purposes, Examining Student Work, Tuning Instructional Strategies and Materials, Vertical Teams-Same Content and Horizontal Teams Cross Content, Examining Student Data, Examining School Data, Text-Based Discussions on Research, Unpacking Standards and Assessments, and Classroom Observation and Feedback.</p> <p>EdWorks will focus on building the capacity of the Academy Teacher Leaders to continue the work on a daily basis. An additional two weeks of professional development will be required for all teachers and staff. Teachers will receive stipends to attend these two weeks. This requirement was communicated to staff when they signed their contract.</p> <p>This plan will be monitored by the Turnaround Team for implementation, support, and accountability. The Turnaround Team will visit the school monthly to review implementation. Baltimore City Schools Support Network 12 is assigned to support the Turnaround Schools. This network has 5 staff who will support the school on a regular basis in conjunction with the Turnaround support team.</p>
<p>10 Organizational structure and resources</p> <ul style="list-style-type: none"> • Collaborative planning time • Class scheduling (block, departmentalizing, etc.) • Class configuration • Managing resources and budgets • Accessing other grants to support learning • Increasing learning time for students and teachers 	<ul style="list-style-type: none"> • The schedule is arranged to support collaborative planning time. • The school does not have a block schedule, with kids staying in the same classes all year long. • The school is working with an evening program to help students who are behind on credits. <p>Extended Learning Opportunities</p> <p>First, struggling students are identified through our data collection grids (HSA, Benchmarks Unit summative assessments, daily formative assessments, and in class reading and math diagnostic assessments.)</p> <p>Second, FDHS's "Intervention plan" instructs teachers that student interventions and differentiation for the at risk are a critical part of their daily instruction.</p> <p>Next, teachers will design lessons that are aligned to curricular standards as a smart intervention. Lesson design that is aligned to curricula standards increases the accuracy of the data we collect about HSA improvements.</p> <p>Fourth, the intervention plan sets up "pull-out" sessions by department two weeks prior to HSA and Bridge submissions.</p>

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	<p>Fifth, there is an extended day program, Monday thru Thursday that provides students with coach classes and mastery classes that support their efforts on HSA.</p> <p>Additionally, the teachers have increased their implementation of MSDE Public release tasks and formative assessments as means to increase their data collection for the identified students. Finally, "differentiated instruction" is our personalized intervention for our at risk students. Teachers are supported with PD and there is a thematic issue for each department's collaborative planning session. Furthermore, the use of differentiation has been infused into the pre and post formal observation conversations. The team believes that this practice will ensure that each teacher personalizes the need to differentiate instruction.</p> <p>Conclusion: Douglass has a plan for reaching struggling students, and it will take some time to show results. The school still needs a plan for how it will actually monitor teachers' instruction to ensure that differentiation is taking place. PD may be needed to assist teachers in designing lessons that are aligned with state standards and therefore can improve the accuracy of the H.S.A. data collected. More funds could help make the extended-day remediation program more robust and effective.</p> <p>Action Steps: Students will be provided an adjusted schedule to increase student learning time. The school day will be extended for all students by 30 minutes.</p> <p>Accelerated Academies Accelerated Academies are designed to provide intensive instruction outside of the regular school day to help students master difficult skills related to state-required tests and standards. In addition, guidance counselors over the summer will conduct transcript reviews and begin mapping out the course sequencing for students. This will also factor in early warning indicators to develop intervention plans for students.</p> <p>Mentor coordinator will develop a cohort of mentors and coordinate the mentoring services for students. This individual will work closely with the Turnaround Office to receive support and guidance. The goal will be that over time that the majority of students work with a mentor.</p> <p>A Summer Bridge program will be implemented for 9th grade students. A significant effort needs to result in high student turnout. Work should begin at this time with students who have high needs. i.e., repeat offenders, chronic absences, young moms, academic issues, etc.</p> <p>The school will report all activities and progress to the Director of Turnarounds. This individual will work closely with the school-based leadership team to support and evaluate the implementation of the turnaround model. The Director will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.</p>

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<p>11 Comprehensive and Effective Planning</p> <ul style="list-style-type: none"> Practices for strategic school planning School improvement plan development, implementation and monitoring 	<p>Baltimore City Schools requires schools to conduct data-driven planning to improve or sustain student achievement through the development of <i>School Performance Plans</i> (SPP). The framework for these plans is the district vision, mission, and goals that also frame the district’s Master Plan. As a district with a critical mass of schools that receive Title I funding and/or in are NCLB school improvement, the SPP templates are designed to prompt schools to address these requirements per ESEA guidance. The SPP also includes the school’s professional development plan, safety plan, and parent-involvement plan. SPP are submitted to peer review teams, comprised of School Support Network staff, district office staff, teachers and principals, via an electronic document management system. Review teams use a rubric to provide feedback to schools and make recommendations for approval. Plans that do not meet the standards are returned for revision. When the review process is completed, SPPs are forwarded to the Executive Directors of Elementary/K-8 and Secondary Schools for final approval.</p> <p>Conclusion: The SPPs must be a living document that is often referred to, not something that sits on the shelf. It should reflect the school’s goals and targets for improvements, and should explain how collaborative planning will help the school staff meet those goals. To the extent possible, the plan should address issues such as climate and family engagement.</p> <p>Action Steps: Looking ahead at the implementation year, working in partnership with EdWorks, City Schools will focus on building school-wide and classroom implementation of the redesign plan; a supportive climate and culture; comprehensive student support; classroom implementation of professional development; school-based operations and district support systems; and service learning/community service capacity. The Core Planning Team, a collaborative group composed of 19 community representatives from the FDHS community, including students, faculty, parents, guardians, staff, and administrators, will continue to inform the process throughout the academy design and implementation phase.</p>
<p>12 Effective Leadership</p> <ul style="list-style-type: none"> Instructional leadership to promote teaching and learning Monitoring of curriculum implementation and instructional practices linked to student growth Impact on the school culture for teaching and learning Use of assessment data using technology Recruitment and retention of effective staff Identification and coordination of resources to meet school needs Engagement of parents and community to promote academic, developmental, social, and career needs of students 	<p>The school will focus the work on supporting teacher’s knowledge development and facility with the MSDE, CLG & systemic content curriculum. Furthermore, they will focus their efforts on the alignment between curricula content and summative and formative assessments (HSA, Systemic Benchmarks, school-based unit assessments and end of class formative assessments. The school will improve their collection of student data through assessments that will in turn inform the instructional decisions. As it has been stated in the PD sessions with EdWorks, the teachers have absolute control over the questions asked and the instructional tasks they design. Additionally, there is a need to understand that the instructional task predicts the performance; therefore, learning is the consequence of thinking. Their plan and the work will be to assist teachers in the creation of unit and daily lesson plans with key interests in the “instructional tasks” (Instructional Rounds in Education) that will increase student achievement. Notwithstanding, they must narrow the focus of our instructional lens, and work with teachers in their utilization of differentiation and rigor.</p> <p>Additionally, the work must include infusion of technology solutions to student learning experiences. Finally, there is a need to invite and involve family and community partners in educational decisions at Frederick Douglass H.S.</p>

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	<p>Conclusion: Douglass appears to have an appropriate list of tasks and the right focus on instructional tasks. But there is no mention of school leadership and how leadership will ensure that these tasks actually get accomplished. There also deserves mention of how EdWorks or City Schools leadership will support the Douglass principal in these plans. A more comprehensive and inclusive vision of the school's improvement effort is needed.</p> <p>Action Steps: City Schools hopes to hire a new principal by May of 2011 and would want that individual to have the opportunity to visit the school to get a sense of the current practices. The individual will be paid a stipend of \$12,000 to spend approximately 15days in the school prior to the start of their contract on July 1, 2011 and to attend the summer training..</p> <p>In addition, the school will report all activities and progress to the Director of Turnarounds. This individual will work closely with the school-based leadership team to support and evaluate the implementation of the turnaround model. The Director will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.</p>

B. 3. Turnaround Model

School Name and Number: Frederick Douglass High School #450	Tier: II
Intervention Model: TURNAROUND MODEL	

Annual Goals for Reading/Language Arts on State assessments (MSA/HSA) for “all students” group and for each subgroup. **Baltimore City Schools determined these benchmarks using the baseline data from 2009-2010 school year.*

Year	AMO	Overall	African-American	FARMS	Special Education
Baseline	72.7	42.6	42.8	42.1	18.2
SY 2011	79.5	59.5	59.6	59.1	43.2
SY 2012	86.3	76.3	76.4	76.2	68.2
SY 2013	93.2	93.2	93.2	93.2	93.2
SY 2014	100	100	100	100	100

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for **SY 2011 only** for SY 2011 only (to be updated annually upon renewal of the grant) **Baltimore City Schools determined these benchmarks using the baseline data from 2009-2010 school year.*

Year	Overall	African-American	FARMS	Special Education
Q1 _{baseline}	4.5			0.0
Q2	22.8	19.8	19.8	19.8
Q3	41.2	39.7	39.7	39.7
Q4	59.5	59.5	59.5	59.5

Annual Goals for Mathematics on State assessments (MSA/HSA) for “all students” group and for each subgroup. **Baltimore City Schools determined these benchmarks using the baseline data from 2009-2010 school year.*

Year	AMO	Overall	African-American	FARMS	Special Education
Baseline	64.9	32.1	32.3	32.9	8.3
SY 2011	73.7	49.1	49.2	49.7	31.2
SY 2012	82.4	66.1	66.2	66.5	54.2
SY 2013	91.2	83.0	83.1	83.2	77.1
SY 2014	100	100	100	100	100

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for **SY 2011 only** for SY 2011 only (to be updated annually upon renewal of the grant) **Baltimore City Schools determined these benchmarks using the baseline data from 2009-2010 school year.*

Year	Overall	African-American	FARMS	Special Education
Q1 _{baseline}	12.7			0.0
Q2	25.7	17.3	17.3	17.3
Q3	38.8	34.5	34.5	34.5
Q4	51.8	51.8	51.8	51.8

Attendance data

Year	AMO	Overall	African-American	FARMS	Special Education
Baseline	93.1	75.4	75.3	75.5	71.0
SY 2011	93.3	81.5	81.5	81.6	78.6
SY 2012	93.6	87.7	87.6	87.7	86.2
SY 2013	93.8	93.8	93.8	93.8	93.8
SY 2014	94	94	94	94	94

Graduation data

Year	AMO	Overall	African-American	FARMS	Special Education
Baseline	85.5	55.9			
SY 2011	87.5	56.1	31.3	31.3	31.3
SY 2012	87.5	56.2	62.5	62.5	62.5
SY 2013	87.5	87.5	87.5	87.5	87.5

Stakeholder Involvement:

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Attach documentation of meetings or (planned meetings) and correspondence to the overall application.

An extremely important part of this turnaround process is community participation. In partnership with the Douglass HS Governance Board, it was decided that the historic turnaround would be done in phases. On June 28, 2010, City Schools issued an application seeking a Lead Transition Partner to facilitate Phase I of the turnaround process. On July 16, 2010, City Schools received nine transition partner proposals; one was deemed non-responsive; 8 were deemed responsive; of those, seven were rejected and one was recommended. The committee that evaluated the proposals consisted of a cross-functional team, including City Schools staff from the following offices: Chief Executive Officer, Chief Academic Officer, Teaching and Learning, New Initiatives and the Executive Director of Secondary Schools. Working in partnership with the Douglass HS Governing Board, current principals and Alumni Association leaders, City Schools interviewed the top three applicants. The majority either recommended or strongly recommended partnering with EdWorks, Inc. Evaluators found that EdWorks had the most relevant experience in comprehensive high school redesign and was best equipped to prepare the school for division while simultaneously implementing new processes and systems which would have an immediate impact on the quality of teaching and learning, classroom management, attendance and truancy rates. A key component of the EdWorks plan included a community engagement process consisting of a group of community stakeholders known as the Core Planning Team (CPT). The CPT is a collaborative group composed of 19 community representatives from the FDHS community, including students, faculty, parents, guardians, staff, and administrators. The CPT meetings are held on Tuesday afternoon from 3:45pm- 5:30pm (Oct 26, Nov 9, Dec 14, Jan 11 and Jan 25). On January 24 the CPT, in partnership with EdWorks, presented a preliminary re-design plan to District Senior Leadership. Based on the feedback from the presentation the CPT began meeting every Tuesday February 1, 8 and March 1.

Phase II of the turnaround process will begin Fall 2011 with the division of Douglass HS into two smaller academies, co-located on the Douglass HS campus. The CPT will continue to inform the process throughout the academy design and implementation phase.

Modification of Practices or Policies to enable the school to implement this model fully:

Describe how the LEA has modified practices and policies to enable the school to implement this model fully.

City Schools reviewed its school portfolio and developed a set of recommendations to transform or close its lowest-performing schools with middle and high school grades. A cross-functional team composed of all City School departments was impaneled in support of the Expanding Great Options 2010-2011 initiative.

City Schools analyzed data for schools with the lowest state test scores in 2009-10. The initial analysis reviewed 60 schools on the following measures: student achievement and enrollment trends; previous intervention strategies, such as changes in leadership or actions under last year's Expanding Great Options process; fiscal sustainability; building utilization rate and condition; geographic location and school options in the area; and rubric scores on the five characteristics of a successful school developed by City Schools in partnership with Education Resource Strategies, a nonprofit consulting firm specializing in urban education reform. City Schools narrowed the analysis and identified Frederick Douglass for turnaround. Once Frederick Douglass was identified, City Schools determined which transformation strategy would be most effective in improving student achievement.

To help guide these strategies, City Schools referenced the School Improvement Grant guidelines under ARRA, which reflect national best practices in school intervention. These options include changing a school's leadership and staff, using reform principles to improve a school (e.g.: extended learning time, embedded professional development, etc.), closing a school and re-opening it under the management of a new operator, and closing a school altogether and transferring its students to a higher-performing school. The decision was then made to turn around Frederick Douglass under the Turnaround model, build a planning year into the turnaround timeline and identify a Lead Transition Partner to facilitate the turnaround process.

As one of the selected schools for the School Improvement Grant, Frederick Douglass must also now undertake the important work of developing a new school mission, vision, and shared values. As the Lead Transition Partner, EdWorks began its planning year process in August 2010 and focused on building community engagement capacity; transparency in decision-making; strategic planning and benchmarking; school design for rigor and personalization; and school identity development.

Looking ahead at the implementation year, working in partnership with EdWorks, City Schools will focus on building school-wide and classroom implementation of the redesign plan; a supportive climate and culture; comprehensive student support; classroom implementation of professional development; school-based operations and district support systems; and service learning/community service capacity. As the Turnaround Support Partner, EdWorks will provide the new Academies with the following supports throughout the life of the SIG grant. Specifically, it will do the following:

1. Provide formal leadership development for the new campus principal, academy directors and their leadership teams.
2. Mentor the new campus principal and academy directors through the successful implementation of the new plans for campus operations and teaching and learning, placing special emphasis on shared leadership and accountability.
3. Provide embedded professional development on research-based instructional practices for all educators on the campus, differentiating as needed to each individual academy and the campus-wide staff.
4. Lead the staff through a research-based curriculum design process that includes the development of integrated units and lesson plans reflecting the overarching themes and essential questions that guide each year of the academy experience. All instruction will be aligned with Common Core Standards, national content standards and state and college-ready assessments. Reflecting the latest research on how young people learn, units and lesson plans will be designed to engage students in a full range of hands-on, inquiry-based instructional practices tied to real-world experiences.
5. Assist in student-level and building-wide data collection and analysis. Train the leadership teams and all individual instructional staff members in the use of data to drive instruction, model the strategies for leaders and staff and provide support for staff members as they implement data-driven instructional practices. Develop the ability of internal data coaches to support their colleagues.
6. Guide the staff in the development of professional learning communities. The master schedules for the new academies include both grade-level team and departmental common planning time. PLCs will become a primary vehicle for "working on the work."
7. Provide leadership in the planning and implementation of family and community engagement processes.

8. Develop the master schedule as well as student and staff schedules.
9. Implement rubric-based assessments of organizational effectiveness and instructional practices and use results to chart progress and make course corrections, as needed, to ensure the schools achieve desired results.
10. Build the capacity of internal instructional coaches to support strong teaching and learning practices after the close of the SIG funding.

Alignment of Other Resources with the 1003(g) SIG:

Describe how the LEA will align other resources, (e.g. Title I, Part A, Title I 1003(a), Title II, etc. with the 1003(g) SIG.

Frederick Douglass is not a Title I school and therefore will not receive Title I Part A dollars. Frederick Douglass High School currently receives \$112,695.00 (IDEA), \$5,731,496.33 (Fair Student Funding) and \$75,815.00 (Third Party Billing) which support the coordination of efforts between other sources of funds and the School Improvement Grant. Each of the funds will support implementation of City Schools' Essentials to include Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains highly qualified staff based on student needs within union contracts;
- 2) The school aligns people, time and money to support instruction;
- 3) The school secures and aligns external resources with school goals; and
- 4) The school is transparent about all budget decisions.

City Schools will secure stimulus facilities grant bonds for construction at Frederick Douglass to improve the facility and signal to students, families, and community members that City Schools is investing in the school's improvement. For 2010-2011, the Perkins CTE grant may also provide funds for modern equipment as well as teacher training for implementation of the Learning to Work programming. Funds from Race to the Top will also be leveraged to provide teacher mentoring, recruitment incentives for teachers according to state guidelines, and professional development to implement the Common Core and ensure data-driven instruction.

Name of School: Frederick Douglass High School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	Needs Assessment #2 - A new principal and new teaching staff will lead the school. A rigorous principal selection process has been designed and implemented to ensure hiring "qualified and effective school leaders with a three-year proven track record in turning around low-performing schools yielding double-digit results." In part, the turnaround leader must exemplify characteristics of a distinguished principal who will ensure students' academic success. The Office of Human Capital (OHC), the Turnaround Office, the School Support Network, and EdWorks, Inc. will assist the newly selected principal with the development of the staffing model and the budgeting process as needed and in accordance with established guidelines. The new principal will hopefully be hired by May 2011. This individual will receive a stipend to begin their work of hiring and learning	May 2011	Tenia Rogers, Hiring Manager for Administrators, OHC, TBA, Turnaround Operations Specialist

Name of School: Frederick Douglass High School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	the school before the individual's July 1 appointment.		
<p>2 Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students</p> <p>(A) Screen all existing staff and rehire no more than 50 percent; and</p> <p>(B) Select new staff</p>	<p>Needs Assessment #2 - The Office of Human Capital (OHC) is rolling out a school-based multi-tier recruitment selection model for certified teachers applying to Baltimore City Public Schools.</p> <p>The model will provide City Schools with a thorough and unified selection process, ensuring that the most qualified teachers are chosen for Baltimore's schools. Additionally, we will be able to target specific kinds of candidates through our recruitment processes.</p> <p>The Office of Human Capital is screening candidates to match the Turnaround Competencies outlined in Public Impact's research. The candidates who meet the "turnaround measures" will be put in a pool for the new principal to select from.</p> <p>The Office of Teaching and Learning's New Teacher Support Coordinator will coordinate support for new teachers. The first layer of support is a mentor for each teacher who does not have tenure. This mentor will be an experienced teacher at the school who will meet frequently to provide school-based support for teachers. The mentor will meet with the New Teacher Support Coordinator at least quarterly in order to increase coaching skills. Additionally, the mentoring initiative from the Race to the Top will ensure that there is a 5:1 teacher to mentor ratio.</p> <p>Needs Assessment #2 –</p> <p>The OHC will provide school leadership with early opportunity to review and contact all veteran teachers who have indicated an interest in seeking a new school assignment through the voluntary transfer process or are specifically being considered for a turnaround school.</p> <p>OHC will assist school leadership in accessing new teacher candidates in shortage subject areas who are certified and highly qualified.</p>	April 2011-ongoing	Ami Magunia, Hiring Manager for school based staff, TBA Turnaround Operations Specialist, Insight from EdWorks Staff, Jarrod Bolte, Coordinator of Student Support and TBA mentors
3 Implement such strategies as financial incentives, increased opportunities for promotion and career growth,	Needs Assessment #2 - To support increased staff retention, in particular, teacher retention and satisfaction, turnaround school	July 2011- ongoing	Judy Stewart, Budget Manager Turnaround

Name of School: Frederick Douglass High School		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	<p>teachers will have access to innovative compensation options that could result in up to \$7,000 of additional compensation above their salaries depending on the school's reform package and student achievement outcomes. These financial incentives may come in the form of a salary increase for extended instructional hours, compensation for professional development during the summer, or performance bonuses earned by improving student achievement school-wide. City Schools will leverage Race to the Top funds to match their contribution to these incentives. Targets for student growth and achievement will be set for the school each school year. Teachers and school staff would be eligible to share in performance bonuses to be made available to each school when the school's targets are met. In this way, compensation will be linked to student achievement growth. Schools would potentially get \$500 per student plus 10% for performance bonuses and would work in collaboration with Office of Human Capital to distribute funds to employees. (All incentives are contingent upon availability of funding.)</p> <p>At minimum, teachers will be afforded two weeks of planning time during the summer in the first year. In subsequent years, schools may choose to continue summer planning activities. Teachers will be compensated for participation in planning time during the summer.</p>		Office
4 Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	<p>Use of Maryland professional development standards: The professional development opportunities are based upon needs that EdWorks in partnership with the administrative team, leadership team and support staff outline and identify after reviewing school data.</p> <p>Needs Assessment # 9 –Professional development support beyond the regular school day will be focused on unit and lesson plans; high-payoff-instructional strategies; personalization (including course-embedded advisory programs); strategies for rigor, relevance and student engagement. A five-year scaffolded system of teacher professional development includes:</p> <ul style="list-style-type: none"> • High-payoff instructional strategies, unit and lesson design 	June 2010-ongoing	School Based Instructional Team, Support from Breakthrough Center Liaison, and Reading and Math Specialists, EdWorks Staff will support

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	<ul style="list-style-type: none"> • Introduction to course-embedded advisories Part I • Regularly scheduled PLC to discuss student data and teacher practice • Implementing Advisories and Personalized Student Growth Plans Part I and II • Exploring and using Short Cycle Assessments Part I • Classroom Practice & Learning Conditions • Research-based Instructional Models Part I & II <p>The school will increase after-school job-embedded professional development and/or collaborative planning. To prepare for the opening of school, teachers will participate in an annual ten day-week Teacher Summer Institute and monthly embedded professional development workshops. The Summer Institute will focus on advisory programs, high-payoff instructional strategies, and unit and lesson design.</p> <p>There will be an additional four hours of follow-up professional development throughout the school year. There will be specific agendas and protocols to guide around Common Planning Time for Specific Purposes, Examining Student Work, Tuning Instructional Strategies and Materials, Vertical Teams-Same Content and Horizontal Teams Cross Content, Examining Student Data, Examining School Data, Text-Based Discussions on Research, Unpacking Standards and Assessments, and Classroom Observation and Feedback.</p> <p>EdWorks' support will focus on building the capacity of the Academy Teacher Leaders to continue the work on a daily basis. An additional two weeks of professional development will be required for all teachers and staff.</p> <p>Because the FDHS staff will be implementing new curricula in environments that are very different from traditional comprehensive high schools, the new academy designs will require teachers to work in new ways. The Teacher Summer Institute at the beginning of the year is an intensive experience</p>		

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	<p>that:</p> <ol style="list-style-type: none"> 1. Inducts the new staff into the research behind the school designs. 2. Orients them to new methods of operation and high expectations for all students and educators. 3. Provides professional development in high payoff instructional strategies and support for literacy development across the curriculum. 4. Introduces staff to the Rigor / Relevance Framework and guides the staff through the design of integrated units and lesson plans for the coming year, particularly the first nine weeks. 5. Prepares the staff to personalize the teaching and learning process to ensure all students have the supports they need to achieve at high levels, including the implementation of personalized student growth plans. 6. Begins the development of staff capacity to look at student work and outcomes to improve teaching, learning and student engagement. <p>Using small group processes, whole-school seminars, and individual embedded professional development, EdWorks coaches will continue to deepen lessons learned in the summer institute throughout the school year. Professional Learning Communities will focus on looking at student work and outcomes to improve teaching and learning.</p> <p>Teachers will receive stipends to attend these two weeks. This requirement was communicated to staff when they signed their contract.</p> <p>This plan will be monitored by the Turnaround Team for implementation, support, and accountability. The Turnaround Team will visit the school monthly to review implementation.</p>		
5 Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a	Needs Assessment #10, 12 - The school will report all activities and progress to the Director of Turnarounds. This individual will work closely with the school-based leadership team to support	July 2011- ongoing	Beth Nolan, Director of School Turnaround Cecilia Martin,

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<p>“turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability</p>	<p>and evaluate the implementation of the turnaround model. The Director will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.</p> <p>There will be two academies at Douglass HS-Academy for Leadership and Public Policy and Academy of Innovation. There will be a campus Principal who will be the point of contact for the school with central office and district support organizations regarding non-instructional issues; helps facilitate the creation and operation of the Campus-Wide Leadership Team; establishes the structure to communicate with shared campus staff and resources; manages the facility; and coordinates extra-and co-curricular activities and community-based programs.</p>		<p>Coordinator of Turnaround School Accountability School Leadership Team</p>
<p>6 Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards</p>	<p>Needs Assessments # 3, 4, 5, 6 - City Schools in partnership with EdWorks has created a city curriculum that is aligned vertically and matches the State academic standards. Individual content and unit tests have been aligned with the curriculum. Data from these assessments are scanned into a database management system to identify individual student needs.</p> <p>Academy of Innovation The Academy of Innovation has a four-year learning plan that has math and science as the driving force behind its curriculum. Through experiential and project-based learning students will develop intellectual habits to be creative and construct understanding of the world that lead to the generation of original ideas, solutions and processes that were intended to make the world better. Students will be taught to develop 21st-century skills, especially creativity and innovation; design thinking; visual literacy; critical thinking and problem solving; communication and collaboration; ICT (Information, Communication and Technology) literacy; flexibility and adaptability; initiative and self-direction; and social and cross-cultural skills.</p> <p>Learning Plan Year one and year two are highly integrated; year three is</p>	<p>July 2011-ongoing</p>	<p>Data Coaches (AP level Positions) (SIG II) Two Reading Specialists (SIG II) One Math Interventionist (SIG) Breakthrough Zone Liaison/Coordinator of Academic Supports (Turnaround Office) Math Intervention Specialist (Turnaround Office) Reading Intervention Specialist (Turnaround Office) Support from EdWorks Staff</p>

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	<p>moderately individualized, and year four is highly individualized. The curriculum includes rigorous academic and core courses with a sequence of related electives, CTE Pathways and academy requirements. The CTE Pathway is highly integrated into the academy program of study and provides and prepares students for entry into college and/or a career path.</p> <p>There will be two CTE Career Clusters available - Information Technology (Manufacturing, Engineering and Technology) and Arts, Media and Communications.</p> <p>The Academy Requirement is called <i>Design Thinking</i>. Each year the students will examine different aspects of the Design Thinking module, including Self as innovator; Innovation in a Context; Innovation and Research; Innovation for the Future.</p> <p>Post-secondary Experience The Early College Access Partnership will provide the following benefits to students and their families:</p> <ul style="list-style-type: none"> • Prepares students for the academic rigors of college while easing their transition between secondary and post-secondary education. • Lowers the cost of post-secondary education for students, by enabling them to earn reduced cost college credits and shorten their time to completing their degree. • Provides students with more realistic information about academic and social skills needed to succeed in college through their participation in actual college courses. • Provides curricular options for students, particularly in high schools that are unable to offer courses in the student's area of interest. • High school students enrolled in Coppin would not have to pay any enrollment or admission fee and will receive a Coppin identification card, which would enable them to use Coppin facilities such as the gym and library, and attend Coppin cultural events. • This partnership is being developed during SY 2011- 		

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	<p>2012</p> <p>Academy of Global Leadership and Public Policy The Academy of Global Leadership and Public Policy has a four-year learning plan that has social sciences as the driving force behind its curriculum. Through readings, media, virtual partnerships, visiting fellows and field trips, students will examine the stories of the world's great change agents.</p> <p>Students will be taught to develop 21st-century skills and approaches to learning that will allow them to thrive in a complex and connected world with the following mindsets, outlooks and intellectual processes, such as persistence in the face of challenge; value of taking risks in learning; seeking out, listening to and valuing diverse perspectives and approaches; and an intellectually curious approach to learning and life.</p> <p>Learning Plan: Year one and year two are highly integrated; year three is moderately individualized, and year four is highly individualized. The curriculum includes rigorous academic and core courses with a sequence of related electives, and academy requirements. The strand is highly integrated into the academy program of study and provides and prepares students for entry into college and/or a career path. Students will be guided through a series of completer courses, including Advocacy & the Law, International Law & Politics, Legal Research & Writing, and The Law & Civil Liberties. The Academy Requirement is called <i>Global Leadership and Public Policy</i>. Each year the students will examine different aspects of the Global Leadership and Public Policy module, including Diversity and Leadership; 21st Century Media; Leadership Studies Logic; Capstone Seminar Innovation Capsule; and Capstone Service Learning Experience.</p>		
7 Promote the continuous use of student data (such as	Needs Assessments # 3, 5, 6 - School based staff will use	August 2011-Ongoing	Data Coaches (AP

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<p>from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students</p>	<p>quarterly benchmark assessments designed by City Schools that are aligned to the Maryland State Curriculum, to inform their work. The benchmarks will serve as formative assessments for how to move forward within HSA-tested areas.</p> <p>Two data coaches will be hired to work at the school. One of these positions should be dedicated to the implementation, management and improvement of collaborative planning. One will be dedicated to data entry and accuracy.</p> <p>Based on this need analysis, the Data Coaches will provide support to the school leadership and to the teachers and manage the interventionists to analyze and interpret the student data, as <u>well as provide other strategies for teachers to use to help students master these skills while meeting the needs of individual learners.</u> Three individuals will be hired through the SIG grant to provide intervention strategies to students. There will be two Reading Specialists who will focus both on the RISE results as well as other indicators. There will be one Math Interventionist who will work closely with the data from math assessments. All three individuals will report to the school-based Data Coaches.</p> <p>In addition to state required assessments in Algebra, Biology, English and Government, students in both the Academy of Innovation and the Academy of Global Leadership and Public Policy will participate in the following assessments:</p> <p>Formative Assessment All 9th and 10th grade students will take the RISE assessment in reading.</p> <p>College-Ready Assessments Students will begin taking the PSAT in the 9th and 10th grade, with 11th and 12th graders participating in SAT A tiered approach to the use of data and research will be used to ensure all students have the supports needed to be successful in a rigorous course of study. The resources to support this effort include a proven short cycle assessment system, professional development in the use of data to drive instruction and</p>		<p>level Positions) (SIG II) Two Reading Specialists (SIG II) One Math Interventionist (SIG) School based Instructional Leadership Team Members Breakthrough Zone Liaison/Coordinator of Academic Supports (Turnaround Office) Math Intervention Specialist (Turnaround Office) Reading Intervention Specialist (Turnaround Office) Support from EdWorks Staff</p>

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	<p>development of standards-based instructional plans, and use of a formal system of intervention and acceleration to help all students achieve success in a rigorous curriculum.</p> <p>The formal intervention system will include 3 levels. Level one is a baseline diagnostic assessment to pinpoint skills and challenges in English, Language Arts, Math and Science. Student schedules are designed to ensure time within the schedule day for intervention or acceleration. Level two requires that those students who are not meeting the goals of their individual learning goals participate in "Accelerated Academies." which are designed to provide intensive instruction outside of the regular school day to help them master difficult skills related to state-required tests and standards. Level three – EdWorks will assist the Academies in the identification of evidence-based interventions to ensure the most challenged students reach learning goals.</p>		
8 Establish schedules and implement strategies that provide increased learning time	<p>Needs Assessment # 3, 10 – Students will be provided an adjusted schedule to increase student learning time. EdWorks along with T&L is exploring the possibility of a staggered schedule AB block schedule. The school day will be extended for all students by 30 minutes.</p> <p>Accelerated Academies Accelerated Academies are designed to provide intensive instruction outside of the regular school day to help students master difficult skills related to state-required tests and standards. Accelerated Academies provide intense support for ninth, tenth, eleventh, and twelfth grade students to assist them in passing the H.S.A. as well as addressing the needs of over age students. These academies are designed as short-term solutions to for students not receiving diplomas because they have failed one or all of their required graduation exams. In a three-day retreat setting, accelerated academies provide students with test-taking strategies and intensive instruction in basic concepts as they relate to the HSA.</p>	October 2011-ongoing	School based instructional Leadership team Support from EdWorks Staff

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	<p>More specifically, the academies will provide integrated intervention strategies and resources that include: (1) Focused instruction on knowledge needed for test proficiency; (2) Embedded, content-based assessment to confirm academic progress; and (3) Targeted professional development to assist the teachers in working with students in this intense environment.</p> <p>EdWorks will guide the staff through the development of highly targeted, intensive learning experiences for students using a just-in-time strategy prior to the administration of state assessments. The accelerated academies begin with student performance data on specific strands in the standards assessed in each content area. Students will work with teachers, intervention specialists and content experts from school higher education, business and community partners. They are engaged in small groups focusing on the specific knowledge or skill that those students need to master. The learning experiences are purposely designed to introduce concepts to students in new ways and do not duplicate lessons plans from daily classroom activities. Instructional strategies will vary to accommodate specific student learning styles, and may range from hands-on projects to game-show-type challenges to a one-on-one direct instruction. Test-taking “attack” and problem-solving strategies are woven into the learning experiences. If at all possible, accelerated academies are held in an alternate setting, such as the school’s university partner. End-of-experience assessments ensure students have mastered targeted knowledge and skills. Students may need to participate in a range of learning experiences on the same set of knowledge/skills to demonstrate mastery.</p> <p>AVID One of the key goals of City Schools is to increase the number of college-ready students who will enroll in and graduate from college. Preparing all students to succeed in college and other postsecondary programs—especially underserved students who are the first generation in their families to go to college, low-income students, underrepresented minorities, and students with disabilities—is necessary in today’s world. AVID’s systemic</p>		

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	<p>approach is designed to support students and educators as they increase school-wide/district-wide learning and performance.</p> <p>The mission of AVID is to ensure that identified students, especially students who are in the academic middle, will accomplish the following:</p> <ul style="list-style-type: none"> • Succeed in rigorous curriculum; • Complete a rigorous college preparatory path; • Enter mainstream activities of the school; • Increase their enrollment in four-year colleges; and • Become educated, responsible participants and leaders in a democratic society. <p>This is the second year Frederick Douglass has had AVID. There are 27 freshmen and 25 sophomores enrolled in AVID this year. Students are selected for AVID based on their academic potential and motivation to become an independent learner. AVID focuses on students in the academic “middle” (2.0 to 3.5 GPA) who are low-income, first generation college-goers, or who face special circumstances that may be obstacles to achievement.</p> <p>The AVID elective class is part of the students’ academic course load and helps develop necessary skills and knowledge to be college-ready. Students receive instruction in the writing process, develop and practice critical thinking skills, learn how to take notes using the Cornell note-taking system, work collaboratively and become confident with their reading comprehension skills.</p> <p>As part of AVID, school leadership will identify a core team composed of the administrators, teachers and school counselors to identify students to participate in the AVID program. This team will be trained in AVID by attending the summer Institute and helping to support implementation.</p> <p>Summer Bridge Program A Summer Bridge program is designed to help incoming ninth graders raise their academic skills and adjust to the expectations and procedures of high schools. Each student receives an</p>		

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	<p>individualized package of tutoring, mentoring, counseling and networking to ease the transition from middle school to high school. The Summer Bridge Program is taught by some of the same teachers who will teach the ninth graders in the fall, and it utilizes support staff members such as librarians, counselors, nurse, athletic director, etc. The curricula is especially designed to be interactive and engaging for the students as it provides intensive instruction in core academic areas, such as math and English / language arts. Instruction is enhanced by offering students thematic projects and by designing activities that are “hands-on” and focused on active learning. The Bridge program engages community members and neighborhood organizations through its linkage and alignment with community resources and programming.</p>		
9 Provide appropriate social-emotional and community-oriented services and supports for students	<p>Needs Assessment #7, 8, 10: The Student Support Team is responsible for interventions and attention customized to student need that leads to a sustained and persistent effort to restore student well-being and student academic progress. Guidance Counselors and Teachers will be included. Prior to the start of the 2011-2012 school year Baltimore City Schools will work with MSDE Coordinated Support Services office to complete a needs assessment to ensure that the structures are in place for effective support services.</p> <p>PBIS or similar program to be implemented school wide. There will be a social worker hired to specifically work with this program. This will be supported by the Turnaround Office.</p> <p>Guidance counselors over the summer will conduct transcript reviews and begin mapping out the course sequencing for students. This will also factor in early warning indicators to develop intervention plans for students.</p> <p>Mentor coordinator will develop a cohort of mentors and coordinate the mentoring services for students. This individual will work closely with the Turnaround Office to receive support and guidance. The goal will be that over time that the majority of</p>	July 2011- ongoing	<p>Dean of Student Support Services (FSF) Guidance Counselors (FSF) Social Worker (SIG) Mentor Coordinator (SIG) Community Outreach Specialist (SIG) Student Support Services Liaison/Coordinator (Turnaround Office) Student Support Services Specialists (Turnaround Office)</p>

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	<p>students work with a mentor.</p> <p>A Summer Bridge program will be implemented for 9th grade students. A significant effort needs to result in high student turnout. Work should begin at this time with students who have high needs. i.e., repeat offenders, chronic absences, young mothers, academic issues, etc.</p> <p>Attendance Improvement Plan A comprehensive Attendance Improvement Plan (AIP) has been created. It includes,</p> <ul style="list-style-type: none"> • A school-wide data-driven attendance policy with guidance for staff, including policy on lateness • A data management tool that identifies causes, supports differentiated grade level solutions, and a plan for each sub-group (red, yellow, green) • A management tool that can support a data-driven graduation tracking plan • A plan for a school-wide economy that incentivizes positive student and parent attitudes on attendance <p>The AIP focuses on data collection, policies and procedures, interventions, building staff capacity, development, hall management techniques, exit management, late policy, graduation tracking tool, parent recognition and renewed culture that believes that every absence matters. All students will receive a home visit to support AIP and to encourage effective home-school relationship.</p> <ul style="list-style-type: none"> • Monthly Safety Check-in for each Academy • Monthly Community Check-in with Core Planning Team • Monthly Campus-Wide Leadership Meetings (to address campus-wide concerns or problems) • Monthly Academy Leadership Team Meetings • Monthly Attendance Improvement (adjust plan where necessary) • Weekly advisories to discuss student's individual learning plans 		

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	<ul style="list-style-type: none"> • Summer Bridge on Coppin State Campus for all in-coming 9th graders focusing on below-grade level students; introduce personalized student growth plan with each student <p>Needs Assessment #8 - The school will partner with community organizations to provide social emotional support for students to create a safe school environment that meets students’ social, emotional, and health needs. A full time community/parent liaison from a community-based organization will be provided to the school using School Improvement Funds.</p> <p><u>Advanced Learners</u> Students will be identified for acceleration through the rigorous “Triage” record review process and through the development of personalized student growth plans. Identified students will be accelerated through the course offerings in the Academy of Innovation and the Global Leadership Academy and moved as rapidly as possible into planned, purposeful early college experiences. The district and EdWorks are currently collaborating to develop agreements with area institutions of higher education to identify specific college courses that align with the themes and coursework offered in each of the academies. College courses will focus in three areas: 1) earning credit in “transfer modules”—courses that will be accepted at Maryland colleges and universities; 2) courses that expand upon work begun at the high school (such as higher level instruction in specific languages) and 3) courses that expand upon career and technical certifications. Students who are taking college classes will also be enrolled in a seminar at the high school designed to provide a range of supports to ensure their success in the college courses.</p> <p>The Academies will work with parents/guardians of these students to walk them through the college application, scholarship and financial aid process to ensure students can build upon credits earned while in high school and go on to complete college in four</p>		

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	years or less. FDHS is appointing a “Coordinator of Extended Learning” to act as a liaison among the academies and their higher education partners, thus ensuring the success of the acceleration strategy.		

Permissible Strategies for the Implementation of the Turnaround Model.
LEA may implement any of the required and permissible under the transformation model or design a new school model (e.g. themed, dual language academy)

Creation of two academies	Two academies will be created at Frederick Douglass High School as part of the school turnaround. The Academy of Innovation will be Maryland’s premier STEM like learning organization. Creativity and design thinking are at the heart of innovation. At the Academy of Innovation students will develop the courage and intellectual habits to be creative. Through aesthetically based (good design and engineering) experiential and project-based learning students will construct understanding of the world that lead the generation of original ideas, solutions and processes intended for a better world. The second academy is the Academy for Global Leadership and Public Policy. This academy is designed to graduate future leaders of government, industry and communities. Graduates of the Global Leadership and Public Policy Academy will exhibit the leadership qualities and skills to advance the public good in a diverse and globally interdependent world.		
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Other Actions the LEA will take to implement the Turnaround Model

<p>Recruit, screen, and select external providers to ensure quality</p>	<p>On June 28, 2010, City Schools issued an application seeking a Lead Transition Partner to facilitate Phase I of the turnaround process. On July 16, 2010, City Schools received nine transition partner proposals; one was deemed non-responsive; 8 were deemed responsive; of those, seven were rejected and one was recommended. The committee that evaluated the proposals consisted of a cross-functional team, including City Schools staff from the following offices: Chief Executive Officer, Chief Academic Officer, Teaching and Learning, New Initiatives and the Executive Director of Secondary Schools. Working in partnership with the Douglass HS Governing Board, current principal and Alumni Association leaders, City Schools interviewed the top three applicants. The majority either recommended or strongly recommended partnering with EdWorks, Inc. Evaluators found that EdWorks had the most relevant experience in comprehensive high school redesign and was best equipped to prepare the school for division while simultaneously implementing new processes and systems which would have an immediate impact on the quality of teaching and learning, classroom management, attendance and truancy rates.</p> <p>A key component of the EdWorks plan included a community engagement process consisting of a group of community stakeholders known as the Core Planning Team (CPT). EdWorks will support the school in targeted areas moving forward. On March 1, 2011 City Schools released a Pre-Qualification Selection (PQS) for turnaround support service providers. A pre-proposal meeting will be held on April 7; proposals are due May 1; proposal evaluations will be done June-July and Board approval will be August- September.</p> <p>The PQS is the only permissible way for an outside organization to provide services to any of the turnaround schools, including organizations that are currently operating at a turnaround school. Turnaround support services targeted in the PQS will fall into one or more of the following categories:</p> <ul style="list-style-type: none"> • Human Capital and Professional Development Providers Work to increase the supply of quality teachers and leaders in turnaround schools, and work with districts and states to build their human resources management capacity. 		
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	<ul style="list-style-type: none">• Integrated Services Providers Help schools to identify and address the cultural and mental health issues of students, complementing the changes being made in the learning environment.• Community-Based Organizations Local nonprofit organizations play a variety of roles in supporting school turnarounds, ranging from providing students with out-of-school-time academic and nonacademic programs to engaging with parents and community members around advocacy issues.• Research and Field-Building Organizations These organizations conduct research and analysis, share best practices and tools, and help foster dialogue and partnerships among stakeholders to support turnaround activities.		
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Turn Around Model Addendum: Pre-Implementation Activities

Pre-Implementation Activities:

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year. To help in its preparation, an LEA may use federal FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2010 SIG funds. Below is a list of allowable pre-implementation activities.

The following allowable activities are listed in the LEA Application. LEAs must select from the categories below. Each activity must be aligned to the needs assessment, requirements of the intervention model and be fully implemented prior to the beginning of the 2010-2011 academic school year. LEAs must select from the Activity Categories below. Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be fully implemented prior to the beginning of the 2011-2012 academic school year.

Activity Categories with Sample Activities:

Family and Community Engagement: 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 specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: 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.

Provide a Description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools. Include the cost for each activity. Items in this section must be included in the Budget Narrative.

Leadership Team Professional Development: The Leadership team at Frederick Douglass High School will work with the support of EdWorks to develop leadership skills while planning for the implementation of the school's plans from June-August.

PD with Leadership Team; Approx. \$10,000

Staffing: City Schools hopes to hire a new principal by May of 2011 and would want that individual to have the opportunity to visit the school to get a sense of the current practices. The individual will be paid a stipend of **\$12,000** to work in the school prior to the start of their contract on July 1, 2011 and to attend the summer training.

External Providers/Professional Development: City Schools will continue its partnership with EdWorks to plan and provide professional development for the teachers prior to the start of the school year. This will include 15 days of professional development activities. The topics that will be covered include behavior intervention training, classroom management, collaborative planning, data management, working with students with disabilities, and providing individual student attention.

Summer Cost for EdWorks: Approx. \$40,000

Summer Cost of PD for staff: Approx. ~~\$197,400~~ \$167,288.10

Student Engagement: Students will be engaged in at least one week of a summer bridge program. This program will require staff to do outreach through home visits and multiple communications. The school will engage their alumni in meeting the new students and building partnerships. **Paid for through Fair Student Funds (City Schools General Dollars)**

Community Engagement: The Core Planning Team (CPT) will continue to meet over the summer and will roll out their plan for marketing for the school that will engage the school community in the "rebirth" of Frederick Douglass High School. **Paid for through Fair Student Funds (City Schools General Dollars)**

Total Approx. Cost ~~\$259,400~~ \$ 229,288.10

Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-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 devising student assessments.

Professional Development and Support: 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 new evaluation system and locally adopted competencies.

Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

Timeline for LEA Monitoring of Tier I and Tier II schools- Year 1

Intervention Model Turnaround **School:** Frederick Douglass High School **Tier:** II

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed. *** Please note this will be adjusted based on the restructuring of the support structures in the district.**

<p>Year 1: Q1 (SY2011, July-Sept)</p>	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator <hr/> <p>Progress assessed:</p> <ul style="list-style-type: none"> • Adequate Yearly Progress results. • City Schools’ Progress Report results. • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>
<p>Year 1: Q2 (SY2011, Oct-Dec)</p>	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team. <hr/> <p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions.

	Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.
Year 1: Q3 (SY2011, Jan-Mar)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team. <p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal • SMS for attendance. • SST minutes and documents. • Suspensions. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>
Year 1: Q4 (SY2011, April-June)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team. <p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Climate Survey. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>

Timeline for LEA Monitoring of Tier I and Tier II schools Year 2

Intervention Model Turnaround **School:** Frederick Douglass High School **Tier:** II

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed. *** Please note this will be adjusted based on the restructuring of the support structures in the district.**

<p>Year 2: Q1 (SY2012, July-Sept)</p>	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator <p>Progress assessed:</p> <ul style="list-style-type: none"> • Adequate Yearly Progress results. • City Schools’ Progress Report results. • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>
<p>Year 2: Q2 (SY2012, Oct-Dec)</p>	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team. <p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents.

	<ul style="list-style-type: none"> • Suspensions. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>
Year 2: Q3 (SY2012, Jan-Mar)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team. <p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal • SMS for attendance. • SST minutes and documents. • Suspensions. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>
Year 2: Q4 (SY2012, April-June)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team. <p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Climate Survey. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>

Timeline for LEA Monitoring of Tier I and Tier II schools Year 3

Intervention Model Turnaround **School:** Frederick Douglass High School **Tier:** II

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed. *** Please note this will be adjusted based on the restructuring of the support structures in the district.**

<p>Year 3: Q1 (SY2013, July-Sept)</p>	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator <p>Progress assessed:</p> <ul style="list-style-type: none"> • Adequate Yearly Progress results. • City Schools’ Progress Report results. • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>
<p>Year 3: Q2 (SY2013, Oct-Dec)</p>	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team. <p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions.

	Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.
Year 3: Q3 (SY2013, Jan- March)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal • SMS for attendance. • SST minutes and documents. • Suspensions. • Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.
Year 3: Q4 (SY2013, April-June)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Climate Survey. • Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.

Cover Sheet- Tier I and Tier II Schools

<p>School Name: Benjamin Franklin High School@ Masonville Cove Address: 1201 Cambria Street Baltimore, MD 21225</p>	<p>LEA Point of Contact (POC) Name & Position: Beth Nolan Director of Turnaround Schools Phone#: 410-736-9314 Email Address: BANolan@bcps.k12.md.us</p>	
<p>Grade levels enrolled (SY10): 9-12</p>	<p>Number of Students Enrolled (SY10): 226</p>	
<p>Year the school entered school improvement status: <u>1998</u></p>	<p style="text-align: center;">Tier Level</p> <p>Tier I _____ Tier II <u> X </u>_____</p>	
<p>Differentiated Accountability Status: ____ Focus Developing ____ Focus Priority ____ Comprehensive Developing <u> X </u> Comprehensive Priority</p>	<p style="text-align: center;">School Improvement Status</p> <p>____ School Year 1 ____ School Year 2 ____ Corrective Action <u> X </u> Restructuring Planning Restructuring Implementation</p>	
<p>Title I Status: ____ Schoolwide Program ____ Targeted Assistance Program <u> X </u> Title I Eligible School</p>	<p style="text-align: center;">Intervention Model Selected:</p> <p><u> X </u> Turnaround Model ____ Closure ____ Restart ____ Transformation</p>	
<p>Waiver Request(s): <u> X </u> Requested for this School ____ Not Requested for this School</p>	<p style="text-align: center;">Amount the LEA is requesting from 2010 Title I 1003(g) School Improvement Funds for the next three years.</p>	
	<p>Year 1: SY 2010-11</p>	<p>\$1,053,719.18 \$1,174,711.46</p>
	<p>Year 2: SY 2011-12</p>	<p>\$1,240,041.07 \$1,291,177.21</p>
	<p>Year 3: SY 2012-13</p>	<p>\$1,240,041.07 \$1,291,177.21</p>
	<p>Pre-implementation Activities Yr. 1</p>	<p>\$135,517.25</p>
	<p>Total Amount of Funding Requested for this school</p>	<p>\$3,669,318.57 \$3,771,590.85 \$3,892,583.13</p>

Table B.1 Comprehensive Needs Assessment

Name of School: Benjamin Franklin High School at Masonville Cove		Tier: II																																																																																																																																																																													
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment																																																																																																																																																																														
1 Student Profile Information(include trend analysis) <ul style="list-style-type: none"> • Total enrollment • Grade level enrollment • Subgroups - # of students in each • Mobility % - Entrants & Withdrawals • Attendance % • Expulsions # • Suspensions # • Dropout rate • Advance Coursework completion (IB/AP/early college high schools, dual enrollment classes) # and % of students • Graduation rate • High School Diploma Rate 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #00b0f0; color: white;"> <th></th> <th>2010-11</th> <th>2009-10</th> <th>2008-09</th> <th>2007-08</th> </tr> </thead> <tbody> <tr> <td>Total Enrollment</td> <td style="text-align: center;">227</td> <td style="text-align: center;">250</td> <td style="text-align: center;">285</td> <td style="text-align: center;">306</td> </tr> <tr> <td>Grade 6</td> <td></td> <td></td> <td></td> <td style="text-align: center;">82</td> </tr> <tr> <td>Grade 7</td> <td></td> <td></td> <td style="text-align: center;">98</td> <td style="text-align: center;">106</td> </tr> <tr> <td>Grade 8</td> <td></td> <td style="text-align: center;">80</td> <td style="text-align: center;">98</td> <td style="text-align: center;">118</td> </tr> <tr> <td>Grade 9</td> <td style="text-align: center;">86</td> <td style="text-align: center;">95</td> <td style="text-align: center;">89</td> <td></td> </tr> <tr> <td>Grade 10</td> <td style="text-align: center;">75</td> <td style="text-align: center;">75</td> <td style="text-align: center;">--</td> <td></td> </tr> <tr> <td>Grade 11</td> <td style="text-align: center;">66</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> <td></td> </tr> <tr> <td>Grade 12</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> <td></td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">227</td> <td style="text-align: center;">250</td> <td style="text-align: center;">285</td> <td style="text-align: center;">306</td> </tr> <tr> <td>American Indian</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">1.3</td> <td style="text-align: center;">2.4</td> <td style="text-align: center;">1.4</td> <td style="text-align: center;">1.6</td> </tr> <tr> <td>African American</td> <td style="text-align: center;">54.2</td> <td style="text-align: center;">49.9</td> <td style="text-align: center;">51.2</td> <td style="text-align: center;">56.9</td> </tr> <tr> <td>White</td> <td style="text-align: center;">33.5</td> <td style="text-align: center;">40.8</td> <td style="text-align: center;">40</td> <td style="text-align: center;">35.3</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">11</td> <td style="text-align: center;">7.6</td> <td style="text-align: center;">7.4</td> <td style="text-align: center;">6.2</td> </tr> <tr> <td>Advanced Coursework*</td> <td style="text-align: center;">na</td> <td style="text-align: center;">na</td> <td style="text-align: center;">na</td> <td style="text-align: center;">na</td> </tr> <tr> <td>Diploma Rate**</td> <td style="text-align: center;">na</td> <td style="text-align: center;">na</td> <td style="text-align: center;">na</td> <td style="text-align: center;">na</td> </tr> <tr style="background-color: #00b0f0; 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*Students have not engaged in advance course work at this time since the school is currently 9-11.																																																																																																																																																																															

Name of School: Benjamin Franklin High School at Masonville Cove	Tier: II																								
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment																								
	<p>When reviews are done of the curriculum are done Summer or 2011 course work will be added as appropriate. **The school has not had a graduating class at this time.</p> <p>Conclusion: Enrollment at Ben Franklin at Masonville Cove has dropped as the school has transitioned to a high school. The population is diverse, with half the students African-American, one-third white, and the remainder Hispanic or Asian. Attendance has been stable at about 83%, and suspensions have decreased sharply. There is no data on advanced coursework.</p> <p>Action Steps: The school will take numerous steps to build a school community in which students and families are proud of their school. A series of summertime community outreach activities to include “meet and greets” marketing the “New BFHS@MC”- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders. A comprehensive Attendance Plan will be developed using information from a root cause analysis of the underlying causes of student absences. Likely strategies will include:</p> <ul style="list-style-type: none"> • Systematic follow-up on every absence; • More engaging academic programming, including Learning to Work components • Individualized student interventions through IREP; and • Community School partnerships to provide direct support services to families and students. 																								
<p>2 Staff Profile</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 years ○ 16+ years • Number and % of teaching faculty’s service at this school: <ul style="list-style-type: none"> ○ 0-5 years ○ 6-10 years ○ 11-15 years ○ 16+ years • Number and % of HQ teachers • Number of school-based reading and English teachers of record • Number of school-based mathematics and data/analysis teachers of record 	<p>Principal – Length of time at the school Rosa D. Carmon Principal Middle Appointed July 5, 2008</p> <p>Number of Assistant Principal/s and other administrators 1 Academic Dean</p> <table border="1" data-bbox="934 901 1480 1031"> <tr><td>0-5</td><td>8</td><td>47%</td></tr> <tr><td>6-10</td><td>0</td><td>0%</td></tr> <tr><td>11-15</td><td>6</td><td>35%</td></tr> <tr><td>16+ years</td><td>3</td><td>18%</td></tr> </table> <table border="1" data-bbox="934 1063 1480 1193"> <tr><td>0-5</td><td>11</td><td>64%</td></tr> <tr><td>6-10</td><td>2</td><td>12%</td></tr> <tr><td>11-15</td><td>2</td><td>12%</td></tr> <tr><td>16+ years</td><td>2</td><td>12%</td></tr> </table> <ul style="list-style-type: none"> • Number and % of HQ teachers 17 Teachers 77% HQ • Number of school-based reading and English teachers of record 1 • Number of school-based mathematics and data/analysis teachers of record 3 • Number of school-based reading and English resource personnel: 0 • Number of school-based mathematics and data/analysis resource personnel: 0 • Number and % of paraprofessionals who are qualified: 8 Paraprofessionals 4 are HQ 50% • Number of mentor teachers and number of teachers being supported 0 	0-5	8	47%	6-10	0	0%	11-15	6	35%	16+ years	3	18%	0-5	11	64%	6-10	2	12%	11-15	2	12%	16+ years	2	12%
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<ul style="list-style-type: none"> • 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 % 	<ul style="list-style-type: none"> • Teacher and administrator attendance %: 85.55% Teacher’s Attendance 99.9% Administrators’ Attendance. <p>Conclusion: Teachers at Ben Franklin are relatively new to the school but bring a mix of experience. One-quarter of staff are not highly qualified. The principal has led the school since 2008. Teacher attendance is low – almost as low as student attendance – which indicates a problem that must be addressed.</p> <p>Action Steps: A new principal and new teaching staff will lead the school. A rigorous principal selection process has been designed and implemented to ensure hiring “qualified and effective school leaders with a three-year proven track record in turning around low-performing schools yielding double-digit results.”</p> <p>To support increased staff retention, in particular, teacher retention and satisfaction, turnaround school teachers will have access to innovative compensation options that could result in up to \$7,000 of additional compensation above their salaries depending on the school’s reform package and student achievement outcomes. These financial incentives may come in the form of a salary increase for extended instructional hours, compensation for professional development during the summer, or performance bonuses earned by improving student achievement school-wide.</p> <p>Targets for student growth and achievement will be set for the school each school year. Teachers and school staff would be eligible to share in performance bonuses to be made available to each school when the school’s targets are met. Schools would potentially get \$500 per student plus 10% for performance bonuses and would work in collaboration with Office of Human Capital to distribute funds to employees. (All incentives are contingent upon availability of funding.)</p> <p>In addition, the OHC will provide school leadership with early opportunity to review and contact all veteran teachers who have indicated an interest in seeking a new school assignment through the voluntary transfer process or are specifically being considered for a turnaround school. OHC will assist school leadership in accessing new teacher candidates in shortage subject areas who are certified and highly qualified.</p> <p>Finally, the Office of Teaching and Learning’s New Teacher Support Coordinator will coordinate support for new teachers. The first layer of support is a mentor for each teacher who does not have tenure. This mentor will be an experienced teacher at the school who will meet frequently to provide school-based support for teachers. The mentor will meet with the New Teacher Support Coordinator at least quarterly in order to increase coaching skills. Additionally, the mentoring initiative from the Race to the Top will ensure that there is a 5:1 teacher to mentor ratio.</p>

Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges

LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment

3 Student Achievement

- Student achievement data for reading and math on State assessments by the “all student” category and all subgroups
- Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup
- Graduation Rate

MSA	Percent Proficient or Advanced		
	2009-10	2008-09	2007-08
Reading			
All	55.6	55.2	55.3
African American	50	53.2	50
Hispanic		36.4	63.2
White	62.5	60.3	61.1
SpEd	31.6	31.6	32.5
FARMS	55.4	53.2	51.6
Mathematics			
All	25.7	34.2	25.8
African American	34.4	29.1	20.5
Hispanic		30	36.8
White	20	41.7	31.6
SpEd	15.8	15.4	10.8
FARMS	25	33.6	23.5

Average Scale Scores	2010		2009		2008	
	Reading	Math	Reading	Math	Reading	Math
6					383.49	379.91
7			383.01	374.33	389.21	377.32
8	377.44	377.32	390.73	397.83	381.55	382.26

Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges

LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment

HSA Pass Rates	2010		2009		2008	
English II	%Passed	# Tested	%Passed	# Tested	%Passed	# Tested
All	42.85	63				
Asian						
White	57.89	19				
African Am.	36.84	38				
His	33.33	6				
Sped	26.66	15				
Farms	41.07	56				

HSA Pass Rates	2010		2009		2008	
Algebra	%Passed	# Tested	%Passed	# Tested	%Passed	# Tested
All	26.27	118	42.9	91	90.9	11
Asian	na	3	na	1		
White	29.62	27	48.3	29	100	5
African Am.	26.58	79	37.7	53	na	4
Hispanic	0	9	62.5	8	na	2
Sped	5.71	35	22.7	22	na	1
Farms	25.45	110	42.7	82	87.5	8

HSA Pass Rates	2010		2009		2008	
Biology	%Passed	# Tested	%Passed	# Tested	%Passed	# Tested
All	47.14	70				
Asian						
White	77.77	18				
African Am.	34.78	46				
Hispanic	50	6				
Sped	13.63	22				
Farms	46.03	63				

Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment

HSA Pass Rates	2010		2009		2008	
Government	%Passed	# Tested	%Passed	# Tested	%Passed	# Tested
All	53.03	66				
Asian						
White	63.15	19				
African Am.	48.78	41				
Hispanic	50	6				
Sped	17.64	17				
Farms	55.93	59				

Conclusion: Assessment scores reflect the MSA, not the HSA, as the school is transitioning. More than half of Ben Franklin students are reaching proficiency on the reading exam, a rate that is relatively stable. However, just 25 percent are reaching proficiency on the mathematics exam. These scores require some serious interventions in mathematics.

Action Steps: Two individuals will be hired with SIG funds to provide intervention strategies to students. There will be a Reading Specialists who will focus both on the district-wide literacy assessments (RISE) results as well as other indicators. There will be a Math Interventionist who will work closely with the data from math assessments. Both individuals will report to the school-based Data Coach. The Data Coach and Interventionists will work closely with teachers of the intervention courses to ensure that data-driven, individualized student instruction is taking place during those courses.

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

- Core English/Reading program: McDougal Littell.
- Core Mathematic and algebra programs Math: Glencoe for Algebra 1, Geometry and Algebra 2.
- City Schools curriculum located on TSS and accessible by all staff members.
- Curriculum intervention for low-performing students integrated into other classes.
- Honors classes for high-performing students Masonville Cove have started.
- Interventions happen at the classroom level.
- Interventions have been provided to students in the week or two leading up to the HSA interventions for them.

Conclusion: The curriculum at Ben Franklin at Masonville Cove is aligned to State standards. Interventions are provided in classrooms as well as before state assessments. However, based on the data, it is not clear that teachers are teaching the curriculum with fidelity.

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p>Action Steps: City Schools has created a city curriculum that is aligned vertically and matches the State academic standards. Individual content and unit tests have been aligned with the curriculum. Data from these assessments are scanned into a database management system to identify individual student needs.</p> <p>Ben Franklin will establish a literacy course for all students in grades 9 and 10 and for select students in grades 11 and 12 to ensure that students are developing literacy skills necessary for accessing advanced academic content. To develop and modify the literacy curriculum, pre-implementation SIG funds will be allocated to summer staff.</p> <p>Through a partnership with Towson University, staff will focus on teaching reading and writing in all content areas (see activities in #4 for more information). With implementation of the Common Core, Ben Franklin staff will continue to participate in district professional development and receive modified resources aligned to the new standards as they are developed.</p>
<p>5 Instructional Program</p> <ul style="list-style-type: none"> • Planning and implementation of research-based instructional practices • Use of technology-based tools • Use of data analysis to inform and differentiate instruction • Master Schedule by content area (include minutes of instruction) 	<ul style="list-style-type: none"> • Common planning time by subject • Promethean boards in some classes, rarely used • Computer labs open to all classes, rarely used • Sporadic use of City Schools Data Link CSDEL(SchoolNet) and city benchmarks • 90-minute classes, 4 per day <p>Conclusion: Data analysis is inconsistent, and it is not clear that teachers are using data to change instruction. Technology also is inconsistently used. The school should alter its schedule to better meet the needs of its students.</p> <p>Action Steps: A data coach will be hired with SIG funds to work at the school. This position will be dedicated to the implementation, management and improvement of collaborative planning, and data entry and accuracy. This person will provide or broker PD to teachers and staff for gathering and using data and for designing and delivering differentiated instruction based on data. The person will work with City Schools central staff on data analysis PD being provided through Race to the Top. Through weekly collaborative planning time, teachers will develop common assessments (as appropriate) and engage in data review of student outcomes to ensure re-teaching or extension is planned as appropriate. To better meet the needs and interests of its students, Ben Franklin will implement a 4+1 schedule, with core academic instruction on four extended days and one day dedicated to Learning to Work (LTW) experiences (see permissible activities for more information). Instruction on four days would be scheduled from 8:00-4:30, extended by nearly two hours from the current day (8:00-2:35). The fifth day would be shorter, though the exact schedule will be adjusted depending on students' individualized activities. The extended school day will apply to instructional positions, and costs for providing additional compensation will be funded through SIG.</p>

Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges

LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment

- 6 Assessments**
- Use of formative, interim, and summative assessments to measure student growth
 - Process and timeline for reporting
 - Use of technology, where appropriate
 - Use of universal design principles

Assessments:	Type
HSA	Paper Online
RISE	Online

Testing Calendar

Date(s)	Name of Test	Grade(s)
August 2-6, 2010	HSA & Mod-HSA Online Administration	Students completing HSA Courses
August 2, 2010	Biology HSA* HSA & Mod-HSA (paper)	Students completing Biology
August 3, 2010	Algebra/Data Analysis* HSA & Mod-HSA (paper)	Students completing Algebra/DA
August 4, 2010	Government HSA & Mod-HSA (paper)	Students completing Government
August 5, 2010	English II* HSA & Mod-HSA (paper)	Students completing English II
August 6, 2010	HSA & Mod-HSA Make-up for all contents	
September 1, 2010 - March 2, 2011	Alt-MSA (Alternate MSA) Portfolio Development Window	Special Education Students Grades 3-8, and 10
September 11, 2010	ACT Assessment	High School Juniors and Seniors
October 4-15, 2010	HSA & Mod-HSA Online Administration	Students completing HSA Courses
October 4, 2010	English II* HSA & Mod-HSA (paper)	Students completing English II
October 5, 2010	Biology* HSA & Mod-HSA (paper)	Students completing Biology
October 6, 2010	Algebra/Data Analysis* HSA & Mod-HSA (paper)	Students completing Algebra/DA
October 7, 2010	Government HSA & Mod-HSA (paper)	Students completing Government
October 8, 2010	HSA & Mod-HSA Make-up for all contents (paper)	

Name of School: Benjamin Franklin High School at Masonville Cove		Tier: II		
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		Date(s)	Name of Test	Grade(s)
		October 9, 2010	SAT I and SAT II	High School Juniors and Seniors
		October 13, 2010	PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)	Grades 9, 10, and 11
		October 16, 2010	PSAT/NMSQT (Saturday Administration)	Grades 9, 10, and 11
		October 23, 2010	ACT Assessment	High School Juniors and Seniors
		November 1-12, 2010	High School Benchmark A Testing Window Algebra/DA, Biology, English II, Government	High School Grades
		November 6, 2010	SAT I and SAT II	High School Juniors and Seniors
		December 4, 2010	SAT I and SAT II	High School Juniors and Seniors
		December 11, 2010	ACT Assessment	High School Juniors and Seniors
		January 10-14 & January 18-21, 2011	HSA & Mod-HSA Online Administration	Students completing HSA Courses
		January 10, 2011	English II* HSA & Mod-HSA (paper)	Students completing English II
		January 11, 2011	Biology* HSA & Mod-HSA (paper)	Students completing Biology
		January 12, 2011	Algebra/Data Analysis* HSA & Mod-HSA (paper)	Students completing Algebra/DA
		January 13, 2011	Government HSA & Mod-HSA (paper)	Students completing Government
	January 18-21, 2011	High School Benchmark B Testing Window Algebra/DA, Biology, English II, Government (for year-long courses)	High School Grades	

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	<table border="1"> <thead> <tr> <th>Date(s)</th> <th>Name of Test</th> <th>Grade(s)</th> </tr> </thead> <tbody> <tr> <td>January 18-21, 2011</td> <td>End of Course Assessments ** Testing Window (for semester courses)</td> <td>High School Grades</td> </tr> <tr> <td>January 18, 2011</td> <td>English II* HSA & Mod- HSA Make-up (paper)</td> <td>Students completing English II</td> </tr> <tr> <td>January 19, 2011</td> <td>Biology* HSA & Mod- HSA Make-up (paper)</td> <td>Students completing Biology</td> </tr> <tr> <td>January 20, 2011</td> <td>Algebra/DA* HSA & Mod- HSA Make-up (paper)</td> <td>Students completing Algebra/DA</td> </tr> <tr> <td>January 21, 2011</td> <td>Government HSA & Mod- HSA Make-up (paper)</td> <td>Students completing Government</td> </tr> <tr> <td>January 22, 2011</td> <td>SAT I and SAT II</td> <td>High School Juniors and Seniors</td> </tr> </tbody> </table> <p>Conclusion: There is no connection between the administration of the above assessments and their most effective usage. There are benchmark assessments, but no indication of formative or interim assessments to gauge progress. It is unclear how the data are used. There is no mention of universal design principles.</p> <p>Action Steps: School based staff will use quarterly benchmark assessments designed by City Schools that are aligned to the Maryland State Curriculum, to inform their work. The benchmarks will serve as formative assessments for how to move forward within HSA-tested areas.</p> <p>A data coach will be hired with SIG funds to work at the school. This position will be dedicated to the implementation, management and improvement of collaborative planning, and data entry and accuracy. This person will provide or broker PD to teachers and staff for gathering and using data and for designing and delivering differentiated instruction based on data. The person will work with City Schools central staff on data analysis PD being provided through Race to the Top.</p> <p>Through weekly collaborative planning time, teachers will develop common assessments (as appropriate) and engage in data review of student outcomes to ensure re-teaching or extension is planned as appropriate.</p>			Date(s)	Name of Test	Grade(s)	January 18-21, 2011	End of Course Assessments ** Testing Window (for semester courses)	High School Grades	January 18, 2011	English II* HSA & Mod- HSA Make-up (paper)	Students completing English II	January 19, 2011	Biology* HSA & Mod- HSA Make-up (paper)	Students completing Biology	January 20, 2011	Algebra/DA* HSA & Mod- HSA Make-up (paper)	Students completing Algebra/DA	January 21, 2011	Government HSA & Mod- HSA Make-up (paper)	Students completing Government	January 22, 2011	SAT I and SAT II	High School Juniors and Seniors
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<p>7 School Culture and Climate</p> <ul style="list-style-type: none"> • School vision, mission and shared values • School safety • Student health services 	<p>Vision</p> <p>Students at BFHS @ Masonville Cove will be prepared to be responsible and productive members of society ready to enter the world of work and/or pursue higher education.</p>																							

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<ul style="list-style-type: none"> • Attendance supports • Climate survey, if available 	<p>Mission BFHS @ Masonville Cove is committed to creating a nurturing safe zoned high school with a magnet/city-wide program for age appropriate students, and a clear set of career/educational pathways in environmental studies and business. Believing that all students have unique talents and skills, the school will provide meaningful and successful learning for all students by teaching educational, technological, and culturally diverse experiences which will serve to enrich each student intellectually, socially, morally, and emotionally. The school uses a shared decision-making process that involves all key stakeholders. These stakeholders must be committed to the development of life-long learners who become decision makers leading a meaningful and productive life.</p> <p>School Safety-SY09/10 Overall Suspensions-41 Climax Index-61.3%</p> <p>Positive Behavior Intervention Strategies (PBIS)</p> <p>Teaching Behavioral Expectations and Requisite Skills 3R's (Be ready to work)</p> <ul style="list-style-type: none"> • Maintain and improve attendance; show effort and motivation; come prepared to class. • Be respectful. • Demonstrate courtesy; practice professionalism; non-see through book bags in lockers; all electronic devices must be turned off and not visible. • Be responsible. <p>Monitoring Student Behavior and Providing Appropriate Feedback Climate committee monitors student behavior through analyzing discipline data during monthly meetings. Feedback is provided on office referrals that are submitted to the office for disciplinary reasons. Feedback is also provided during weekly team meetings if needed. Show academic improvement; follow school rules; wear uniform; no hats/head gear/scarves.</p> <p>Development of Positive Student and Adult Relationships Professional development provided from external resource-Center for Teacher Effectiveness (CTE). The school utilizes "Time to Teach: Encouragement, Empowerment, and Excellent in Every Classroom" as a tool to build better relationships between students and adults.</p> <p>Attendance Data 2010 All-83.4% %missing >20 days-1.3% % missing<5 days-21.7%</p>

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	<p>Conclusion: Ben Franklin at Masonville Cove’s mission and vision are thoughtful and inclusive. There are supports for behavior interventions, and there is PD focusing on positive adult-student relationships. The school climate index is lower than the district average, and a climate committee monitors and analyzes discipline data. Attendance is an issue, however, and the school will need to consider what changes in climate and student support could improve daily attendance.</p> <p>Action Steps: (also see #1 and #8): A comprehensive Attendance Plan will be developed using information from a root cause analysis of the underlying causes of student absences. Likely strategies will include:</p> <ul style="list-style-type: none"> • Systematic follow-up on every absence. • More engaging academic programming, including Learning to Work components. • Individualized student interventions through IREP. • Community School partnerships to provide direct support services to families and students.
<p>8 Students, Family, and Community Support</p> <ul style="list-style-type: none"> • Social-emotional and community-oriented services and supports for students and families • Engagement of parents in the education of students 	<ul style="list-style-type: none"> • Engagement of parents in the education of students: The school utilizes Family Fun Nights that are focused around core subject areas to engage parents/guardians in the academic program. <p>Conclusion: The school needs to think about a much deeper strategy for engaging families beyond the Family Fun Nights. No mention is given of how students will be supported inside and outside of school.</p> <p>Action Steps: The school will partner with community organizations to provide social emotional support for students to create a safe school environment that meets students’ social, emotional, and health needs. A full-time community/parent liaison from a community-based organization will be provided to the school using School Improvement Funds.</p> <p>Through a partnership with the University of Maryland School of Social Work, the school will work towards establishing a full-service Community School with a wide array of services for students, parents, school personnel and community members. (See full details in Intervention Plan.) Prior to the start of the 2011-2012 school year Baltimore City Schools will work with MSDE Coordinated Support Services office to complete a needs assessment to ensure that the structures are in place for effective support services.</p> <p>Interdisciplinary Teams will conduct SST meetings for students on their team.</p> <ul style="list-style-type: none"> • Independent Regular Education Plan (IREP) will be created/modified for each student with family input. IREP will include interviews with students and family, diagnostics, and learning style inventory, post-graduation goals for each student that follows the student throughout their school career and is reviewed annually during course selection.

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	<ul style="list-style-type: none"> • Guidance counselors over the summer will perform transcript reviews and to begin mapping out the course sequencing for students. This will also factor in early warning indicators to develop intervention plans for students. • Dropout Potential Scores developed for every student (including incoming 9th graders) using such factors as absences from prior year + # years over aged for grade level placement. <p>The school will engage in professional development aimed at building a positive learning environment. All staff will be trained in the Capturing Kids' Hearts process, which focuses on the identification of a participant's strengths and weaknesses in developing a plan for personal and professional growth. The focus is to improve the teacher's skills in creating a relational environment for student success. Skills and practices include social anxiety theory, social contract development, socializing students to create a foundation for cooperative learning, listening skills, communication skills, personal responsibility, emotional intelligence, and teaching and learning styles. Teachers will also work to complete steps for personal growth in modeling the behaviors needed for creating and developing effective relationships. This PD will take place in the summer prior to the start of school. The 3-day workshop will also serve as a team building session for all staff members including support staff. The PD cost of \$15,000 will be covered through SIG funds.</p> <p>PBIS or similar program to be implemented school wide. There will be a social worker hired to specifically work with this program. This will be supported by the Turnaround Office. A Summer Bridge program will be implemented for 9th grade students. A significant effort needs to result in high student turnout. Work should begin at this time with students who have high needs. i.e., repeat offenders, chronic absences, young moms, academic issues, etc.</p>
<p>9 Professional Development</p> <ul style="list-style-type: none"> • Use of Maryland Professional development standards • Accountability aligned to improved teaching and learning 	<p>Professional Development Goal/Outcome</p> <p>To Increase teachers' confidence in best practices to improve student engagement, interventions, differentiated instruction, and rigorous classroom instruction. The staff will build capacity in the school so that teachers are responsible for their own learning. The school will continue to use job-embedded learning followed by support and coaching as part of our improvement process. They believe that everyone in the school is a life-long learner.</p> <p><u>Objective/Indicator 1</u></p> <p>Staff will become engage in on-going study of the teaching and learning process directly related to practice, application, and modeling of rigor and student engagement in order to promote effective student learning.</p> <p><u>Objective/Indicator #2</u></p> <p>Teachers will participate in professional development activities designed to identify ways to continuously implement differentiated instruction in order to address the individual instructional needs of students. Teachers will collaborate in professional development to design alternative methods of interventions to provide opportunities for student success.</p>

Name of School: Benjamin Franklin High School at Masonville Cove	Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p>Evaluation Plan: The evaluation process will include staff participation in related activities; ensuring that everyone has the opportunity to contribute to development of our professional development activity; ensure that staff ideas are considered and used when possible; ensure participation of administrative staff; provide follow-up assistance and recognition to teachers who implement improvement; work collaboratively with staff to sustain changes in effective best practices. The evaluation process will also include an evaluation document to determine effectiveness and staff future needs.</p> <p>Conclusion: The school’s objective for PD are appropriate. However, there is no mention of how PD links to current needs – school climate or the low mathematics proficiency rates, for example. The evaluation plan needs to demonstrate how leadership will be involved in the monitoring and support of teachers as they follow through on PD.</p> <p>Action Steps: Ben Franklin will develop an Instructional Leadership Team (ILT) that focuses on “Big Picture” instructional issues and school culture as it relates to the CAO’s priorities of Rigor, Engagement, and Intervention. After attending the Leadership Team development on June 26th, the ILT will carefully review school data and develop a professional development plan based upon needs of the school’s staff and leadership. All professional development will align with Maryland professional development standards.</p> <p>The ILT will also ensure that all teachers receive regular feedback about their performance and access to district or school-based resources to improve areas of weakness. School leaders will visit classrooms to monitor daily instruction and will log class visits and teacher feedback about the instruction. Harvard’s Richard Elmore model of Instructional Rounds will be used to support teachers. Through a partnership with Towson University Learning Network, teachers will receive instruction from the education department and earn 4 graduate credits in “Reading and Writing in the Content Area.” The professional development will involve current student work and assessments to bring relevance to the PD. Teachers will learn a wide variety of reading and writing strategies and ways to include these strategies in their content area lessons. The cost of this coursework will be covered through SIG funds.</p> <p>Staff will also participate in PD for implementing “Capturing Kids’ Hearts” (see #9 for more details). Special Educators will have intensive PD related to writing effective IEPs including topics of informal testing (to determine present levels of performance), documenting present levels of performance, and use of SMART goals.</p>
<p>10 Organizational structure and resources</p> <ul style="list-style-type: none"> • Collaborative planning time • Class scheduling (block, departmentalizing, etc.) 	<p>Book Studies-“The Differentiated School” and “Rigor is Not a Four-Letter Word”Follow-Up at weekly collaborative meetings.</p>

Name of School: Benjamin Franklin High School at Masonville Cove		Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
<ul style="list-style-type: none"> • Class configuration • Managing resources and budgets • Accessing other grants to support learning • Increasing learning time for students and teachers 	<p>Understanding Rigor-Follow-Up at weekly collaborative meetings</p> <ul style="list-style-type: none"> • Mastery classes have been created to address the needs of struggling students. These classes provide additional instruction in the areas of weakness. Additional after-school tutoring will be provided for at risk students. • Changz Program (after school program) <p>Conclusion: There is insufficient data given about collaborative planning, class scheduling, configuration, resource management, and additional funding. The purpose and goals of the collaborative meetings are not clear. The existence of mastery classes is a good sign, but it is not clear how students are placed in them or whether the mastery classes are effective.</p> <p>Action Steps: (also see #5): Through weekly collaborative planning time, teachers will develop common assessments (as appropriate) and engage in data review of student outcomes to ensure re-teaching or extension is planned as appropriate.</p> <p>To better meet the needs and interests of its students, Ben Franklin will implement a 4+1 schedule, with core academic instruction on four extended days and one day dedicated to Learning to Work (LTW) experiences (see permissible activities for more information). Instruction on four days would be scheduled from 8:00-4:30, extended by nearly two hours from the current day (8:00-2:35). The fifth day would be shorter, though the exact schedule will be adjusted depending on students' individualized activities. The extended school day will apply to instructional positions, and costs for providing additional compensation will be funded through SIG.</p>	
<p>11 Comprehensive and Effective Planning</p> <ul style="list-style-type: none"> • Practices for strategic school planning • School improvement plan development, implementation and monitoring 	<p>Baltimore City Schools requires schools to conduct data-driven planning to improve or sustain student achievement through the development of <i>School Performance Plans</i> (SPP). The framework for these plans is the district vision, mission, and goals that also frame the district's Master Plan. As a district with a critical mass of schools that receive Title I funding and/or in are NCLB school improvement, the SPP templates are designed to prompt schools to address these requirements per ESEA guidance. The SPP also includes the school's professional development plan, safety plan, and parent-involvement plan.</p> <p>SPP are submitted to peer review teams, comprised of School Support Network staff, district office staff, teachers and principals, via an electronic document management system. Review teams use a rubric to provide feedback to schools and make recommendations for approval. Plans that do not meet the standards are returned for revision. When the review process is completed, SPPs are forwarded to the Executive Directors of Elementary/K-8 and Secondary Schools for final approval.</p> <p>Conclusion: The SPPs must be a living document that is often referred to, not something that sits on the shelf. It should reflect the school's goals and targets for improvements, and should explain how collaborative planning will help the school staff meet those goals. To the extent possible, the plan should address issues such as climate and family engagement.</p>	

Name of School: Benjamin Franklin High School at Masonville Cove	Tier: II
Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment
	<p>Action Steps: The planning team that has met about the plan for Ben Franklin Middle School at Masonville Cove will continue to meet over the summer and will work to continue to plan a strategic plan for year one of the SIG grant.</p>
<p>12 Effective Leadership</p> <ul style="list-style-type: none"> • Instructional leadership to promote teaching and learning • Monitoring of curriculum implementation and instructional practices linked to student growth • Impact on the school culture for teaching and learning • Use of assessment data using technology • Recruitment and retention of effective staff • Identification and coordination of resources to meet school needs • Engagement of parents and community to promote academic, developmental, social, and career needs of students 	<p>SBR strategies-Study Island and Classroom, Inc.- Leadership will provide support with ensuring that appropriate technology is provided and is operational.</p> <p>Policies created, revised and implemented to support the above SBR strategies. Teachers are required to utilize these programs to support classroom instruction and improve student performance. Teachers must share data weekly at team meetings and bi-weekly at Data Review meetings with the principal that indicators increased performance.</p> <p>Extended Learning Opportunities- School leadership will support teachers and students with needed materials, professional development, and collaborative planning time. LEA will provide requested curriculum and additional opportunities for professional development.</p> <p>School Mentoring Program- Mentoring of new teachers is conducted through the RIS. Mentees are first and second year teachers. Mentees agree to meet bi-weekly before school with mentor. Goals are to provide support and strategies to improve instruction, classroom management and teacher retention. Appropriate time is designated for these teachers to meet with the mentor.</p> <p>Involve Parents to strengthen core academic program- The school utilizes Family Fun Nights that are focused around core subject areas to engage parents/guardians in the academic program. The leadership and the community coordinator collaborates in order to reach out to parents and provide an environment in which parents/guardians are comfortable in participating.</p> <p>Conclusion: Ben Franklin has taken some positive steps, but there is no mention of how leadership will promote instructional changes, data analysis, or accountability. Follow-up with teachers by leadership or teacher mentors is needed to determine whether they actually are using SBR strategies and are effective at using data to change instruction. The school could benefit from a lower teacher-mentor ratio through City Schools’ Race to the Top Scope of Work. It is not clear whether these supports above will help the school reach its academic goals or address immediate areas of assistance, such as mathematics performance.</p> <p>Action Steps: The school will report all activities and progress to the Director of Turnarounds. This individual will work closely with the school-based leadership team to support and evaluate the implementation of the turnaround model. The Director will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.</p>

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Areas to consider for analysis as part of a comprehensive needs assessment of include successes and challenges	LEAs summary and conclusion of its analysis of each of the areas considered in the needs assessment	
	<p>In addition, a new principal and new teaching staff will lead the school. A rigorous principal selection process has been designed and implemented to ensure hiring “qualified and effective school leaders with a three-year proven track record in turning around low-performing schools yielding double-digit results.” The new principal will hopefully be hired by May 2011. This individual will receive a stipend to begin their work of hiring and learning the school before the individual’s July 1 appointment.</p>	

B. 3. a Turnaround Model

School Name and Number: Benjamin Franklin @ Masonville Cove
 Intervention Model: TURNAROUND MODEL

Tier: II

Annual Goals for Reading/Language Arts on State assessments (MSA/HSA) for “all students” group and for each subgroup. **Baltimore City Schools determined these benchmarks using the baseline data from 2009-2010 school year.*

Year	AMO	Overall	African-American	FARMS	Special Education
Baseline	79.3	55.6	50.0	55.4	31.6
SY 2011	84.1	66.7	62.5	66.6	48.7
SY 2012	89.4	77.8	75.0	77.7	65.8
SY 2013	94.7	88.9	87.5	88.9	82.9
SY 2014	100	100	100	100	100

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for SY 2011 only for SY 2011 only (to be updated annually upon renewal of the grant) **Baltimore City Schools determined these benchmarks using the baseline data from 2009-2010 school year.*

Year	Overall	African-American	FARMS	Special Education
Q1 baseline	18.2	--	--	12.5
Q2	40.2	28.0	28.0	36.4
Q3	62.1	56.1	56.1	60.2
Q4	84.1	84.1	84.1	84.1

Annual Goals for Mathematics on State assessments (MSA/HSA) for “all students” group and for each subgroup. **Baltimore City Schools determined these benchmark using the baseline data from 2009-2010 school year.*

Year	AMO	Overall	African-American	FARMS	Special Education
Baseline	70.5	25.7	34.4	25.0	15.8
SY 2011	77.4	44.3	50.8	43.8	36.9
SY 2012	84.9	62.9	67.2	62.5	57.9
SY 2013	92.5	81.4	83.6	81.3	79.0
SY 2014	100	100	100	100	100

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for SY 2011 only for SY 2011 only (to be updated annually upon renewal of the grant) **Baltimore City Schools determined these benchmarks using the baseline data from 2009-2010 school year.*

Year	Overall	African-American	FARMS	Special Education
Q1 baseline	11.4	--	--	3.8
Q2	33.4	25.8	25.8	28.3
Q3	55.4	51.6	51.6	52.9

Q4	77.4	77.4	77.4	77.4
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Attendance Data

Year	AMO	Overall	African-American	FARMS	Special Education
Baseline	90	83.0	87.0	83.2	81.6
SY 2011	93.5	85.7	88.7	85.9	84.7
SY 2012	93.7	88.4	90.4	88.5	87.7
SY 2013	93.8	91.1	92.1	91.2	90.8
SY 2014	93.8	93.8	93.8	93.8	93.8

Graduation Data

Year	AMO	Overall	African-American	FARMS	Special Education
Baseline	na	na	na	na	na
SY 2011	na	na	na	na	na
SY 2012	87.5	87.5	87.5	87.5	87.5
SY 2013	87.5	88.8	88.8	88.8	88.8
SY 2014	90	90	90	90	90

Stakeholder Involvement:

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Attach documentation of meetings or (planned meetings) and correspondence to the overall application.

In the past, recommendations for school turnaround were developed by a central office work group and community input was gathered during the six to eight weeks between publicly announcing the recommendations and Board action to vote on the recommendations. This year, City Schools modified this process to allow for greater school community participation earlier in the process. In late August 2010, a central office work group reviewed district data to determine which schools should be targeted for interventions in the 2011-2012 school year. Then, in early September, the office of Family & Community Engagement met with school communities to share each school's data and engage a school-based work group in developing a proposal for rapidly improving the student outcomes. School communities worked on their proposals for about six weeks, and then presented their proposals to the central office work group on October 18, 2011. The central office work group incorporated the strongest components of each school's proposal into the Expanding Great Options recommendations, which were presented publicly on November 16, 2011.

City Schools urged the public to provide input to inform the process and to help make sure City Schools is taking the necessary steps to meet its students', families' and school communities' needs:

- y All elected officials were informed of recommendation prior to public announcement;
- y Recommendations were published in Baltimore Sun & Afro;
- y Letters with information about the recommendation & community meeting notices were sent home with each student;
- y School-based community meetings with parents and partners;
- y School-based staff meetings with Human Capital Office leadership; and
- y Two Board of School Commissioners Public Hearings.

The Board of School Commissioners voted to approve the Expanding Great Options recommendation for Benjamin Franklin High School on January 25, 2011. Since then, central office representatives have been meeting regularly with the school-based planning team to develop more detailed plans for the school's turnaround plan.

Modification of Practices or Policies to enable the school to implement this model fully:

Describe how the LEA has modified practices and policies to enable the school to implement this model fully.

City Schools reviewed its school portfolio and developed a set of recommendations to transform or close its lowest-performing schools with middle and high school grades. A cross-functional team comprised of all City School departments was impaneled in support of the Expanding Great Options 2010-2011 initiative.

City Schools analyzed data for schools with the lowest state test scores in 2009-10. The initial analysis reviewed 60 schools on the following measures: student achievement and enrollment trends; previous intervention strategies, such as changes in leadership or actions under last year's Expanding Great Options process; fiscal sustainability; building utilization rate and condition; geographic location and school options in the area; and rubric scores on the five characteristics of a successful school developed by City Schools in partnership with Education Resource Strategies, a nonprofit consulting firm specializing in urban education reform. City Schools identified Ben Franklin High School at Masonville Cove for turnaround. Once Ben Franklin High School at Masonville Cove was identified, City Schools worked with the school community to determine which strategy would be most effective in improving student achievement.

To help guide these strategies, City Schools referenced the School Improvement Grant guidelines under ARRA, which reflect national best practices in school intervention. These options include changing a school's leadership and staff, using reform principles to improve a school (e.g.: extended learning time, embedded professional development, etc.), closing a school and re-opening it under the management of a new operator, and closing a school altogether and transferring its students to a higher-performing school. As one of the selected schools for the School Improvement Grant, Ben Franklin High School at Masonville Cove must also now undertake the important work of developing a new school mission, vision, and shared values.

Alignment of Other Resources with the 1003(g) SIG:

Benjamin Franklin at Masonville Cove High School currently receives \$112,410.55 (IDEA), \$1,332,361.12 (Fair Student Funding) and \$20,129.00 (Third Party Billing), which support the coordination of efforts between other sources of funds and the School Improvement Grant. Each of the funds will support implementation of City Schools' Essentials to include Essential #5: Resources that Promote High Achievement for Every Student as indicated by the following:

- 1) The school hires, assigns, and retains highly qualified staff based on student needs within union contracts;
- 2) The school aligns people, time and money to support instruction;
- 3) The school secures and aligns external resources with school goals; and
- 4) The school is transparent about all budget decisions.

City Schools will stimulus facilities grant bonds for construction at Benjamin Franklin High School at Masonville Cove to improve the facility and signal to students, families, and community members that City Schools is investing in the school's improvement. For 2010-2011, the Perkins CTE grant may also provide funds for modern equipment as well as teacher training for implementation of the Learning to Work programming/ Environmental Sciences track. . Funds from Race to the Top will also be leveraged to provide teacher mentoring, recruitment incentives for teachers according to state guidelines, and professional development to implement the Common Core and ensure data-driven instruction.

Name of School: Benjamin Franklin @ Masonville Cove		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
1 Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	Needs Assessment #2 - A rigorous principal selection process has been designed and implemented to ensure hiring “qualified and effective school leaders with a three-year proven track record in turning around low-performing schools yielding double-digit results.” In part, the turnaround leader must exemplify characteristics of a distinguished principal that will ensure students’ academic success. The Office of Human Capital (OHC), the Turnaround Office, and the School Support Network will assist the newly selected principal with the development of the staffing model and the budgeting process as needed and in accordance with established guidelines. The new principal will hopefully be hired by May 2011. This individual will receive a stipend to begin their work of hiring and learning the school before the individual’s July 1 appointment.	Goal: Principal hired by May 2011.	Tenia Rogers, Hiring Manager for Administrators, OHC, TBA, Turnaround Operations Specialist
2 Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff	Needs Assessment #2 - The Office of Human Capital (OHC) is rolling out a school-based multi-tier recruitment selection model for certified teachers applying to Baltimore City Public Schools. The model will provide City Schools with a thorough and unified selection process, ensuring that the most qualified teachers are chosen for Baltimore’s schools. Additionally, we will be able to target specific kinds of candidates through our recruitment processes. The Office of Human Capital is screening candidates to match the Turnaround Competencies outlined in Public Impact’s research. The candidates who meet the “turnaround measures” will be put in a pool for the new principal to select from. The Office of Teaching and Learning’s New Teacher Support Coordinator will coordinate support for new teachers. The first layer of support is a mentor for each teacher who does not have tenure. This mentor will be an experienced teacher at the school who will meet frequently to provide school-based support for teachers. The mentor will meet with the New Teacher Support Coordinator at least quarterly in order to increase coaching skills. Additionally, the mentoring initiative from the Race to the Top grant will ensure that there is a 5:1 teacher to mentor ratio.	Goal: All staff hired by July 1, 2011.	Ami Magunia, Hiring Manager for school based staff, TBA Turnaround Operations Specialist, Jarrod Bolte, Coordinator of Student Support and mentors

Name of School: Benjamin Franklin @ Masonville Cove		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Needs Assessment #2 – The OHC will provide school leadership with early opportunity to review and contact all veteran teachers who have indicated an interest in seeking a new school assignment through the voluntary transfer process or are specifically being considered for a turnaround school.</p> <p>OHC will assist school leadership in accessing new teacher candidates in shortage subject areas who are certified and highly qualified.</p>		
<p>3 Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school</p>	<p>Needs Assessment #2 - To support increased staff retention, in particular, teacher retention and satisfaction, turnaround school teachers will have access to innovative compensation options that could result in up to \$7,000 of additional compensation above their salaries depending on the school's reform package and student achievement outcomes. These financial incentives may come in the form of a salary increase for extended instructional hours, compensation for professional development during the summer, or performance bonuses earned by improving student achievement school-wide. City Schools will leverage Race to the Top funds to match their contribution to these incentives.</p> <p>Targets for student growth and achievement will be set for the school each school year. Teachers and school staff would be eligible to share in performance bonuses to be made available to each school when the school's targets are met. Schools would potentially get \$500 per student plus 10% for performance bonuses and would work in collaboration with Office of Human Capital to distribute funds to employees. (All incentives are contingent upon availability of funding.)</p> <p>At minimum, teachers will be afforded ten additional days of planning time during the summer in the first year. In subsequent years, schools may choose to continue summer planning activities. Teachers will be compensated for participation in planning time during the summer.</p>	July 2011- ongoing	Judy Stewart, Budget Manager Turnaround Office

Name of School: Benjamin Franklin @ Masonville Cove		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
4 Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	<p>Needs Assessment #9 - Ben Franklin will develop an Instructional Leadership Team (ILT) that focuses on "Big Picture" instructional issues and school culture as it relates to the CAO's priorities of Rigor, Engagement, and Intervention. After attending the Leadership Team development on June 26th, the ILT will carefully review school data and develop a professional development plan based upon needs of the school's staff and leadership. All professional development will align with Maryland professional development standards.</p> <p>The ILT will also ensure that all teachers receive regular feedback about their performance and access to district or school-based resources to improve areas of weakness. School leaders will visit classrooms to monitor daily instruction and will log class visits and teacher feedback about the instruction.</p> <p>Through a partnership with Towson University Learning Network, teachers will receive instruction from the education department and earn 4 graduate credits in "Reading and Writing in the Content Area." The professional development will involve current student work and assessments to bring relevance to the PD. <i>Teachers will learn a wide variety of reading and writing strategies and ways to include these strategies in their content area lessons, including math classes.</i> SIG funds will cover the cost of this coursework.</p> <p>Staff will also participate in PD for implementing "Capturing Kids' Hearts" (see #9 for more details).</p> <p><i>Special Educators will have intensive PD related to writing effective IEPs including topics of informal testing (to determine present levels of performance), documenting present levels of performance, and use of SMART goals.</i></p> <p>Teachers will have access to district resources including:</p> <ul style="list-style-type: none"> • Professional development and modified resources aligned to the implementation of the Common Core using State resources under Race to the Top. • Content-specific professional development through "The Works" 	August 2011-ongoing	School Based Instructional Team, Support from Breakthrough Center Liaison, and Reading and Math Specialists

Name of School: Benjamin Franklin @ Masonville Cove		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<ul style="list-style-type: none"> • Direct, individualized teacher development through “Teacher Leaders” • Direct, individualized teacher development through teacher mentors (RTTT-funded) 		
5 Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	Needs Assessment #12 - The school will report all activities and progress to the Director of Turnarounds. This individual will work closely with the school-based leadership team to support and evaluate the implementation of the turnaround model. The Director will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.	June 2011-ongoing	Beth Nolan, Director of School Turnaround Cecilia Martin, Coordinator of Turnaround School Accountability
6 Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards	<p>Needs Assessments # 3, 4, 6 - City Schools has created a city curriculum that is aligned vertically and matches the State academic standards. Individual content and unit tests have been aligned with the curriculum. Data from these assessments are scanned into a database management system to identify individual student needs.</p> <p>Over time, School Net will also connect all the silos in City Schools that hold data (from attendance, to enrollment, to MSA and HSA data). This system is not merely a system to collect benchmark data; it is also a method for teachers to create tests using an ETS item bank that is aligned with the Maryland State Standards. This data will be collected and compared with other data. One of the most impressive aspects of this system is that when a teacher analyzes the data and determines that a student needs a particular skill or concept, School Net will also connect to resources for the student and teacher that will help the teacher remediate the skills. This feature will be available to teachers during phase two of School Net’s implementation, scheduled for 2012-2013 school year.</p> <p>Ben Franklin will establish a literacy course for all students in grades 9 and 10 and for select students in grades 11 and 12 to ensure that students are developing literacy skills necessary for accessing advanced academic content. To develop and modify the literacy curriculum, pre-implementation SIG funds will be allocated to summer staff.</p>	August 2011-ongoing	<p>Data Coach(AP level Positions) (SIG II) Two Reading Specialists (SIG II) One Math Interventionist (SIG) School based Instructional Leadership Team (FSF)</p> <p>Breakthrough Zone Liaison/Coordinator of Academic Supports (Turnaround Office) Math Intervention Specialist (Turnaround Office) Reading Intervention Specialist (Turnaround Office)</p>

Name of School: Benjamin Franklin @ Masonville Cove		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Through a partnership with Towson University, staff will focus on teaching reading and writing in all content areas (see activities in #4 for more information).</p> <p>With implementation of the Common Core, Ben Franklin staff will continue to participate in district professional development and receive modified resources aligned to the new standards as they are developed.</p> <p>After attending the Leadership Team development on June 26th, the ILT will carefully review current available curriculum and resources to ensure that they meet the needs of Ben Franklin's students. Additionally, the staff will adjust course sequencing to ensure supports for both over age students and advanced learners. If needed, additional staff will be compensated to develop/modify curriculum during the summer of 2012 and/or 2013.</p>		
7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<p>Needs Assessments # 3, 6 - School based staff will use quarterly benchmark assessments designed by City Schools that are aligned to the Maryland State Curriculum, to inform their work. The benchmarks will serve as formative assessments for how to move forward within HSA-tested areas.</p> <p>A data coach will be hired with SIG funds to work at the school. This position will be dedicated to the implementation, management and improvement of collaborative planning, and data entry and accuracy. This person will provide or broker PD to teachers and staff for gathering and using data and for designing and delivering differentiated instruction based on data. The person will work with City Schools central staff on data analysis PD being provided through Race to the Top.</p> <p>Through weekly collaborative planning time, teachers will develop common assessments (as appropriate) and engage in data review of student outcomes to ensure re-teaching or extension is planned as appropriate.</p>	September 2011-ongoing	Data Coach (AP level Position) (SIG II) Reading Specialist (SIG II) Math Interventionist (SIG) Breakthrough Zone Liaison/Coordinator of Academic Supports (Turnaround Office) Math Intervention Specialist (Turnaround Office) Reading Intervention Specialist (Turnaround Office)

Name of School: Benjamin Franklin @ Masonville Cove		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Two individuals will be hired with SIG funds to provide intervention strategies to students. There will be a Reading Specialist who will focus both on the district-wide literacy assessments (RISE) results as well as other indicators. There will be a Math Interventionist who will work closely with the data from math assessments. Both individuals will report to the school-based Data Coach, and they will work closely with one another to ensure that literacy skills are integrated in all content area instruction, including math courses. They will ensure that students' curriculum is both remediated and enriched.</p> <p>The Data Coach and Interventionists will work closely with teachers of the intervention courses to ensure that data-driven, individualized student instruction is taking place during those courses.</p> <p>Student data will also be shared regularly with families, after-school programs, and other partnerships to provide additional integrated support and intervention.</p> <p>AP course offerings will be increased for advanced students. The school is exploring the use of Springboard to extend learning experiences beyond the traditional classroom. Also, Ben Franklin is exploring the possibility of dual enrollment for advanced 12th grade students in college-level courses, beginning in the 2012-2013 school year.</p>		
8 Establish schedules and implement strategies that provide increased learning time	<p>Needs Assessment #5 - To better meet the needs and interests of its students, Ben Franklin will implement a 4+1 schedule, with core academic instruction on four extended days and one day dedicated to Learning to Work (LTW) experiences (see permissible activities for more information).</p> <p>Instruction on four days would be scheduled from 8:00-4:30, extended by nearly two hours from the current day (8:00-2:35). The fifth day would be shorter, though the exact schedule will be adjusted depending on students' individualized activities. The extended school day will apply to instructional positions, and costs for providing additional compensation will be funded through SIG.</p>	Year One will be the year that many structures are established with the full 4+1 starting in Fall of 2012	Learning to Work Coordinator (SIG II) School based instructional Leadership team Support from the Learning to Work Staff (Central Office)

Name of School: Benjamin Franklin @ Masonville Cove		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>The extended days include six 75-minute blocks, and accommodate time for reading and math intervention courses (if needed) as well as Learning to Work/CTE courses.</p> <p>The extended learning time and 4+1 schedule will allow the flexibility to individually meet the needs of advanced and struggling learners. Advanced students will have access to AP courses, dual enrollment, or increased career-oriented experiences with additional time for classes and with the flexibility of the fifth day. Struggling learners will access interventions and remediation during the extended days and will have credit recovery opportunities on the flexible fifth day.</p>		
9 Provide appropriate social-emotional and community-oriented services and supports for students	<p>Needs Assessment #1, 8: These strategies are aimed at addressing the primary areas of improvement related to student attendance and dropout prevention.</p> <p>Prior to the start of the 2011-2012 school year Baltimore City Schools will work with MSDE Coordinated Support Services office to complete a needs assessment to ensure that the structures are in place for effective support services. Interdisciplinary Teams will conduct SST meetings for students on their team.</p> <p>Independent Regular Education Plan (IREP) will be created/modified for each student with family input. IREP will include interviews with students and family, diagnostics, and learning style inventory, post-graduation goals for each student that follows the student throughout their school career and is reviewed annually during course selection. Development of IREPs for each student will ensure that returning students are guided through the school's transition in a way that meets their individual needs.</p> <p>A team of Guidance counselors over the summer will perform transcript reviews and to begin mapping out the course sequencing for students. Detailed transcript reviews will ensure that returning students are scheduled appropriately to meet graduation requirements as well as benefit from the school's developing focus on Learning to Work skills and experiences. This will also factor in early warning indicators to develop intervention plans for students.</p>	July 2011-ongoing	<p>Dean of Student Support Services (FSF)</p> <p>Guidance Counselors (FSF)</p> <p>Learning to Work Coordinator (SIG)</p> <p>Community Outreach Specialist (SIG)</p> <p>Student Support Services Liaison/Coordinator (Turnaround Office)</p> <p>Student Support Services Specialists (Turnaround Office)</p>

Name of School: Benjamin Franklin @ Masonville Cove		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Dropout Potential Scores developed for every student (including incoming 9th graders) using such factors as absences from prior year + # years over aged for grade level placement.</p> <p>The school will engage in professional development aimed at building a positive learning environment. All staff will be trained in the Capturing Kids' Hearts process, which focuses on the identification of a participant's strengths and weaknesses in developing a plan for personal and professional growth. The focus is to improve the teacher's skills in creating a relational environment for student success. Skills and practices include social anxiety theory, social contract development, socializing students to create a foundation for cooperative learning, listening skills, communication skills, personal responsibility, emotional intelligence, and teaching and learning styles. Teachers will also work to complete steps for personal growth in modeling the behaviors needed for creating and developing effective relationships. This PD will take place in the summer prior to the start of school. The 3-day workshop will also serve as a team building session for all staff members including support staff. The PD cost will be covered through SIG funds.</p> <p>PBIS or similar program to be implemented school wide. There will be a mental health provider hired by the community based organization that manages the community school services to assist with this program. This will be supported by the Turnaround Office.</p> <p>A Summer Bridge program will be implemented for 9th grade students. A significant effort needs to result in high student turnout. Work should begin at this time with students who have high needs. i.e., repeat offenders, chronic absences, young moms, academic issues, etc.</p> <p>A comprehensive Attendance Plan will be developed using information from a root cause analysis of the underlying causes of student absences. Likely strategies will include:</p> <ul style="list-style-type: none"> • Systematic follow-up on every absence • More engaging academic programming, including Learning to Work components 		

Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
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	<ul style="list-style-type: none"> Individualized student interventions through IREP Community School partnerships to provide direct support services to families and students <p>In 2012-2013, student supports will be expanded to include:</p> <ul style="list-style-type: none"> A student mentoring program which has select seniors working with freshmen. After-school tutoring sessions will be implemented using seniors. Explore the “Teen Leadership” curriculum to build leadership capacity of students. <p>Needs Assessment #7, 8 - The school will partner with community organizations to provide social emotional support for students to create a safe school environment that meets students’ social, emotional, and health needs. This group, in conjunction with the mental health clinician, will develop programming to ensure that every culture represented at the school is understood and valued.</p> <p>A full-time community/parent liaison from a community-based organization will be provided to the school using School Improvement Funds.</p> <p>Through a partnership with the University of Maryland School of Social Work, the school will work towards establishing a full-service Community School with a wide array of services for students, parents, school personnel and community members. In the 2011-2012 school year, Community School services will include:</p> <ul style="list-style-type: none"> Provide community food pantry services in partnership with the Maryland Food Bank Use an ecological model, provide mentoring and other dropout prevention interventions to racially and socioeconomically diverse adolescents Provide after-school programming that engages the young persons’ interests and enriches their academic experience Provide Community Service Learning and other volunteer opportunities 		
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Name of School: Benjamin Franklin @ Masonville Cove		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<ul style="list-style-type: none"> Establish partnerships with faith-based, business, non-profit, governmental, educational and other agencies to augment resources <p>By the end of the 2012-2013 school year, expansion of Community School services may include:</p> <ul style="list-style-type: none"> Provide health and wellness programming that include mental health services, dental services, and a school-based health clinic. Train students, parents and guardians in community organizing and capacity building. Provide skills training and employment opportunities to students, parents and guardians. Development of scholarship funds for post-secondary education, including trade skill vocational education. <p>The community school liaison will be responsible for increasing parent involvement, including expansion of the PTSO and increasing Community School services that engage and serve parents. The community school liaison will ensure implementation of the district's family engagement policy, including holding an annual meeting, implementing a school parent compact, holding regular School Family Council meetings, and facilitating family and community input into the school's strategic planning and budgeting. The community school liaison will also ensure regular communication with families in multiple ways, and will plan academic family nights quarterly to showcase student achievements.</p> <p>The school's PTSO has non-profit status, and the community school liaison will work to expand parents' governance and leadership capacity through this organization. With an extended school day planned for four days a week, Ben Franklin plans to offer after-school programming that may include opportunities for family dinners or other activities involving parents and families. The community school liaison will also use some of their funding allocations to hire interns who are Masters of Social Work candidates at UMD to perform home visits targeting students with chronic absenteeism.</p>		

Name of School: Benjamin Franklin @ Masonville Cove		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Permissible Strategies for the Implementation of the Turnaround Model. <i>LEA may implement any of the required and permissible under the transformation model or design a new school model (e.g. themed, dual language academy)</i>			
List any additional permissible LEA strategies below			
Learning to Work focus with implementation of a 4+1 schedule.	<p>The school community expressed a strong belief that career exploration and skill development are critical components of maintaining student engagement and ensuring high graduation rates. Over time, the school will implement a 4+1 schedule, with core academic instruction on four days and one day dedicated to Learning to Work (LTW) experiences aligned to students' interests and readiness. The fifth day activities could include community service, job shadowing, unpaid/paid internships, or academic interventions if needed or enrollment in college-level courses.</p> <p>A Learning to Work coordinator will be funded through SIG and will build the learning to work program and the 4+1 program. This individual will coordinate the LTW experiences for students. This individual will work closely with the Turnaround Office to receive support and guidance. The goal will be that over time that the majority of students will have work experiences prior to graduation.</p>	Gradual implementation: initial courses and LTW experiences for select students in SY12	Learning to Work coordinator (SIG II)
Environmental Sciences CTE programming	Ben Franklin has already started developing an environmental focus, in part due to its proximity to the Masonville Cove Environmental Education Center and other community resources. The school will strengthen this theme by establishing an environmental sciences CTE track.	Gradual implementation: initial courses in SY12	
Other Actions the LEA will take to implement the Turnaround Model			
Recruit, screen, and select external providers to ensure quality	On March 1, 2011 City Schools released a Pre-Qualification Selection (PQS) for turnaround support service providers. A pre-proposal meeting will be held on April 7; proposals are due May 1; proposal evaluations will be done June-July and Board approval will be August- September.		

Name of School: Benjamin Franklin @ Masonville Cove		Tier: II	
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>The PQS is the only permissible way for an outside organization to provide services to any of the turnaround schools, including organizations that are currently operating at a turnaround school. Turnaround support services targeted in the PQS will fall into one or more of the following categories:</p> <ul style="list-style-type: none"> • <i>Human Capital and Professional Development Providers</i> Work to increase the supply of quality teachers and leaders in turnaround schools, and work with districts and states to build their human resources management capacity. • <i>Integrated Services Providers</i> Help schools to identify and address the cultural and mental health issues of students, complementing the changes being made in the learning environment. • <i>Community-Based Organizations</i> Local nonprofit organizations play a variety of roles in supporting school turnarounds, ranging from providing students with out-of-school-time academic and nonacademic programs to engaging with parents and community members around advocacy issues. • <i>Research and Field-Building Organizations</i> These organizations conduct research and analysis, share best practices and tools, and help foster dialogue and partnerships among stakeholders to support turnaround activities. 		

Turn Around Model Addendum: Pre-Implementation Activities

Pre-Implementation Activities:

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year. To help in its preparation, an LEA may use federal FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2010 SIG funds. Below is a list of allowable pre-implementation activities.

The following allowable activities are listed in the LEA Application. LEAs must select from the categories below. Each activity must be aligned to the needs assessment, requirements of the intervention model and be fully implemented prior to the beginning of the 2010-2011 academic school year.

LEAs must select from the Activity Categories below. Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be fully implemented prior to the beginning of the 2011-2012 academic school year.

Activity Categories with Sample Activities:

Family and Community Engagement: 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 specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: 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.

Provide a Description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools. Include the cost for each activity. Items in this section must be included in the Budget Narrative.

Leadership Team Professional Development: The leadership team from Benjamin Franklin High School with central office leaders will spend the week of June 26th at Redesigning High Schools for Improved Instruction to develop strategies to monitor and provide feedback to teachers to improve instruction to increase student achievement.

The team will focus on the following:

- The work of high school redesign. What are the fundamental problems of common practices in American high schools? What tools are available to redesign them? What do schools look like that apply these principles and how do they work?
- The practice of instructional improvement. How can redesign be strongly connected with powerful learning experiences for students and teachers? How can it address issues of access to high-quality, rigorous content, and instruction for all students?
- Internal and external accountability. How can redesign lead to clear, consistent expectations for students and faculty, coherent processes and instructional practice that are consistent with the best teaching and learning? What personal and professional barriers block successful reform? How can high-quality schools thrive in an environment of increased student performance accountability?

Total Cost for 4 team members: \$19,788

Staffing: City Schools hopes to hire a new principal by May of 2011 and would want that individual to have the opportunity to visit the school to get a sense of the current practices. The individual will be paid a stipend of \$12,000 to spend time in the school prior to the start of their contract on July 1, 2011 and to attend the summer training.

Professional Development: City Schools will use its needs assessment plan and provide professional development for the teachers prior to the start of the school year. This will include 1- days of professional development activities. The topics that will be covered include behavior intervention training, classroom management, collaborative planning, data management, working with students with disabilities, and providing individual student attention.

Total cost for all staff PD days: \$79,122.75.

Student Engagement: Students will be engaged in at least one week of a summer bridge program. This program will require staff to do outreach through home visits and multiple communications. The school will engage their alumni in meeting the new students and building partnerships.

Total cost for additional materials and food: \$2,000.

Turn Around Model Addendum: Pre-Implementation Activities

Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-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 devising student assessments.

Professional Development and Support: 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 new evaluation system and locally adopted competencies.

Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

Instructional Programs: Staff will be compensated to work during the summer on the following projects:

- Development of Instructional Leadership Team and school-wide strategy for addressing CAO's priorities of rigor, engagement, and intervention. Review school data and develop a professional development plan based upon needs of the school's staff and leadership (after Leadership Team PD described above)
- Develop/modify literacy curriculum to meet the needs of students across grade levels
- Develop/modify curriculum in other content areas (if needed, depending on ILT review of current curriculum/resources after June 26th leadership PD)
- Review student transcripts and HSA results to ensure instructional planning and course scheduling for 2011-2012 school year will meet students' needs

Total cost for additional staff time: approximately **\$22,606.50**

Community Engagement: The planning team that has met about the plan for Ben Franklin Middle School at Masonville Cove will continue to meet over the summer and will work to continue to plan a strategic plan for year one of the SIG grant. A series of summertime community outreach activities to include "meet and greets" marketing the "New BFHS@MC"- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders. Total cost for promotion materials and refreshments: See above

Total Approx Cost \$135,517.25

Timeline for LEA Monitoring of Tier I and Tier II schools Year 1

Intervention Model Turnaround **School:** Ben Franklin High School at Masonville Cove **Tier:** II

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed. *** Please note this will be adjusted based on the restructuring of the support structures in the district.**

<p>Year 1: Q1 (SY2011, July-Sept)</p>	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Adequate Yearly Progress results. • City Schools’ Progress Report results. • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.
<p>Year 1: Q2 (SY2011, Oct-Dec)</p>	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions.

	Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.
Year 1: Q3 (SY2011, Jan-Mar)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team. <p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal • SMS for attendance. • SST minutes and documents. • Suspensions. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>
Year 1: Q4 (SY2011, April-June)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team. <p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Climate Survey. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>

Timeline for LEA Monitoring of Tier I and Tier II schools Year 2

Intervention Model Turnaround **School:** Ben Franklin High School at Masonville Cove **Tier:** II

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed. *** Please note this will be adjusted based on the restructuring of the support structures in the district.**

Year 2: Q1 (SY2012, July-Sept)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator <p>Progress assessed:</p> <ul style="list-style-type: none"> • Adequate Yearly Progress results. • City Schools’ Progress Report results. • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.
Year 2: Q2 (SY2012, Oct-Dec)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team. <p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions.

	Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.
Year 2: Q3 (SY2012, Jan-Mar)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal • SMS for attendance. • SST minutes and documents. • Suspensions. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>
Year 2: Q4 (SY2012, April-June)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Climate Survey. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>

Timeline for LEA Monitoring of Tier I and Tier II schools Year 3

Intervention Model Turnaround **School:** Ben Franklin High School at Masonville Cove **Tier:** II

Use the quarterly timeline below to provide a detailed description of how the LEA plans to monitor and assess the impact of the selected intervention in this school. For each quarter, provide information on how the LEA will provide monitoring and oversight of the implementation actions (aligned with the requirements of the specific intervention selected.) to be taken by the school and the LEA, the ways in which the school’s progress will be assessed. *** Please note this will be adjusted based on the restructuring of the support structures in the district.**

<p>Year 3: Q1 (SY2013, July-Sept)</p>	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator <p>Progress assessed:</p> <ul style="list-style-type: none"> • Adequate Yearly Progress results. • City Schools’ Progress Report results. • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.
<p>Year 3: Q2 (SY2013, Oct-Dec)</p>	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team. <p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents.

	<ul style="list-style-type: none"> • Suspensions. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>
Year 3: Q3 (SY2013, Jan- March)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal • SMS for attendance. • SST minutes and documents. • Suspensions. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>
Year 3: Q4 (SY2013, April-June)	<p>Monitor:</p> <ul style="list-style-type: none"> • Minimum of bi-weekly Visits from the Turnaround Support Team • Monthly monitoring visits from Turnaround Project Coordinator and the Turnaround Accountability Coordinator • Monitoring Visit from the Central Office Monitoring Team.
	<p>Progress assessed:</p> <ul style="list-style-type: none"> • Benchmark data (subjects: Reading, Math and Science) for fifth and eighth grade. • Frequency of teachers accessing electronic data display system. • Frequency of administrators accessing electronic data display system. • Use of parent portal. • SMS for attendance. • SST minutes and documents. • Suspensions. • Climate Survey. <p>Progress toward school improvement strategies for previous school year and current year as defined by the School Leadership team/School Improvement Grant.</p>

LEA Funding Breakdown
Updated February 7, 2012

LEA Funding Breakdown				
Overall level of funding requested per year for LEA use to support Tier I, II, and III schools.				
	LEA activities in support of the implementation of the selected school intervention models in Tier I and Tier II schools	School improvement activities at the LEA level and school level for the Tier III schools	LEA-Level activities in support of Tier I , II, and III schools	Total Overall level of funding requested per year for LEA use to support Tier I, II, and III schools.
Year 1 (SY11):	\$933,756.00			\$933,756.00
Year 2 (SY12):	\$697,277.84			\$697,277.84
Year 3 (SY13):	\$1,092,704.52			\$1,092,704.52
Total budget request:	\$2,723,738.36			\$2,723,738.36

Required Budget Summary

LEA:					
Name of School and Tier (add more rows if needed)	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation	Full Implementation	Full Implementation	
Frederick Douglass	\$229,288.10	\$1,452,501.34	\$1,957,692.07	\$1,957,692.07	\$5,597,173.58
Benjamin Franklin	\$135,517.25	\$1,174,711.46	\$1,291,177.21	\$1,291,177.21	\$3,892,583.13
Cherry Hill	\$268,247.30	\$1,141,506.20	\$1,257,332.39	\$1,257,332.39	\$3,924,418.28
LEA-level Activities	\$633,052.65	\$933,756.00	\$697,277.84	\$1,092,704.52	\$2,723,738.36
Total Budget	\$633,052.65	\$4,702,475.00	\$5,203,479.51	\$5,598,906.19	\$16,137,913.35

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2011

Category/Object	District or School	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-15-01	Cherry Hill		Assistant Principal for Data and Assessment	Needs Assessment# 4, 5,6 this individual will work with staff to ensure the effective use of data and assessments. The individual will work one day a week at other schools	.7 FTE of Salary x 111,547	\$78,083.00
203-01-01	Cherry Hill		Cherry Hill Instructional Performance Coach (mentor)	Needs Assessment# 4, 5, 6 this full time individual will be a mentor for all staff in the building	1 FTE X 95,000	\$95,000.00
203-09-01	Cherry Hill		Stipends for Staff for Summer PD	Needs Assessment # 4, 5,6,7,9 professional development activities that will ensure that all staff are familiar with the Friendship Model All will be used for pre-implementation	60 hours x 49 Staff X \$30/hour	\$88,200.00
203-01-01	Cherry Hill		Stipends for Saturday/afterschool programs	Needs Assessment # 2, 9 To increase time and task of students, and to create a safe learning environment outside of the regular school hours.	100 hours x 10 teachers x \$30/hour	\$30,000.00
203-01-01	FDHS		2 Reading Specialist	Needs Assessments # 3, 4, 5, 6 Reading Specialists who will focus both on the RIZE results as well as other indicators	2FTE X \$83,308	\$166,616.00
203-01-01	FDHS		Math Interventionist	Needs Assessments # 3, 4, 5, 6 Math Interventionist who will focus on the MAP and benchmark assessment results as well as other indicators	1 FTE X \$83,308	\$83,308.00
207-00-01	FDHS		1 Social Worker	Needs Assessment #10 An additional Social Worker will be hired to facilitate the SST process and RTI for the students.	1 FTE X \$92,512	\$92,512.00
202-15-01	FDHS		1 Educational Associate 12 Month / Mentor Coordinator	Needs Assessment #10 Educational Associate will develop a cohort of mentors and coordinate the mentoring services for students	1 FTE X \$96,557	\$96,557.00
203-01-01	FDHS		Extended Day Cost	Needs Assessment #2 All Staff will stay an additional 45minutes thus increasing their salary by 10.9%	\$5,656,000 X 10.9% Total adjusted by 50% which will be paid for by MSDE	\$308,252.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2011

203-09-01	FDHS		Summer PD Cost	Needs Assessment #2 All Staff will attend an additional 5 days of professional development throughout the school year, primarily concentrated in the summer months. Pre-implementation	20 para X 7hr a day @ \$21 x 10 days 60 additional staff X 7hr a day @ \$30 X 10 days	\$155,400.00
202-15-01	BF@MC		Data Coach	Needs Assessments # 3, 4, 5, 6 Data Coaches will provide support to the school leadership and to the teachers and manage the interventionists to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills while meeting the needs of individual learners.	1FTE X \$111,547	\$111,547.00
203-01-01	BF@MC		Reading Specialist	Needs Assessments # 3, 4, 5, 6 Reading Specialists who will focus both on the RIZE results as well as other indicators	1FTE X \$83,308	\$83,308.00
203-01-01	BF@MC		Math Interventionist	Needs Assessments # 3, 4, 5, 6 Math Interventionist who will focus on benchmark assessment results as well as other indicators	1 FTE X \$83,308	\$83,308.00
203-01-01	BF@MC		1 Educational Associate 12 Month - to coordinate Learning to work	Needs Assessment # 4, 5 The Learning to Work Coordinator will ensure that the curriculum is developed and implemented for Learning to Work which is an essential element of 4+1. Relationships will be developed that provide students will work experiences during their time at Ben Franklin.	1 FTE X \$96,557	\$96,557.00
203-01-01	BF@MC		3 Learning to work teachers	Needs Assessment # 4, 5, 8 To engage students in learning to work. Additional staff needed to provide a rigorous learning to work experience for all students.	3 FTE x \$77,479	\$232,437.00
203-01-01	BF@MC		Summer Curriculum Team	Needs Assessment #4, 5 Lead teachers will come in during July to work collaboratively to modify curriculum maps for the coming school year. Pre-implementation	5 teachers 7hrs a day @ \$30.00 for 10 days	\$10,500.00
203-10-01	BF@MC		Summer Guidance Team	Summer Needs Assessment# 5, 8 A team of Guidance Counselors will complete a comprehensive transcript review for every child to ensure that they all have the necessary course sequence for graduation. Pre implementation	5 counselors 7hrs a day @ \$30.00 for 10 days	\$10,500.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2011

203-09-01	BF@MC		Summer PD Cost	Needs Assessment #2 All Staff will attend an additional 5days of professional development throughout the school year, primarily concentrated in the summer months. Pre-implementation	35 Staff 7hr a day @ \$30.00 for 10 days	\$73,500.00
Consolidated Total Salaries/Wages						\$1,895,585.00
212-	Cherry Hill		Cherry Hill Instructional Performance Coach (mentor)	Fringe Benefit for Cherry Hill Instructional Performance Coach (mentor)	\$95,000x 22% + \$13,913	\$34,813.00
212-	Cherry Hill	FICA	Stipends for Staff for Summer PD	FICA for Stipends for Staff for Summer PD Per-implementation	\$88,200 x 7.65%	\$6,747.30
212-	FDHS	Benefits	2 Reading Specialist	Fringe Benefit for 2 Reading Specialist	\$13,913 + 22% of salary	\$50,568.01
212-	FDHS	Benefits	Math Interventionist	Fringe Benefit for Math Interventionist	\$13,913 + 22% of salary	\$32,240.76
212-	FDHS	Benefits	1 Social Worker	Fringe Benefit for 1 Social Worker	\$13,913 + 22% of salary	\$34,265.64
212-	FDHS	Benefits		Fringe Benefit for 1 Education Associate 12 Month	\$13,913 + 22% of salary	\$35,155.54
212-	FDHS	FICA	Extended Day Cost	FICA for Extended Day Cost	\$308,252 X 7.65%	\$23,581.28
212-	BF@MC	Benefits	Data Coach	Fringe Benefit for Data Coach	\$111,547 x 22% + \$13,913	\$38,453.34
212-	BF@MC	Benefits	Reading Specialist	Fringe Benefit for Reading Specialist	\$83,308 x 22% + \$13,913	\$32,240.76
212-	BF@MC	Benefits	Math Interventionist	Fringe Benefit for Math Interventionist	\$83,308 x 22% + \$13,913	\$32,240.76
212-	BF@MC	Benefits	1 Educational Associate 12 Month	Fringe benefit for 1 Educational Associate 12 Month	\$96,557 x 22% + \$13,913	\$35,155.54
212-	BF@MC	Benefits	3 Learning to work teachers	Fringe Benefit for 3 Learning to work teachers	\$232,437 x 22% + \$13913	\$65,049.14
212-	BF@MC	FICA	Summer PD Cost	FICA for Summer PD Cost Pre-implementation	\$73,500 x 7.65%	\$5,622.75
Consolidated Total Fixed Charges						\$426,134.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2011

203-01-02	Cherry Hill		Contractual Services -Friendship Public Charter Schools-Staff Salaries	Needs Assessment #11, 12 Partial payment of the following salaries, Deputy Chief Academic Officer, Director of Operations, Baltimore Lead Coach, FPCS Title I Compliance Officer, Director of PLCs, FPCS Budget Lead, Director of Instruction, FPCS Chief Academic Officer, FPCS Senior Project Manager	Breakdown: Deputy Chief Academic Officer (0.5 FTE) Chris Maher 84,075 , Director of Operations (0.5)FTE Katherine Reed 48,975, Baltimore Lead Coach (0.5) Domari Dickinson 44,250, Title I Compliance (.05) Tamika Maultsby 5,900, Director of PLCs (.10) Dan Byerly 9,440, Director of Coaching (.10) Tovah Koplow 11,210, Budget Lead (.05) Billy Horn 7,900, Director of Instruction (0.8) VACANT 96,000, Chief Academic Officer (.05) Michael Cordell 8,750, Senior Manager (.05) James Waller 8,000	\$324,500.00
203-01-02	Cherry Hill		Friendship Operations	Needs Assessment # 9, 10, 11, 12 contract with Friendship schools to provide the following, reading and math support, turnaround principal coaching, data coaching, Urban Teacher Contract for 4 fellows, Lee Cantor Behavior Mgt, Registration for Harvard's National Center on Urban Leadership, Performance Series Assessment (\$15,000 for performance and achievement series used by scant on part of pre-implementation), Parent Engagement stipend for community support person (\$155,000 part of pre-implementation)		\$275,000.00
203-01-02	Cherry Hill		Friendship Costs	Needs Assessment # 9 Convocation and Teacher of the Year events hosted by Friendship Schools Costs for all staff to attend		\$50,000.00
203-01-02	Cherry Hill		Friendship Costs	Needs Assessment #9 Summer Professional Learning Community Meeting for Instructional Leadership Team		\$20,000.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
 LEA: Baltimore City Public Schools School Year: 2011

209-26-02	Cherry Hill		Transportation and associated cost for out of state and local college trips	Needs Assessment #4 Students will have the opportunity to see the steps for being able to go to college	<p>Total for Out of State trips (grades 6-8): \$25,000 as follows: A. Bus transportation Total \$9,600 for three trips (\$3200 a trip, 1 trip per grade level) B. Food total \$4,400: 8th grade trip(40 participants for 7 meals for three-day-trip = 280 meals @ \$10.00 each = \$2,800, 6th and 7th grade trip = 80 participants for 2 meals for one day trip = 160 meals @ 10.00 = \$,1600) C. Museum and sight seeing allowance: \$3,000 (40 people per trip x 3 trips = 120, 120 x \$25 = 3000) D. Hotel accommodations, 8th grade trip: \$8000 (35 students + 5 adult chaperones, 20 hotel rooms at \$200 a room = \$4,000 per night for two nights Local college field trips: \$5,000: A.(yellow bus transportation \$4,000 (\$1,000 per bus. Two buses each for grades PreK - 2 and grades 3- 5, Each have 75 dtudents and 15 adults) B. Food (snacks for 180 people)</p>	\$30,000.00
203-01-02	FDHS		Community Resource Liaison	Needs Assessment #7,8 A Community Organization will be contracted with to provide resources to the school around Attendance, Resources, Parent Engagement, and Community Organizations.	Contract with Community Based organization	\$60,727.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2011

203-01-02	FDHS		MAP Testing	Needs Assessment #3, 6- Map testing will be administered in addition to City Benchmarks as it is norm referenced test that can be used to target specific skill gap areas.	23.51/student x 760 students	\$17,867.60
203-01-02	FDHS		Contractual Services with EdWorks	Needs Assessment #6,7,8,9 Edworks will be contracted with to support the implementation of the plan that they created with the school community during their planning year.		\$250,000.00
209-26-02	FDHS		Transportation	Needs Assessment # 4 Enrichment and college trips	4 buses X 400 x 6 events	\$9,600.00
203-01-02	FDHS		Printing and postage cost related to mailings to community of FDHS changes	Needs assessments #7,8 to inform school community of all ongoing events.	Printing \$1,000 mailings \$5,500 (2500 mailings x \$.44 x 5)	\$6,500.00
203-01-02	BF@MC		Community Resource Liaison	Needs Assessment #7,8 A Community Organization will be contracted with to provide resources to the school around Attendance, Resources, Parent Engagement, and Community Organizations.	Contract with Community Based organization	\$101,368.66
203-09-02	BF@MC		Towson University	Needs Assessment #5, 9 This professional development will enhance the instructional programming for students. Teachers will receive instruction from the education department at Towson University and earn 4 graduate credits in "Reading and Writing in the Content Area."		\$20,000.00
203-01-02	BF@MC		Mental Health Clinician	Needs Assessment #10 An additional Mental Health Clinician will be hired to facilitate the SST process and RTI for the students.		\$86,136.00
Consolidated Total Contracted Services						\$1,251,699.00
203-01-03	Cherry Hill		Materials and Supplies for incentives for behavior Mgt	Needs Assessment # 7 Incentive items for students for the school wide behavior system- such as games, electronic devices, pens, pencils, candy, etc.		\$7,000.00
203-01-03	Cherry Hill		Uniform fund	Needs Assessment # 8 To ensure that school families all have the ability to have their child in uniform. Uniform tops and bottoms will be purchased with this funding source.		\$3,000.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2011

				Needs Assessment #8 This will pay for materials for training and development of family members. Items to be purchased are- handbooks, instructional materials for families to use at home, books for home libraries, paper for printing, educational literature, incentive items such as school uniform shirts.		
203-01-03	Cherry Hill		materials and supplies for Parent Meetings			\$6,000.00
203-01-03	Cherry Hill		Food for parent Meetings	Needs Assessment #8 This will pay for food at the monthly parent meetings	10 meetings X 400/meeting	\$4,000.00
203-01-03	Cherry Hill		supplies for Saturday and After School	Needs Assessment #3 This will pay for consumable items for the extend day. Items such as- instructional games for re-teaching, snacks, paper for printing, pens, pencils, incentives		\$20,541.00
203-01-03	FDHS		materials related to reading interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement reading curriculum- workbooks and student novels		\$14,675.00
203-01-03	Cherry Hill		Smart Boards	Needs Assessment #3,4 To ensure teachers are able to provide an engaging enriched curriculum.	Aprox cost of Boards 3,000/board x 10 boards	\$30,000.00
203-01-03	Cherry Hill		Computers for Staff	Needs Assessment #10 To provide staff with the materials needed to build organizational capacity.	Aprox Cost of 1,000/computer x 10 computers	\$10,000.00
203-01-03	FDHS		materials related to Math interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement math curriculum- workbooks and student manipulative		\$14,675.00
203-01-03	BF@MC		materials related to reading interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement reading curriculum- workbooks and student novels		\$10,000.00
203-01-03	BF@MC		materials related to Math interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement math curriculum- workbooks and student manipulatives		\$10,000.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2011

203-01-03	BF@MC		Materials for Meet and Greets	Needs Assessment #8 A series of summertime community outreach activities to include "meet and greets" marketing the "New BFHS@MC"- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders. Materials will include promotional items for the school, flyers about new programming, paper to copy flyers and also new student information.		\$1,000.00
203-01-03	BF@MC		Food for Meet and Greets	Needs Assessment #8 A series of summertime community outreach activities to include "meet and greets" marketing the "New BFHS@MC"- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders.	aprox \$5/person x 200 people	\$1,000.00
Consolidated Total Supplies and Materials						\$131,891.00
203-01-04	Cherry Hill		Mileage and parking	Needs Assessment # 9, 12 to pay for parking so to attend professional workshops		\$10,000.00
203-09-04	Cherry Hill		Professional Conferences	Needs Assessment # 9, 12 to address the need for professional development experiences for staff.	Location and Provider TBD	\$10,000.00
203-01-04	Cherry Hill		Black berries for Staff and data plans	Needs Assessment #10 To provide staff with the materials needed to build organizational capacity.	958/phone and data plan x 9 staff members	\$8,622.00
203-01-04	BF@MC		Harvard: Conference	Needs Assessment #11, 12- The leadership team from Benjamin Franklin High School with central office leaders will spend the week of June 26th at Redesigning High Schools for Improved Instruction to develop strategies to monitor and provide feedback to teachers to improve instruction to increases student achievement.	Harvard Costs \$2,450/person registration Plane Tickets aprox \$250/person Hotel 250/night for 7 nights = \$1750 GSA rate for food in Cambridge 71/day/7days = \$497 4 staff @ \$4,947 each	\$19,788.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2011

203-09-04	<u>BF@MC</u>		PD with Capturing Kids Hearts: Conference	Needs Assessment # 7, 8, 9 All staff will be trained in the Capturing Kids' Hearts process, which focuses on the identification of a participant's strengths and weaknesses in developing a plan for personal and professional growth. The focus is to improve the teacher's skills in creating a relational environment for student success.	Fixed cost for implementation of professional development	\$15,000
Consolidated Total Other Charges						\$63,410.00
Total LEA Transfer/Indirect Costs						\$191,364.74
Title I 1003(g) Total Requested						\$3,768,719.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

Category/Object	District or School	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-16-01	LEA	Salaries & Wages	Turnaround Director	Turnaround Director will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II and 1/2 or 50% will be charged to SIG I	1 FTE \$115,000 / by 2	\$57,500.00
202-16-01	LEA		Coordinator of Turnaround School Accountability	Coordinator of Turnaround School Accountability will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II and 1/2 or 50% will be charged to SIG I	1 FTE \$115,000 / by 2	\$57,500.00
202-16-01	LEA		Business Manager	Business Manager will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II and 1/2 or 50% will be charged to SIG I	1 FTE \$87,000 / by 2	\$43,500.00
202-16-01	LEA		Operations Specialist	Operations Specialist will be funded 50% FSF and 50% SIG will work with all SIG I and SIG II schools, thus 1/2 of the remaining 50% individual's time will be charged to SIG II and 1/2 or 50% will be charged to SIG I.	1 FTE \$87,000 / 4 = 25%	\$21,750.00
	LEA		Student Support Services Coordinator	Student Support Services Coordinator will work with all SIG I and SIG II schools and SIG feeder schools. This individual will be paid for out of RTTT funds.	No charge	\$0.00
	LEA		Student Support Services Specialists	The Student Support Services Specialists will work with all SIG I and SIG II schools and SIG feeder schools. These individuals will be paid for out of MSDE RTTT funds.	No charge	\$0.00
	LEA		Breakthrough Center Coordinator of Academic Supports	Breakthrough Center Coordinator of Academic Supports will work with all SIG I and SIG II schools and SIG feeder schools. This individual will be paid for out of RTTT funds.	No charge	\$0.00
202-16-01	LEA		Math Intervention Specialist	Math Intervention Specialist will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II.	1 FTE \$87,000 / by 2	\$43,500.00
202-16-01	LEA		Literacy Intervention Specialist	Literacy Intervention Specialist will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II.	1 FTE \$87,000 / by 2	\$43,500.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

202-15-01	Cherry Hill	Salaries & Wages	Assistant Principal for Data and Assessment	Needs Assessment# 4, 5,6 this individual will work with staff to ensure the effective use of data and assessments. The individual will work one day a week at other schools	.7 FTE of Salary x 111,547	\$78,082.90
203-01-01	Cherry Hill		Cherry Hill Instructional Performance Coach (mentor)	Needs Assessment# 4, 5, 6 this full time individual will be a mentor for all staff in the building	1 FTE X 95,000	\$95,000.00
203-09-01	Cherry Hill		Stipends for Staff for Summer PD	Needs Assessment # 4, 5,6,7,9 professional development activities that will ensure that all staff are familiar with the Friendship Model	60 hours x 49 Staff X \$30/hour	\$88,200.00
203-01-01	Cherry Hill		Stipends for Saturday/afterschool programs	Needs Assessment # 2, 9 To increase time and task of students, and to create a safe learning environment outside of the regular school hours.	100 hours x 10 teachers x \$30/hour	\$30,000.00
203-01-01	FDHS		2 Reading Specialist	Needs Assessments # 3, 4, 5, 6 Reading Specialists who will focus both on the RIZE results as well as other indicators	2FTE X \$83,308	\$166,616.00
203-01-01	FDHS		Math Interventionist	Needs Assessments # 3, 4, 5, 6 Math Interventionist who will focus both on the benchmark assessment results as well as other indicators	1 FTE X \$83,308	\$83,308.00
207-00-01	FDHS		1 Social Worker	Needs Assessment #10 An additional Social Worker will be hired to facilitate the SST process and RTI for the students.	1 FTE X \$92,512	\$92,512.00
202-15-01	FDHS		1 Educational Associate 12 Month / Mentor Coordinator	Needs Assessment #10 Mentor coordinator will develop a cohort of mentors and coordinate the mentoring services for students	1 FTE X \$96,557	\$96,557
203-01-01	FDHS		Extended Day Cost	Needs Assessment #2 All Staff will stay an additional 45minutes thus increasing their salary by 10.9%	\$5,656 X 10.9% Total adjusted by 50% which will be paid for by MSDE through RTTT funds for incentives for teachers in low performing schools.	\$308,252.00
203-09-01	FDHS		Summer PD Cost	Needs Assessment #2 All Staff will attend an additional 5 days of professional development throughout the school year, primarily concentrated in the summer months.	20 para X 7hr a day @ \$21 x 5 days 60 additional staff X 7hr a day @ \$30 X 10 days	\$155,400.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

202-15-01	<u>BF@MC</u>	Salaries & Wages	Data Coach	Needs Assessments # 3, 4, 5, 6 Data Coaches will provide support to the school leadership and to the teachers and manage the interventionists to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills while meeting the needs of individual learners.	1FTE X \$111,547	\$111,547.00
203-01-01	<u>BF@MC</u>		Reading Specialist	Needs Assessments # 3, 4, 5, 6 Reading Specialists who will focus both on the RIZE results as well as other indicators	1FTE X \$83,308	\$83,308.00
203-01-01	<u>BF@MC</u>		Math Interventionist	Needs Assessments # 3, 4, 5, 6 Math Interventionist who will focus on benchmark assessment results as well as other indicators	1 FTE X \$83,308	\$83,308.00
203-01-01	<u>BF@MC</u>		1 Educational Associate 12 Month - to coordinate Learning to work	Needs Assessment # 4, 5 The Learning to Work Coordinator will ensure that the curriculum is developed and implemented for Learning to Work which is an essential element of 4+1. Relationships will be developed that provide students will work experiences during their time at Ben Franklin.	1 FTE X \$96,557	\$96,557.00
203-01-01	<u>BF@MC</u>		4 Learning to work teachers	Needs Assessment # 4, 5, 8 To engage students in learning to work. Additional staff needed to provide a rigorous learning to work experience for all students.	4 FTE x \$77,479	\$232,437.00
203-01-01	<u>BF@MC</u>	Stipends	Summer Curriculum Team	Needs Assessment #4, 5 Lead teachers will come in during July to work collaboratively to modify curriculum maps for the coming school year.	5 teachers 7hrs a day @ \$30.00 for 10 days	\$10,500.00
203-10-01	<u>BF@MC</u>	Stipends	Summer Guidance Team	Summer Needs Assessment# 5, 8 A team of Guidance Counselors will complete a comprehensive transcript review for every child to ensure that they all have the necessary course sequence for graduation.	5 counselors 7hrs a day @ \$30.00 for 10 days	\$10,500.00
203-09-01	<u>BF@MC</u>	Stipends	Summer PD Cost	Needs Assessment #2 All Staff will attend an additional 5 days of professional development throughout the school year, primarily concentrated in the summer months.	35 Staff 7hr a day @ \$30.00 for 10 days	\$73,500.00
Consolidated Total Salaries/Wages						
212-	LEA	Benefits	Turnaround Director	Fringe Benefit for Turnaround Director	\$57,000 x 22% +\$13,913	\$26,453.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

212-	LEA		Coordinator of Turnaround School Accountability	Fringe Benefit for Coordinators of Turnaround School Accountability	\$57,000 x 22% + \$13,913	\$26,453.00
212-	LEA		Business Manager	Fringe Benefit for Business Manager	\$43,500 x 22% + \$13,913	\$23,483.00
212-	LEA		Operations Specialist	Fringe Benefit for Operations Specialist	\$21,750 x 22% + \$13,913	\$18,698.00
212-	LEA		Student Support Services Coordinator	No charge for Benefits	No Charge	\$0.00
212-	LEA		Student Support Services Specialists	No charge for Benefits	No charge	\$0.00
212-	LEA		Breakthrough Center Coordinator of Academic Supports	No charge for Benefits	No charge	\$0.00
212-	LEA		Math Intervention Specialist	Fringe Benefit for Math Intervention Specialist	\$43,500x 22% + \$13,913	\$23,483.00
212-	LEA		Reading Intervention Specialist	Fringe Benefit for Reading Intervention Specialist	\$43,500x 22% + \$13,913	\$23,483.00
212-	Cherry Hill	Benefits	Assistant Principal for Data and Assessment	Fringe Benefit for Assistant Principal for Data and Assessment	\$78,082.90 x 22% + \$13,913	\$31,091.24
212-	Cherry Hill	Benefits	Cherry Hill Instructional Performance Coach (mentor)	Fringe Benefit for Cherry Hill Instructional Performance Coach (mentor)	\$95,000 x 22% + \$13,913	\$34,813.00
212-	Cherry Hill	FICA	Stipends for Staff for Summer PD	FICA for Stipends for Staff for Summer PD	\$88,200 x 7.65%	\$6,747.30
212-	FDHS	Benefits	2 Reading Specialist	Fringe Benefit for 2 Reading Specialist	\$13,913 + 22% of salary	\$50,568.52
212-	FDHS	Benefits	Math Interventionist	Fringe Benefit for Math Interventionist	\$13,913 + 22% of salary	\$32,240.76
212-	FDHS	Benefits	1 Social Worker	Fringe Benefit for 1 Social Worker	\$13,913 + 22% of salary	\$34,265.64
212-	FDHS	Benefits	1 Mentor Coordinator	Fringe Benefit for 1 Mentor Coordinator	\$13,913 + 22% of salary	\$35,155.54
212-	FDHS		Extended Day Cost	FICA for Extended Day Cost	\$308,252 X 7.65%	\$23,581.28
212-	FDHS		Summer PD Cost	FICA for Summer PD Cost	\$98,700 X 7.65%	\$7,550.55
212-	FDHS		Staff Incentive Pay	FICA for Staff Incentive Pay	\$116,000 x 7.65	\$8,874.00
212-	FDHS		Principal Incentive	FICA for Principal Incentive	\$12,000 X 7.65%	\$918.00
212-	<u>BF@MC</u>	Benefits	Data Coach	Fringe Benefit for Data Coach	\$111,547 x 22% + \$13,913	\$38,453.34
212-	<u>BF@MC</u>	Benefits	Reading Specialist	Fringe Benefit for Reading Specialist	\$83,308 x 22% + \$13,913	\$32,240.76
212-	<u>BF@MC</u>	Benefits	Math Interventionist	Fringe Benefit for Math Interventionist	\$83,308 x 22% + \$13,913	\$32,240.76
212-	<u>BF@MC</u>	Benefits	1 Educational Associate 12 Month	Fringe benefit for 1 Educational Associate 12 Month	\$96,557 x 22% + \$13,913	\$35,155.54
212-	<u>BF@MC</u>	Benefits	4 Learning to work teachers	Fringe Benefit for 4 Learning to work teachers	\$309,916 x 22% + \$13913	\$82,094.52

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

212-	<u>BF@MC</u>	FICA	Summer Curriculum Team	FICA Summer Curriculum Team	\$10,500 x 7.65%	\$803.25
212-	<u>BF@MC</u>	FICA	Summer Counselors	FICA for Summer Counselors	\$10,500 x 7.65%	\$803.25
212-	<u>BF@MC</u>	FICA	Summer PD Cost	FICA for Summer PD Cost	\$36,750 x 7.65%	\$2,811.38
212-	<u>BF@MC</u>	FICA	Incentive Pay for Staff	FICA for Incentive Pay for Staff	\$34,350 x 7.65%	\$2,627.78
212-	<u>BF@MC</u>	FICA	Principal Incentive	FICA for Principal Incentive	\$12,000 x 7.65%	\$918.00
Consolidated Total Fixed Charges						\$719,112.85
202-16-02	LEA	Contracts	Consultant Services for identified professional development needs	Needs Assessment #9, 10, 11 This professional development funding will be used to complete targeted professional developments at each school per quarter. The topics will be determined by the Academic and Student Support Specialists.	Four sessions for each school at \$800.00 per session	\$9,600.00
202-16-02	LEA		Consultant services for development of project management process	Needs Assessment #10 We will access support services to ensure that the management of the Turnaround Process is effective.	\$25,000 for three Schools and the District	\$25,000.00
203-01-02	Cherry Hill		Contractual Services -Friendship Public Charter Schools-Staff Salaries	Needs Assessment #11, 12 Partial payment of the following salaries, Deputy Chief Academic Officer, Director of Operations, Baltimore Lead Coach, FPCS Title I Compliance Officer, Director of PLCs, FPCS Budget Lead, Director of Instruction, FPCS Chief Academic Officer, FPCS Senior Project Manager	Breakdown: Deputy Chief Academic Officer (0.5 FTE) Chris Maher 84,075 , Director of Operations (0.5)FTE Katherine Reed 48,975, Baltimore Lead Coach (0.5) Domari Dickinson 44,250, Title I Compliance (.05) Tamika Maultsby 5,900, Director of PLCs (.10) Dan Byerly 9,440, Director of Coaching (.10) Tovah Koplow 11,210, Budget Lead (.05) Billy Horn 7,900, Director of Instruction (0.8) VACANT 96,000, Chief Academic Officer (.05) Michael Cordell 8,750, Senior Manager (.05) James Waller 8,000	\$324,500.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

203-01-02	Cherry Hill		Friendship Operations	Needs Assessment # 9, 10, 11, 12 contract with Friendship schools to provide the following, reading and math support, turnaround principal coaching, data coaching, Urban Teacher Contract for 4 fellows, Lee Cantor Behavior Mgt, Registration for Harvard's National Center on Urban Leadership, Performance Series Assessment, Parent Engagement stipend for community support person	\$155,000.00
203-01-02	Cherry Hill		Friendship Costs	Convocation and Teacher of the Year events hosted by Friendship Schools Costs for all staff to attend	\$50,000.00
203-01-02	Cherry Hill		Friendship Costs	Summer Professional Learning Community Meeting for Instructional Leadership Team	\$20,000.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
 LEA: Baltimore City Public Schools School Year: 2012

Total for Out of State trips (grades 6-8) : \$25,000 as follows: A. Bus transportation Total \$9,600 for three trips (\$3200 a trip, 1 trip per grade level) B. Food total \$4,400: 8th grade trip(40 participants for 7 meals for three-day-trip = 280 meals @ \$10.00 each = \$2,800, 6th and 7th grade trip = 80 participants for 2 meals for one day trip = 160 meals @ 10.00 = \$,1600) C. Museum and sight seeing allowance: \$3,000 (40 people per trip x 3 trips = 120, 120 x \$25 = 3000) D. Hotel accommadations, 8th grade trip: \$8000 (35 students + 5 adult chaperones, 20 hotel rooms at \$200 a room = \$4,000 per night for two nights Local college field trips: \$5,000: A.(yellow bus transportation \$4,000 (\$1,000 per bus. Two buses each for grades Pre K - 2 and grades 3-5, Each have 75 dtudents and 15 adults) B. Food (snacks for 180 people)

209-26-02	Cherry Hill		Transportation and associated cost for out of state and local college trips	Needs Assessment #4 Students will have the opportunity to see the steps for being able to go to college		\$30,000.00
203-01-02	FDHS		Community Resource Liaison	Needs Assessment #7,8 A Community Organization will be contracted with to provide resources to the school around Attendance, Resources, Parent Engagement, and Community Organizations.	Contract with Community Based organization	\$60,727.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

203-01-02	FDHS		MAP Testing	Needs Assessment #3, 6- Map testing will be administered in addition to City Benchmarks as it is norm referenced test that can be used to target specific skill gap areas.	23.51/student x 951 students	\$22,358.01
203-01-02	FDHS		Contractual Services with EdWorks	Needs Assessment #6,7,8,9 Edworks will be contracted with to support the implementation of the plan that they created with the school community during their planning year.		\$250,000.00
209-26-02	FDHS		Transportation	Needs Assessment # 4 Enrichment and college trips	4 buses X 400 x 6 events	\$9,600.00
203-01-02	BF@MC		Community Resource Liaison	Needs Assessment #7,8 A Community Organization will be contracted with to provide resources to the school around Attendance, Resources, Parent Engagement, and Community Organizations.	Contract with Community Based organization	\$101,368.64
203-09-02	BF@MC		Towson University	Needs Assessment #5, 9 This professional development will enhance the instructional programming for students. Teachers will receive instruction from the education department at Towson University and earn 4 graduate credits in "Reading and Writing in the Content Area."		\$20,000.00
203-01-02	BF@MC		Mental Health Clinician	Needs Assessment #10 An additional Mental Health Clinician will be hired to facilitate the SST process and RTI for the students.		\$86,136.00
Consolidated Total Contracted Services						\$1,164,289.65
202-16-03	LEA		Office Supplies- binders, paper, file folders, pens, pencils, toner, etc	Office supplies needed to operate the Turnaround Office efficiently.		\$2,000.00
202-16-03	LEA		PD Materials	Needs Assessment # 9, 10, 11 materials needed for professional developments identified based on needs assessments. Items to include- professional reading materials, resources for teachers and staff, manipulative		\$10,000.00
203-01-03	Cherry Hill		Materials and Supplies for incentives for behavior Mgt	Needs Assessment # 7 Incentive items for students for the school wide behavior system- such as games, electronic devices, pens, pencils, candy, etc.		\$7,000.00
203-01-03	Cherry Hill		Uniform fund	Needs Assessment # 8 To ensure that school families all have the ability to have their child in uniform. Uniform tops and bottoms will be purchased with this funding source.		\$3,000.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

203-01-03	Cherry Hill		materials and supplies for Parent Meetings	Needs Assessment #8 This will pay for materials for training and development of family members. Items to be purchased are- handbooks, instructional materials for families to use at home, books for home libraries, paper for printing, educational literature, incentive items such as school uniform shirts.		\$6,000.00
203-01-03	Cherry Hill		Food for parent Meetings	Needs Assessment #8 This will pay for food a the monthly parent meetings	10 meetings X 400/meeting	\$4,000.00
203-01-03	Cherry Hill		supplies for Saturday and After School	Needs Assessment #3 This will pay for consumable items for the extend day. Items such as- instructional games for re-teaching, snacks, paper for printing, pens, pencils, incentives		\$25,000.00
203-01-03	FDHS		materials related to reading interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement reading curriculum- workbooks and student novels		\$20,000.00
203-01-03	FDHS		materials related to Math interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement math curriculum- workbooks and student manipulatives		\$20,000.00
203-01-03	FDHS		Printing and postage cost related to mailings to community of FDHS changes	Needs Assessment #7,8 To inform school community of all ongoing events.	Printing \$1,000 mailings \$5,500 (2500 mailings X \$0.44 X 5)	\$6,500.00
203-01-03	<u>BF@MC</u>		materials related to reading interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement reading curriculum- workbooks and student novels		\$15,000.00
203-01-03	<u>BF@MC</u>		materials related to Math interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement math curriculum- workbooks and student manipulatives		\$15,000.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

203-01-03	BF@MC		Materials for Meet and Greets	Needs Assessment #8 A series of summertime community outreach activities to include "meet and greets" marketing the "New BFHS@MC"- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders. Materials will include promotional items for the school, flyers about new programming, paper to copy flyers and also new student information.		\$1,000.00
203-01-03	BF@MC		Food for Meet and Greets	Needs Assessment #8 A series of summertime community outreach activities to include "meet and greets" marketing the "New BFHS@MC"- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders.	Approximately \$5/person X 200 people	\$1,000.00
Consolidated Total Supplies and Materials						\$135,500.00
202-16-04	LEA		Travel Costs related to mileage	Needs Assessment #9, 10 To ensure support staff will reimbursement for mileage	aprox 217 miles/person (at .51/mile) x 9	\$1,000.00
202-16-04	LEA		Travel to districts to observe turnaround best practices as well as conference fees	Needs Assessment #10 The Turnaround staff will attend national conferences to ensure the continual use of best practices	Location and Provider TBD	\$14,000.00
202-16-03	LEA		Printing	To ensure that SIG grant copies along with other SIG related documents are copied and distributed to district staff.	100 copies (grant and amendments) 500 Pages @ \$0.10 a copy	\$5,000.00
202-16-04			9 Blackberries data plans annual fee	Technology expenses for staff to ensure that all staff are able to use technology to remain efficient in supporting the work.	958 X 9	\$8,622.00
202-16-03	LEA		Food for quarterly meetings	At quarterly data meetings refreshments will be provided.	4 meetings x \$250/meeting	\$1,000.00
203-01-04	Cherry Hill		Mileage and parking	Needs Assessment # 9, 12 to pay for parking so to attend professional workshops		\$10,000.00
203-09-04	Cherry Hill		Professional Conferences	Needs Assessment # 9, 12 to address the need for professional development experiences for staff.	Location and Provider TBD	\$10,000.00
203-01-04	Cherry Hill		Black berries for Staff and data plans	Needs Assessment #10 To provide staff with the materials needed to build organizational capacity.	958/phone and data plan x 9 staff members	\$8,622.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

203-09-04	BF@MC		Harvard: Conference	Needs Assessment #11, 12- The leadership team from Benjamin Franklin High School with central office leaders will spend the week of June 26th at Redesigning High Schools for Improved Instruction to develop strategies to monitor and provide feedback to teachers to improve instruction to increases student achievement.	Harvard Costs \$2,450/person registration Plane Tickets aprox \$250/person Hotel 250/night for 7 nights = \$1750 GSA rate for food in Cambridge 71/day/7days = \$497 4 staff @ \$4,947 each	\$19,788.00
203-09-04	BF@MC		PD with Capturing Kids Hearts: Conference	Needs Assessment # 7,8,9 All staff will be trained in the Capturing Kids' Hearts process, which focuses on the identification of a participant's strengths and weaknesses in developing a plan for personal and professional growth. The focus is to improve the teacher's skills in creating a relational environment for student success.	Fixed cost for implementation of professional development	\$15,000
Condoligated Total Other Charges						\$93,032.00
203-01-03	Cherry Hill		Smart Technologies (SMART technologies such as SMART Boards and Student Response systems)	Needs Assessment #3,4 To ensure teachers are able to provide an engaging enriched curriculum.	Aprox cost of 3,000/board x 5 boards Aprox cost of 500/responses system x 10 response systems	\$30,000.00
203-01-03	Cherry Hill		Student Lab Computers	Needs Assessment #3,4 To ensure teachers are able to provide an engaging enriched curriculum.	Aprox cost of 1,000/computer x 100 computers Aprox cost of 300/printer x 30 printers	\$130,000.00
Consolidated Total Equipment						\$160,000.00
Total LEA Transfer/Indirect Costs						\$211,752.84
Title I 1003(g) Total Requested						\$5,203,479.52

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

Category/Object	District or School	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-16-01	LEA	Salaries & Wages	Turnaround Director	Turnaround Director will work with all SIG II schools	1 FTE \$115,000	\$115,000.00
202-16-01	LEA		Coordinator of Turnaround School Accountability	Coordinator of Turnaround School Accountability will work with all SIG II schools	1 FTE \$115,000	\$115,000.00
202-16-01	LEA		Business Manager	Business Manager will work with all SIG II schools.	1 FTE \$87,000	\$87,000.00
202-16-01	LEA		Operations Specialist	Operations Specialist will work with all SIG II schools	1 FTE \$87,000	\$87,000.00
	LEA		Student Support Services Coordinator	Student Support Services Coordinator will work with SIG II schools and SIG feeder schools. This individual will be paid for out of RTTT funds.	No charge	\$0.00
	LEA		Student Support Services Specialists	The Student Support Services Specialists will work with SIG II schools and SIG feeder schools. These individuals will be paid for out of MSDE RTTT funds.	No charge	\$0.00
	LEA		Breakthrough Center Coordinator of Academic Supports	Breakthrough Center Coordinator of Academic Supports will work with SIG II schools and SIG feeder schools. This individual will be paid for out of RTTT funds.	No charge	\$0.00
202-16-01	LEA		Math Intervention Specialist	Math Intervention Specialist will work with all SIG II schools.	1 FTE \$87,000	\$87,000.00
202-16-01	LEA		Literacy Intervention Specialist	Literacy Intervention Specialist will work with SIG II schools.	1 FTE \$87,000	\$87,000.00
202-15-01	Cherry Hill	Salaries & Wages	Assistant Principal for Data and Assessment	Needs Assessment# 4, 5,6 this individual will work with staff to ensure the effective use of data and assessments. The individual will work one day a week at other schools	.7 FTE of Salary x 111,547	\$78,082.90
203-01-01	Cherry Hill		Cherry Hill Instructional Performance Coach (mentor)	Needs Assessment# 4, 5, 6 this full time individual will be a mentor for all staff in the building	1 FTE X 101,079	\$101,079.00
203-09-01	Cherry Hill		Stipends for Staff for Summer PD	Needs Assessment # 4, 5,6,7,9 professional development activities that will ensure that all staff are familiar with the Friendship Model	60 hours x 49 Staff X \$30/hour	\$88,200.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

203-01-01	Cherry Hill		Stipends for Saturday/after school programs	Needs Assessment # 2, 9 To increase time and task of students, and to create a safe learning environment outside of the regular school hours.	100 hours x 10 teachers x \$30/hour	\$30,000.00
202-15-01	Cherry Hill		Principal Bonus	Needs Assessment #1 The principal will receive a bonus for meeting the targets set for their school.	Flat Rate of 12,000	\$12,000.00
202-15-01	Cherry Hill		Staff Incentive Pay	Needs Assessment #2 If the school meets the targeted benchmarks for year 1 and returns to the school for year 2 they will receive incentive pay.	6 para x 1600 39 additional staff x 2500. Total adjusted by 50% which will be paid for by MSDE through RTTT funds for incentives for teachers in low performing schools.	\$53,550.00
202-15-01	FDHS		2 Data Coaches	Needs Assessments # 3, 4, 5, 6 Data Coaches will provide support to the school leadership and to the teachers and manage the interventionists to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills while meeting the needs of individual learners.	2 FTE X \$111,547	\$223,094.00
203-01-01	FDHS		2 Reading Specialist	Needs Assessments # 3, 4, 5, 6 Reading Specialists who will focus both on the RIZE results as well as other indicators	2FTE X \$83,308	\$166,616.00
203-01-01	FDHS		Math Interventionist	Needs Assessments # 3, 4, 5, 6 Math Interventionist who will focus both on the benchmark assessment results as well as other indicators	1 FTE X \$83,308	\$83,308.00
207-00-01	FDHS		1 Social Worker	Needs Assessment #10 An additional Social Worker will be hired to facilitate the SST process and RTI for the students.	1 FTE X \$92,512	\$92,512.00
202-15-01	FDHS		1 Educational Associate 12 Month / Mentor Coordinator	Needs Assessment #10 Mentor coordinator will develop a cohort of mentors and coordinate the mentoring services for students	1 FTE X \$121,086	\$121,086.00
203-01-01	FDHS		Extended Day Cost	Needs Assessment #2 All Staff will stay an additional 45minutes thus increasing their salary by 10.9%	\$7,111,528 X 10.9% Total adjusted by 50% which will be paid for by MSDE	\$387,578.28
203-09-01	FDHS		Summer PD Cost	Needs Assessment #2 All Staff will attend an additional 5 days of professional development throughout the school year, primarily concentrated in the summer	20 para X 7hr a day @ \$21 x 5 days 80 additional staff X 7hr a day @ \$30 X 5 days	\$98,700.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

				months.		
202-15-01	FDHS		Incentive Pay for Staff	Needs Assessment #2 If the school meets the targeted benchmarks for year 1 and returns to the school for year 2 they will receive incentive pay.	20 para x 1600 80additional staff x 2500. Total adjusted by 50% which will be paid for by MSDE through RTTT funds for incentives for teachers in low performing schools.	\$116,000.00
202-15-01	FDHS		Principal Bonus	Needs Assessment #1 The principal will receive a bonus for meeting the targets set for their school.	Flat Rate of 12,000	\$12,000.00
202-15-01	<u>BF@MC</u>	Salaries & Wages	Data Coach	Needs Assessments # 3, 4, 5, 6 Data Coaches will provide support to the school leadership and to the teachers and manage the interventionists to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills while meeting the needs of individual learners.	1FTE X \$111,547	\$111,547.00
203-01-01	<u>BF@MC</u>		Reading Specialist	Needs Assessments # 3, 4, 5, 6 Reading Specialists who will focus both on the RIZE results as well as other indicators	1FTE X \$83,308	\$83,308.00
203-01-01	<u>BF@MC</u>		Math Interventionist	Needs Assessments # 3, 4, 5, 6 Math Interventionist who will focus on benchmark assessment results as well as other indicators	1 FTE X \$83,308	\$83,308.00
203-01-01	<u>BF@MC</u>		1 Educational Associate 12 Month - to coordinate Learning to work	Needs Assessment # 4,5 The Learning to Work Coordinator will ensure that the curriculum is developed and implemented for Learning to Work which is an essential element of 4+1. Relationships will be developed that provide students will work experiences during their time at Ben Franklin.	1 FTE X \$96,557	\$96,557.00
203-01-01	<u>BF@MC</u>		4 Learning to work teachers	Needs Assessment # 4, 5, 8 To engage students in learning to work. Additional staff needed to provide a rigorous learning to work experience for all students.	4 FTE x \$77,479	\$309,916.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

203-01-01	BF@MC	Stipends	Summer Curriculum Team	Needs Assessment #4, 5 Lead teachers will come in during July to work collaboratively to modify curriculum maps for the coming school year.	5 teachers 7hrs a day @ \$30.00 for 10 days	\$10,500.00
203-10-01	BF@MC	Stipends	Summer Guidance Team	Summer Needs Assessment# 5, 8 A team of Guidance Counselors will complete a comprehensive transcript review for every child to ensure that they all have the necessary course sequence for graduation.	5 counselors 7hrs a day @ \$30.00 for 10 days	\$10,500.00
203-01-01	BF@MC	Stipends	Summer PD Cost	Needs Assessment #2 All Staff will attend an additional 5 days of professional development throughout the school year, primarily concentrated in the summer months.	35 Staff 7hr a day @ \$30.00 for 5 days	\$36,750.00
202-15-01	BF@MC		Incentive Pay for Staff	Needs Assessment #2 If the school meets the targeted benchmarks for year 1 and returns to the school for year 2 they will receive incentive pay.	7para x 1600 23 additional staff x 2500. Total adjusted by 50% which will be paid for by MSDE through RTTT funds for incentives for teachers in low performing schools.	\$34,350.00
202-15-01	BF@MC		Principal Bonus	Needs Assessment #1 The principal will receive a bonus for meeting the targets set for their school.	Flat Rate of 12,000	\$12,000.00
Consolidated Total Salaries/Wages						\$3,030,542.18
212-	LEA	Benefits	Turnaround Director	Fringe Benefit for Turnaround Director	\$115,000 x 22% + \$13,913	\$39,213.00
212-	LEA		Coordinator of Turnaround School Accountability	Fringe Benefit for Coordinators of Turnaround School Accountability	\$115,000 x 22% + \$13,913	\$39,213.00
212-	LEA		Business Manager	Fringe Benefit for Business Manager	\$87,000 x 22% + \$13,913	\$33,053.00
212-	LEA		Operations Specialist	Fringe Benefit for Operations Specialist	\$87,000 x 22% + \$13,913	\$33,053.00
212-	LEA		Student Support Services Coordinator	No charge for Benefits	No Charge	\$0.00
212-	LEA		Student Support Services Specialists	No charge for Benefits	No charge	\$0.00
212-	LEA		Breakthrough Center Coordinator of Academic Supports	No charge for Benefits	No charge	\$0.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

212-	LEA		Math Intervention Specialist	Fringe Benefit for Math Intervention Specialist	\$87,000 x 22% + \$13,913	\$33,053.00
212-	LEA		Reading Intervention Specialist	Fringe Benefit for Reading Intervention Specialist	\$87,000 x 22% + \$13,913	\$33,053.00
212-	Cherry Hill	Benefits	Assistant Principal for Data and Assessment	Fringe Benefit for Assistant Principal for Data and Assessment	\$78,082.90 x 22% + \$13,913	\$31,091.24
212-	Cherry Hill	Benefits	Cherry Hill Instructional Performance Coach (mentor)	Fringe Benefit for Cherry Hill Instructional Performance Coach (mentor)	\$101,079 x 22% + \$13,913	\$36,150.38
212-	Cherry Hill	FICA	Stipends for Staff for Summer PD	FICA for Stipends for Staff for Summer PD	\$88,200 x 7.65%	\$6,747.30
212-	Cherry Hill	FICA	Stipends for Saturday/afterschool programs	FICA for Stipends for Saturday/afterschool programs	\$30,000 X 7.65%	\$2,295.00
212-	Cherry Hill	FICA	Principal Incentive	FICA for Principal Incentive	\$12,000 X 7.65%	\$918.00
212-	Cherry Hill	FICA	Staff Incentive Pay	FICA for Staff Incentive Pay	\$53,550 x 7.65%	\$4,096.58
212-	FDHS		2 Data Coaches	Fringe benefit for 2 Data Coaches	\$13,913 + 22% of salary	\$62,993.68
212-	FDHS		2 Reading Specialist	Fringe Benefit for 2 Reading Specialist	\$13,913 + 22% of salary	\$50,568.52
212-	FDHS		Math Interventionist	Fringe Benefit for Math Interventionist	\$13,913 + 22% of salary	\$32,240.76
212-	FDHS		1 Social Worker	Fringe Benefit for 1 Social Worker	\$13,913 + 22% of salary	\$34,265.64
212-	FDHS		1 Mentor Coordinator	Fringe Benefit for 1 Mentor Coordinator	\$13,913 + 22% of salary	\$40,551.92
212-	FDHS		Extended Day Cost	FICA for Extended Day Cost	\$387,578.28 X 7.65%	\$29,649.72
212-	FDHS		Summer PD Cost	FICA for Summer PD Cost	\$98,700 X 7.65%	\$7,550.55
212-	FDHS		Staff Incentive Pay	FICA for Staff Incentive Pay	\$116,000 x 7.65	\$8,874.00
212-	FDHS		Principal Incentive	FICA for Principal Incentive	\$12,000 X 7.65%	\$918.00
212-	BF@MC	Benefits	Data Coach	Fringe Benefit for Data Coach	\$111,547 x 22% + \$13,913	\$38,453.34
212-	BF@MC	Benefits	Reading Specialist	Fringe Benefit for Reading Specialist	\$83,308 x 22% + \$13,913	\$32,240.76
212-	BF@MC	Benefits	Math Interventionist	Fringe Benefit for Math Interventionist	\$83,308 x 22% + \$13,913	\$32,240.76
212-	BF@MC	Benefits	1 Educational Associate 12 Month	Fringe benefit for 1 Educational Associate 12 Month	\$96,557 x 22% + \$13,913	\$35,155.54
212-	BF@MC	Benefits	4 Learning to work teachers	Fringe Benefit for 4 Learning to work teachers	\$309,916 x 22% + \$13,913	\$82,094.52
212-	BF@MC	FICA	Summer Curriculum Team	FICA Summer Curriculum Team	\$10,500 x 7.65%	\$803.25
212-	BF@MC	FICA	Summer Counselors	FICA for Summer Counselors	\$10,500 x 7.65%	\$803.25
212-	BF@MC	FICA	Summer PD Cost	FICA for Summer PD Cost	\$36,750 x 7.65%	\$2,811.38
212-	BF@MC	FICA	Incentive Pay for Staff	FICA for Incentive Pay for Staff	\$34,350 x 7.65%	\$2,627.78
212-	BF@MC	FICA	Principal Incentive	FICA for Principal Incentive	\$12,000 x 7.65%	\$918.00
Consolidated Total Fixed Charges						\$787,697.85

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

202-16-02	LEA	Contracts	Consultant Services for identified professional development needs	Needs Assessment #9, 10, 11 This professional development funding will be used to complete targeted professional developments at each school per quarter. The topics will be determined by the Academic and Student Support Specialists.	Four sessions for each school at \$800.00 per session	\$9,600.00
202-16-02	LEA		Consultant services for development of project management process	Needs Assessment #10 We will access support services to ensure that the management of the Turnaround Process is effective.	\$25,000 for three Schools and the District	\$25,000.00
203-01-02	Cherry Hill		Contractual Services -Friendship Public Charter Schools-Staff Salaries	Needs Assessment #11, 12 Partial payment of the following salaries, Deputy Chief Academic Officer, Director of Operations, Baltimore Lead Coach, FPCS Title I Compliance Officer, Director of PLCs, FPCS Budget Lead, Director of Instruction, FPCS Chief Academic Officer, FPCS Senior Project Manager	Breakdown: Deputy Chief Academic Officer (0.5 FTE) Chris Maher 84,075 , Director of Operations (0.5)FTE Katherine Reed 48,975, Baltimore Lead Coach (0.5) Domari Dickinson 44,250, Title I Compliance (.05) Tamika Maultsby 5,900, Director of PLCs (.10) Dan Byerly 9,440, Director of Coaching (.10) Tovah Koplou 11,210, Budget Lead (.05) Billy Horn 7,900, Director of Instruction (0.8) VACANT 96,000, Chief Academic Officer (.05) Michael Cordell 8,750, Senior Manager (.05) James Waller 8,000	\$324,500.00
203-01-02	Cherry Hill		Friendship Operations	Needs Assessment # contract with Friendship schools to provide the following, reading and math support, turnaround principal coaching, data coaching, Lee Cantor Behavior Mgt, Registration for Harvard's National Center on Urban Leadership, Performance Series Assessment, Parent Engagement stipend for community support person		\$155,000.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

203-01-02	Cherry Hill		Friendship Costs	Convocation and Teacher of the Year events hosted by Friendship Schools Costs for all staff to attend		\$50,000.00
203-01-02	Cherry Hill		Friendship Costs	Summer Professional Learning Community Meeting for Instructional Leadership Team		\$20,000.00
					<p>Total for Out of State trips (grades 6-8): \$25,000 as follows: A. Bus transportation Total \$9,600 for three trips (\$3200 a trip, 1 trip per grade level) B. Food total \$4,400: 8th grade trip(40 participants for 7 meals for three-day-trip = 280 meals @ \$10.00 each = \$2,800, 6th and 7th grade trip = 80 participants for 2 meals for one day trip = 160 meals @ 10.00 = \$,1600) C. Museum and sight seeing allowance: \$3,000 (40 people per trip x 3 trips = 120, 120 x \$25 = 3000) D. Hotel accommodations, 8th grade trip: \$8000 (35 students + 5 adult chaperones, 20 hotel rooms at \$200 a room = \$4,000 per night for two nights Local college field trips: \$5,000: A.(yellow bus transportation \$4,000 (\$1,000 per bus. Two buses each for grades Pre K - 2 and grades 3-5, Each have 75 students and 15 adults) B. Food (snacks for 180 people)</p>	
209-26-02	Cherry Hill		Transportation and associated cost for out of state and local college trips	Transportation and associated cost for out of state and local college trips	Needs Assessment #4 Students will have the opportunity to see the steps for being able to go to college	\$30,000.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

203-01-02	FDHS		Community Resource Liaison	Needs Assessment #7,8 A Community Organization will be contracted with to provide resources to the school around Attendance, Resources, Parent Engagement, and Community Organizations.	Contract with Community Based organization	\$60,727.00
203-01-02	FDHS		MAP Testing	Needs Assessment #3, 6- Map testing will be administered in addition to City Benchmarks as it is norm referenced test that can be used to target specific skill gap areas.	23.51/student x 951 students	\$22,358.01
203-01-02	FDHS		Contractual Services with EdWorks	Needs Assessment #6,7,8,9 Edworks will be contracted with to support the implementation of the plan that they created with the school community during their planning year.		\$250,000.00
209-26-02	FDHS		Transportation	Needs Assessment # 4 Enrichment and college trips	4 buses X 400 x 6 events	\$9,600.00
203-01-02	BF@MC		Community Resource Liaison	Needs Assessment #7,8 A Community Organization will be contracted with to provide resources to the school around Attendance, Resources, Parent Engagement, and Community Organizations.	Contract with Community Based organization	\$101,368.64
203-09-02	BF@MC		Towson University	Needs Assessment #5, 9 This professional development will enhance the instructional programming for students. Teachers will receive instruction from the education department at Towson University and earn 4 graduate credits in "Reading and Writing in the Content Area."		\$20,000.00
203-01-02	BF@MC		Mental Health Clinician	Needs Assessment #10 An additional Mental Health Clinician will be hired to facilitate the SST process and RTI for the students.		\$86,136.00
Consolidated Total Contracted Services						\$1,164,289.65
202-16-03	LEA		Office Supplies- binders, paper, file folders, pens, pencils, toner, etc	Office supplies needed to operate the Turnaround Office efficiently.		\$2,000.00
202-16-03	LEA		PD Materials	Needs Assessment # 9, 10, 11 materials needed for professional developments identified based on needs assessments. Items to include- professional reading materials, resources for teachers and staff, manipulative		\$10,000.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

203-01-03	Cherry Hill		Materials and Supplies for incentives for behavior Mgt	Needs Assessment # 7 Incentive items for students for the school wide behavior system- such as games, electronic devices, pens, pencils, candy, etc.		\$7,000.00
203-01-03	Cherry Hill		Uniform fund	Needs Assessment # 8 To ensure that school families all have the ability to have their child in uniform. Uniform tops and bottoms will be purchased with this funding source.		\$3,000.00
203-01-03	Cherry Hill		materials and supplies for Parent Meetings	Needs Assessment #8 This will pay for materials for training and development of family members. Items to be purchased are- handbooks, instructional materials for families to use at home, books for home libraries, paper for printing, educational literature, incentive items such as school uniform shirts.		\$6,000.00
203-01-03	Cherry Hill		Food for parent Meetings	Needs Assessment #8 This will pay for food a the monthly parent meetings	10 meetings X 400/meeting	\$4,000.00
203-01-03	Cherry Hill		supplies for Saturday and After School	Needs Assessment #3 This will pay for consumable items for the extend day. Items such as- instructional games for re-teaching, snacks, paper for printing, pens, pencils, incentives		\$25,000.00
203-01-03	FDHS		materials related to reading interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement reading curriculum- workbooks and student novels		\$20,000.00
203-01-03	FDHS		materials related to Math interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement math curriculum- workbooks and student manipulative		\$20,000.00
203-01-03	FDHS		Printing and postage cost related to mailings to community of FDHS changes	Needs Assessment #7,8 To inform school community of all ongoing events.	Printing \$1,000 mailings \$5,500 (2500 mailings X \$0.44 X 5)	\$6,500.00
203-01-03	BF@MC		materials related to reading interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement reading curriculum- workbooks and student novels		\$15,000.00
203-01-03	BF@MC		materials related to Math interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement math curriculum- workbooks and student manipulative		\$15,000.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

203-01-03	BF@MC		Materials for Meet and Greets	Needs Assessment #8 A series of summertime community outreach activities to include "meet and greets" marketing the "New BFHS@MC"- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders. Materials will include promotional items for the school, flyers about new programming, paper to copy flyers and also new student information.		\$1,000.00
203-01-03	BF@MC		Food for Meet and Greets	Needs Assessment #8 A series of summertime community outreach activities to include "meet and greets" marketing the "New BFHS@MC"- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders.	aprox \$5/person x 200 people	\$1,000.00
Consolidated Total Supplies and Materials						\$135,500.00
202-16-04	LEA		Travel Costs related to mileage	Needs Assessment #9, 10 To ensure support staff will reimbursement for mileage	aprox 217 miles/person (at .51/mile) x 9	\$1,000.00
202-16-04	LEA		Travel to districts to observe turnaround best practices as well as conference fees	Needs Assessment #10 The Turnaround staff will attend national conferences to ensure the continual use of best practices	Location and Provider TBD	\$14,000.00
202-16-03	LEA		Printing	To ensure that SIG grant copies along with other SIG related documents are copied and distributed to district staff.	100 copies (grant and amendments) 500 Pages @ \$0.10 a copy	\$5,000.00
202-16-04			9 Blackberries data plans annual fee	Technology expenses for staff to ensure that all staff are able to use technology to remain efficient in supporting the work.	958 X 9	\$8,622.00
202-16-03	LEA		Food for quarterly meetings	At quarterly data meetings refreshments will be provided.	4 meetings x \$250/meeting	\$1,000.00
203-01-04	Cherry Hill		Mileage and parking	Needs Assessment # 9, 12 to pay for parking so to attend professional workshops		\$10,000.00
203-09-04	Cherry Hill		Professional Conferences	Needs Assessment # 9, 12 to address the need for professional development experiences for staff.	Location and Provider TBD	\$10,000.00
203-01-04	Cherry Hill		Black berries for Staff and data plans	Needs Assessment #10 To provide staff with the materials needed to build organizational capacity.	958/phone and data plan x 9 staff members	\$8,622.00

Title I 1003(g) School Improvement Grant
Consolidated LEA and School Budgets for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

203-09-04	BF@MC		Harvard: Conference	Needs Assessment #11, 12- The leadership team from Benjamin Franklin High School with central office leaders will spend the week of June 26th at Redesigning High Schools for Improved Instruction to develop strategies to monitor and provide feedback to teachers to improve instruction to increase student achievement.	Harvard Costs \$2,450/person registrationPlane Tickets aprox \$250/person Hotel 250/night for 7 nights = \$1750GSA rate for food in Cambridge 71/day/7days = \$4974 staff @ \$4,947 each	\$19,788.00
203-09-04	BF@MC		PD with Capturing Kids Hearts: Conference	Needs Assessment # 7, 8, 9All staff will be trained in the Capturing Kids' Hearts process, which focuses on the identification of a participant's strengths and weaknesses in developing a plan for personal and professional growth. The focus is to improve the teacher's skills in creating a relational environment for student success.	Fixed cost for implementation of professional development	\$15,000
Consolidated Total Other Charges						\$93,032.00
203-01-03	Cherry Hill		Smart Technologies (SMART technologies such as SMART Boards and Student Response systems)	Needs Assessment #3,4 To ensure teachers are able to provide an engaging enriched curriculum.	Aprox cost of 3,000/board x 5 boards Aprox cost of 500/responses system x 10 response systems	\$30,000.00
203-01-03	Cherry Hill		Student Lab Computers	Needs Assessment #3,4 To ensure teachers are able to provide an engaging enriched curriculum.	Aprox cost of 1,000/computer x 130 computers	\$130,000.00
Consolidated Total Equipment						\$160,000.00
Total LEA Transfer/Indirect Costs						\$227,844.52
Title I 1003(g) Total Requested						\$5,598,906.20

Title I 1003(g) School Improvement Grant
LEA Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2011

Category/Object	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-16-01	Salaries & Wages	Turnaround Director	Turnaround Director will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II and 1/2 or 50% will be charged to SIG I	1 FTE \$115,000 / by 2 = 50% OF SALARY	\$57,500.00
202-16-01	Salaries & Wages	Coordinator of Turnaround School Accountability	Coordinator of Turnaround School Accountability will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II and 1/2 or 50% will be charged to SIG I	1 FTE \$115,000 / by 2 = 50% OF SALARY	\$57,500.00
202-16-01	Salaries & Wages	Business Manager	Business Manager will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II and 1/2 or 50% will be charged to SIG I	1 FTE \$87,000 / by 2 = 50% OF SALARY	43,500.00
202-16-01	Salaries & Wages	Operations Specialist	Operations Specialist will be funded 50% FSF and 50% SIG will work with all SIG I and SIG II schools, thus 1/2 of the remaining 50% individual's time will be charged to SIG II and 1/2 or 50% will be charged to SIG I.	1 FTE \$87,000 / 4 = 25% OF SALARY	\$21,750.00
202-15-01	Salaries & Wages	Data Coach	Needs Assessments # 3, 4, 5, 6 Data Coach will provide support to the school leadership and to the teachers and manage the interventionists to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills while meeting the needs of individual learners.	1 FTE X \$111,547	\$111,547.00

Title I 1003(g) School Improvement Grant
LEA Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2011

202-15-01	Salaries & Wages	Principal Incentive	Needs Assessment #1 The principal will be hired by April and between May-June will work in the current school and at conferences to prepare for the Turnaround of Cherry Hill. This is for pre-implementation	15 days at \$800 a day	\$12,000.00
202-15-01	Salaries & Wages	Principal Incentive	Needs Assessment #1 The principal will be hired by April and between May-June will work in the current school and at conferences to prepare for the Turnaround of Frederick Douglass.	15 days at \$800 a day	\$12,000.00
202-15-01	Salaries & Wages	Principal Incentive	Needs Assessment #1 The principal will be hired by April and between May-June will work 15 days in the current school and at conferences to prepare for the Turnaround of BF@MC.	15 days at \$800 a day	\$12,000.00
	Salaries & Wages	Student Support Services Coordinator	Student Support Services Coordinator will work with all SIG I and SIG II schools and SIG feeder schools. This individual will be paid for out of RTTT funds.	No charge	\$0.00
	Salaries & Wages	Student Support Services Specialists	The Student Support Services Specialists will work with all SIG I and SIG II schools and SIG feeder schools. These individuals will be paid for out of MSDE RTTT funds.	No charge	\$0.00
	Salaries & Wages	Breakthrough Center Coordinator of Academic Supports	Breakthrough Center Coordinator of Academic Supports will work with all SIG I and SIG II schools and SIG feeder schools. This individual will be paid for out of RTTT funds.	No charge	\$0.00
202-16-01	Salaries & Wages	Math Intervention Specialist	Math Intervention Specialist will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II.	1 FTE \$87,000 / by 2 = 50% OF SALARY	\$43,500.00

Title I 1003(g) School Improvement Grant
LEA Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2011

202-16-01	Salaries & Wages	Literacy Intervention Specialist	Literacy Intervention Specialist will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II.	1 FTE \$87,000 / by 2 = 50% OF SALARY	\$43,500.00
Total Salaries/Wages					\$414,797.00
212-	Benefits	Turnaround Director	Fringe Benefit for Turnaround Director	\$57,000 x 22% + \$13,913	\$26,453.00
212-	Benefits	Coordinator of Turnaround School Accountability	Fringe Benefit for Coordinators of Turnaround School Accountability	\$57,000 x 22% + \$13,913	\$26,453.00
212-	Benefits	Business Manager	Fringe Benefit for Business Manager	\$43,500 x 22% + \$13,913	\$23,483.00
212-	Benefits	Operations Specialist	Fringe Benefit for Operations Specialist	\$21,750 x 22% + \$13,913	\$18,698.00
212-	Benefits	1 Data Coach-FDHS	Fringe benefit for 1 Data Coach	\$13,913 + 22% of salary	\$38,453.34
212-	FICA	FICA for Principal Incentive	Cherry Hill	\$12,000 X 7.65%	\$918.00
212-	FICA	FICA for Principal Incentive	Frederick Douglass	\$12,000 X 7.65%	\$918.00
212-	FICA	FICA for Principal Incentive	Benjamin Franklin	\$12,000 X 7.65%	\$918.00
212-	Benefits	Assistant Principal for Data and Assessment-Cherry Hill	Fringe Benefit for Assistant Principal for Data and Assessment	\$78,082.90 x 22% + \$13,913	\$31,091.24
212-	FICA	Stipends for Staff for Summer PD	FICA for Stipends for Staff for Summer PD Per Implementation	\$155,400 x 7.65%	\$11,888.10
212-	FICA	FICA	Summer Curriculum Team	\$10,500 x 7.65%	\$803.25
212-	FICA	FICA	Summer Curriculum Team	\$10,500 x 7.65%	\$803.25
212-	FICA	FICA	Stipends for Saturday/ After school programs	\$30,000 x 7.65%	\$2,295.00
212-	Benefits	Breakthrough Center Coordinator of Academic Supports	No charge for Benefits	No charge	\$0.00
212-	Benefits	Math Intervention Specialist	Fringe Benefit for Math Intervention Specialist	\$43,500 x 22% + \$13,913	\$23,483.00
212-	Benefits	Reading Intervention Specialist	Fringe Benefit for Reading Intervention Specialist	\$43,500 x 22% + \$13,913	\$23,483.00
Total Fixed Charges					\$230,141.00

Title I 1003(g) School Improvement Grant
LEA Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2011

202-16-02	Contracts	Consultant Services for identified professional development needs	Needs Assessment #9, 10, 11 This professional development funding will be used to complete targeted professional developments at each school per quarter. The topics will be determined by the Academic and Student Support Specialists.	Four sessions for each school at \$800.00 per session	\$9,600.00
202-16-02	Contracts	Consultant services for development of project management process	Needs Assessment #10 We will access support services to ensure that the management of the Turnaround Process is effective.	\$25,000 for three Schools and the District	\$25,000.00
202-16-03	Contracts	Printing	To ensure that SIG grant copies along with other SIG related documents are copied and distributed to district staff.	50 copies (grant and amendments) 250 Pages @ \$0.10 a copy	\$2,500.00
Total Contracted Services					\$37,100.00
202-16-03	Materials/ Supplies	Office Supplies- binders, paper, file folders, pens, pencils, toner, etc	Office supplies needed to operate the Turnaround Office efficiently.		\$2,000.00
202-16-03	Materials/ Supplies	PD Materials	Needs Assessment # 9, 10, 11 materials needed for professional developments identified based on needs assessments. Items to include- professional reading materials, resources for teachers and staff, manipulative		\$10,000.00
202-16-03	Materials/ Supplies	Food for quarterly meetings	At quarterly data meetings refreshments will be provided.	4 meetings x \$250/meeting	\$1,000.00
202-16-03	Materials/ Supplies	Computers/Technology- 9 I Pads, 9 Blackberries, 9 laptops, 2 LCD projectors, 1 color printer, 1 black and white printer	Technology expenses for staff to ensure that all staff are able to use technology to remain efficient in supporting the work.		\$29,459.00
Total Supplies and Materials					\$42,459.00

Title I 1003(g) School Improvement Grant
LEA Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2011

202-16-04	Other	Travel Costs related to mileage	Needs Assessment #9, 10 To ensure support staff will reimbursement for mileage	aprox 217 miles/person (at .51/mile) x 9	\$1,000.00
202-16-04	Other	Travel to districts to observe turnaround best practices as well as conference fees	Needs Assessment #10 The Turnaround staff will attend national conferences to ensure the continual use of best practices	Location and Provider TBD	\$5,000.00
202-16-04	Other	Attendance at Redesigning High Schools at Harvard	Needs Assessment #10 The turnaround specialists with school based staff to ensure that plans continue to be updated based on best practices	\$4947 X 2 Coordinators	\$9,894.00
202-16-04	Other	Phone lines	Phone lines needed to operate the Turnaround Office efficiently.		\$2,000.00
Total Other Charges					\$17,894.00
Total LEA Transfer/Indirect costs					\$191,365.00
Title I 1003(g) Total Requested					\$933,756.00

Title I 1003(g) School Improvement Grant
LEA Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

Category/Object	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-16-01	Salaries & Wages	Turnaround Director	Turnaround Director will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II and 1/2 or 50% will be charged to SIG I	1 FTE \$115,000 / by 2	\$57,500.00
202-16-01		Coordinator of Turnaround School Accountability	Coordinator of Turnaround School Accountability will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II and 1/2 or 50% will be charged to SIG I	1 FTE \$115,000 / by 2	\$57,500.00
202-16-01		Business Manager	Business Manager will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II and 1/2 or 50% will be charged to SIG I	1 FTE \$87,000 / by 2	\$43,500.00
202-16-01		Operations Specialist	Operations Specialist will be funded 50% FSF and 50% SIG will work with all SIG I and SIG II schools, thus 1/2 of the remaining 50% individual's time will be charged to SIG II and 1/2 or 50% will be charged to SIG I.	1 FTE \$87,000 / by 50%/50%	\$21,750.00
		Student Support Services Coordinator	Student Support Services Coordinator will work with all SIG I and SIG II schools and SIG feeder schools. This individual will be paid for out of RTTT funds.	No charge	\$0.00

Title I 1003(g) School Improvement Grant
LEA Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

		Student Support Services Specialists	The Student Support Services Specialists will work with all SIG I and SIG II schools and SIG feeder schools. These individuals will be paid for out of MSDE RTTT funds.	No charge	\$0.00
		Breakthrough Center Coordinator of Academic Supports	Breakthrough Center Coordinator of Academic Supports will work with all SIG I and SIG II schools and SIG feeder schools. This individual will be paid for out of RTTT funds.	No charge	\$0.00
202-16-01		Math Intervention Specialist	Math Intervention Specialist will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II.	1 FTE \$87,000 / by 2	\$43,500.00
202-16-01		Literacy Intervention Specialist	Literacy Intervention Specialist will work with all SIG I and SIG II schools, thus 1/2 of the individual's time will be charged to SIG II.	1 FTE \$87,000 / by 2	\$43,500.00
Total Salaries/Wages					\$267,250.00
212-	Benefits	Turnaround Director	Fringe Benefit for Turnaround Director	$\$57,000 \times 22\% + \$13,913$	$\$26,453.00$
212-		Coordinator of Turnaround School Accountability	Fringe Benefit for Coordinators of Turnaround School Accountability	$\$57,000 \times 22\% + \$13,913$	$\$26,453.00$
212-		Business Manager	Fringe Benefit for Business Manager	$\$43,500 \times 22\% + \$13,913$	$\$23,483.00$
212-		Operations Specialist	Fringe Benefit for Operations Specialist	$\$21,750 \times 22\% + \$13,913$	$\$18,698.00$
		Student Support Services Coordinator	No charge for Benefits	No Charge	\$0.00
		Student Support Services Specialists	No charge for Benefits	No charge	\$0.00

Title I 1003(g) School Improvement Grant
LEA Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

		Breakthrough Center Coordinator of Academic Supports	No charge for Benefits	No charge	\$0.00
212-		Math Intervention Specialist	Fringe Benefit for Math Intervention Specialist	\$43,500x 22% + \$13,913	\$23,483.00
212-		Reading Intervention Specialist	Fringe Benefit for Reading Intervention Specialist	\$43,500x 22% + \$13,913	\$23,483.00
Total Fixed Charges					\$142,053.00
202-16-02		Consultant Services for identified professional development needs	Needs Assessment #9, 10, 11 This professional development funding will be used to complete targeted professional developments at each school per quarter. The topics will be determined by the Academic and Student Support Specialists.	Four sessions for each school at \$800.00 per session	\$9,600.00
202-16-02		Consultant services for development of project management process	Needs Assessment #10 We will access support services to ensure that the management of the Turnaround Process is effective.	\$25,000 for three Schools and the District	\$25,000.00
Total Contracted Services					\$34,600.00
202-16-03		Office Supplies- binders, paper, file folders, pens, pencils, toner, etc	Office supplies needed to operate the Turnaround Office efficiently.		\$2,000.00
202-16-03		PD Materials	Needs Assessment # 9, 10, 11 materials needed for professional developments identified based on needs assessments. Items to include- professional reading materials, resources for teachers and staff, manipulative		\$10,000.00
Total Supplies and Materials					\$12,000.00
202-16-04		Travel Costs related to mileage	Needs Assessment #9, 10 To ensure support staff will reimbursement for mileage	aprox 217 miles/person (at .51/mile) x 9	\$1,000.00
202-16-04		Travel to districts to observe turnaround best practices as well as conference fees	Needs Assessment #10 The Turnaround staff will attend national conferences to ensure the continual use of best practices	Location and Provider TBD	\$14,000.00

Title I 1003(g) School Improvement Grant
LEA Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2012

202-16-03		Printing	To ensure that SIG grant copies along with other SIG related documents are copied and distributed to district staff.	100 copies (grant and amendments) 500 Pages @ \$.10 a copy	\$5,000.00
202-16-03		Food for quarterly meetings	At quarterly data meetings refreshments will be provided.	4 meetings x \$250/meeting	\$1,000.00
202-16-04		9 Blackberries data plans annual fee	Technology expenses for staff to ensure that all staff are able to use technology to remain efficient in supporting the work.	958 X 9	\$8,622.00
Total Other Charges					\$29,622.00
Total Equipment					\$0.00
Total LEA Transfer/Indirect costs					\$211,752.84
Title I 1003(g) Total Requested					\$697,277.84

Title I 1003(g) School Improvement Grant
LEA Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

Category/Object	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-16-01	Salaries & Wages	Turnaround Director	Turnaround Director will work with SIG II schools only during this year.	1 FTE \$115,000	\$115,000.00
202-16-01		Coordinator of Turnaround School Accountability	Coordinator of Turnaround School Accountability.	1 FTE \$115,000	\$115,000.00
202-16-01		Business Manager	Business Manager will work with fiscal responsibilities for Turnaround office and schools.	1 FTE \$87,000	\$87,000.00
202-16-01		Operations Specialist	Operations Specialist will work with	1 FTE \$87,000	\$87,000.00
		Student Support Services Coordinator	Student Support Services Coordinator will work with all SIG II schools and SIG feeder schools. This individual will be paid for out of RTTT funds.	No charge	\$0.00
		Student Support Services Specialists	The Student Support Services Specialists will work with all SIG II schools and SIG feeder schools. These individuals will be paid for out of MSDE RTTT funds.	No charge	\$0.00
		Breakthrough Center Coordinator of Academic Supports	Breakthrough Center Coordinator of Academic Supports will work with all SIG II schools and SIG feeder schools. This individual will be paid for out of RTTT funds.	No charge	\$0.00
202-16-01		Math Intervention Specialist	Math Intervention Specialist will work with all SIG II schools	1 FTE \$87,000	\$87,000.00
202-16-01		Literacy Intervention Specialist	Literacy Intervention Specialist will work with all SIG II	1 FTE \$87,000	\$87,000.00
Total Salaries/Wages					\$578,000.00

Title I 1003(g) School Improvement Grant
LEA Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

212-	Benefits	Turnaround Director	Fringe Benefit for Turnaround Director	\$115,000 x 22% + \$13,913	\$39,213.00
212-		Coordinator of Turnaround School Accountability	Fringe Benefit for Coordinators of Turnaround School Accountability	\$115,000 x 22% + \$13,913	\$39,213.00
212-		Business Manager	Fringe Benefit for Business Manager	\$87,000 x 22% + \$13,913	\$33,053.00
212-		Operations Specialist	Fringe Benefit for Operations Specialist	\$87,000 x 22% + \$13,913	\$33,053.00
		Student Support Services Coordinator	No charge for Benefits	No Charge	\$0.00
		Student Support Services Specialists	No charge for Benefits	No charge	\$0.00
		Breakthrough Center Coordinator of Academic Supports	No charge for Benefits	No charge	\$0.00
212-		Math Intervention Specialist	Fringe Benefit for Math Intervention Specialist	\$87,000 x 22% + \$13,913	\$33,053.00
212-		Reading Intervention Specialist	Fringe Benefit for Reading Intervention Specialist	\$87,000 x 22% + \$13,913	\$33,053.00
Total Fixed Charges					\$210,638.00
202-16-02		Consultant Services for identified professional development needs	Needs Assessment #9, 10, 11 This professional development funding will be used to complete targeted professional developments at each school per quarter. The topics will be determined by the Academic and Student Support Specialists.	Four sessions for each school at \$800.00 per session	\$9,600.00
202-16-02		Consultant services for development of project management process	Needs Assessment #10 We will access support services to ensure that the management of the Turnaround Process is effective.	\$25,000 for three Schools and the District	\$25,000.00
Total Contracted Services					\$34,600.00
202-16-03		Office Supplies- binders, paper, file folders, pens, pencils, toner, etc	Office supplies needed to operate the Turnaround Office efficiently.		\$2,000.00

Title I 1003(g) School Improvement Grant
LEA Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School Year: 2013

202-16-03		PD Materials	Needs Assessment # 9, 10, 11 materials needed for professional developments identified based on needs assessments. Items to include- professional reading materials, resources for teachers and staff, manipulative		\$10,000.00
Total Supplies and Materials					\$12,000.00
202-16-04		Travel Costs related to mileage	Needs Assessment #9, 10 To ensure support staff will reimbursement for mileage	aprox 217 miles/person (at .51/mile) x 9	\$1,000.00
202-16-04		Travel to districts to observe turnaround best practices as well as conference fees	Needs Assessment #10 The Turnaround staff will attend national conferences to ensure the continual use of best practices	Location and Provider TBD	\$14,000.00
202-16-03		Printing	To ensure that SIG grant copies along with other SIG related documents are copied and distributed to district staff.	100 copies (grant and amendments) 500 Pages @ \$.10 a copy	\$5,000.00
202-16-03		Food for quarterly meetings	At quarterly data meetings refreshments will be provided.	4 meetings x \$250/meeting	\$1,000.00
202-16-04		9 Blackberries data plans annual fee	Technology expenses for staff to ensure that all staff are able to use technology to remain efficient in supporting the work.	958 X 9	\$8,622.00
Total Other Charges					\$29,622.00
Total Equipment					\$0.00
Total LEA Transfer/Indirect costs					\$227,844.52
Title I 1003(g) Total Requested					\$1,092,704.52

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2011

Category/Object	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-15-01	Salaries & Wages	Assistant Principal for Data and Assessment	Needs Assessment# 4, 5,6 this individual will work with staff to ensure the effective use of data and assessments. The individual will work one day a week at other schools	.7 FTE of Salary x 111,547	\$78,082.90
203-0101	Salaries & Wages	Cherry Hill Instructional Performance Coach (mentor)	Needs Assessment# 4, 5, 6 this full time individual will be a mentor for all staff in the building	1 FTE X 95,000	\$95,000.00
203-09-01	Salaries & Wages	Stipends for Staff for Summer PD	Needs Assessment # 4, 5,6,7,9 professional development activities that will ensure that all staff are familiar with the Friendship Model All will be used for pre-implementation	60 hours x 49 Staff X \$30/hour	\$88,200.00
203-01-01	Salaries & Wages	Stipends for Saturday/afterschool programs	Needs Assessment # 2, 9 To increase time and task of students, and to create a safe learning environment outside of the regular school hours.	100 hours x 10 teachers x \$30/hour	\$30,000.00
Total Salaries/Wages					\$291,282.90
212-	FICA	Stipends for Staff for Summer PD	FICA for Stipends for Staff for Summer PD Per-implementation	\$88,200 x 7.65%	\$6,747.30
212-	Benefits	Cherry Hill Instructional Performance Coach (mentor)	Fringe Benefit for Cherry Hill Instructional Performance Coach (mentor)	\$95,000x 22% + \$13,913	\$34,813.00
Total Fixed Charges					\$41,560.30

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2011

203-01-02	Contracts	Contractual Services -Friendship Public Charter Schools-Staff Salaries	Needs Assessment #11, 12 Partial payment of the following salaries, Deputy Chief Academic Officer, Director of Operations, Baltimore Lead Coach, FPCS Title I Compliance Officer, Director of PLCs, FPCS Budget Lead, Director of Instruction, FPCS Chief Academic Officer, FPCS Senior Project Manager	Breakdown: Deputy Chief Academic Officer (0.5 FTE) Chris Maher 84,075 , Director of Operations (0.5)FTE Katherine Reed 48,975, Baltimore Lead Coach (0.5) Domari Dickinson 44,250, Title I Compliance (.05) Tamika Maulsby 5,900, Director of PLCs (.10) Dan Byerly 9,440, Director of Coaching (.10) Tovah Koplow 11,210, Budget Lead (.05) Billy Horn 7,900, Director of Instruction (0.8) VACANT 96,000, Chief Academic Officer (.05) Michael Cordell 8,750, Senior Manager (.05) James Waller 8,000	\$324,500.00
203-01-02	Contracts	Friendship Operations	Needs Assessment # 9, 10, 11, 12 contract with Friendship schools to provide the following, reading and math support, turnaround principal coaching, data coaching, Urban Teacher Contract for 4 fellows, Lee Cantor Behavior Mgt, Registration for Harvard's National Center on Urban Leadership, Performance Series Assessment (\$15,000 for performance and achievement series used by scant on part of pre-implementation), Parent Engagement stipend for community support person (\$155,000 part of pre-implementation)		\$275,000.00
203-01-02	Contracts	Friendship Costs	Needs Assessment # 9 Convocation and Teacher of the Year events hosted by Friendship Schools Costs for all staff to attend		\$50,000.00
203-01-02	Contracts	Friendship Costs	Needs Assessment #9 Summer Professional Learning Community Meeting for Instructional Leadership Team		\$20,000.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2011

209-26-02	Contracts	Transportation and associated cost for out of state and local college trips	Needs Assessment #4 Students will have the opportunity to see the steps for being able to go to college	Total for Out of State trips (grades 6-8): <u>\$25,000</u> as follows: A. Bus transportation Total \$9,600 for three trips (\$3200 a trip, 1 trip per grade level) B. Food total \$4,400: 8th grade trip(40 participants for 7 meals for three-day-trip = 280 meals @ \$10.00 each = \$2,800, 6th and 7th grade trip = 80 participants for 2 meals for one day trip = 160 meals @ 10.00 = \$,1600) C. Museum and sight seeing allowance: \$3,000 (40 people per trip x 3 trips = 120, 120 x \$25 = 3000) D. Hotel accommodations, 8th grade trip: \$8000 (35 students + 5 adult chaperones, 20 hotel rooms at \$200 a room = \$4,000 per night for two nights Local college field trips: <u>\$5,000</u> : A.(yellow bus transportation \$4,000 (\$1,000 per bus. Two buses each for grades Pre K - 2 and grades 3-5, Each have 75 students and 15 adults) B. Food (snacks for 180 people)	\$30,000.00
Total Contracted Services					\$699,500.00
203.01.03	Materials and Supplies	Materials and Supplies for incentives for behavior Mgt	Needs Assessment # 7 Incentive items for students for the school wide behavior system- such as games, electronic devices, pens, pencils, candy, etc.		\$7,000.00
203-01-03	Materials and Supplies	Uniform fund	.		\$3,000.00
203-01-03	Materials and Supplies	materials and supplies for Parent Meetings	Needs Assessment #8 This will pay for materials for training and development of family members. Items to be purchased are- handbooks, instructional materials for families to use at home, books for home libraries, paper for printing, educational literature, incentive items such as school uniform shirts.		\$6,000.00
203-01-03	Materials and Supplies	Food for parent Meetings	Needs Assessment #8 This will pay for food at the monthly parent meetings	10 meetings X 400/meeting	\$4,000.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2011

203-01-03	Materials and Supplies	supplies for Saturday and After School	Needs Assessment #3 This will pay for consumable items for the extend day. Items such as- instructional games for re-teaching, snacks, paper for printing, pens, pencils, incentives		\$20,541.00
203-01-03		Smart Boards	Needs Assessment #3,4 To ensure teachers are able to provide an engaging enriched curriculum.	Aprox cost of Boards 3,000/board x 10 boards	\$30,000.00
203-01-03		Computers for Staff	Needs Assessment #10 To provide staff with the materials needed to build organizational capacity.	Aprox Cost of 1,000/computer x 10 computers	\$10,000.00
Total Supplies and Materials					\$80,541.00
203-01-04		Mileage and parking	Needs Assessment # 9, 12 to pay for parking so to attend professional workshops		\$10,000.00
203-09-04		Professional Conferences	Needs Assessment # 9, 12 to address the need for professional development experiences for staff.	Location and Provider TBD	\$10,000.00
203-01-04		Black berries for Staff and data plans	Needs Assessment #10 To provide staff with the materials needed to build organizational capacity.	958/annual data plan cost x 9 staff members	\$8,622.00
Total Other Charges					\$28,622.00
Title I 1003(g) Total Requested					\$1,141,506.20

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2012

Category/Object	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-15-01	Salaries & Wages	Assistant Principal for Data and Assessment	Needs Assessment# 4, 5,6 this individual will work with staff to ensure the effective use of data and assessments. The individual will work one day a week at other schools	.7 FTE of Salary x 111,547	\$78,082.90
203-01-01		Cherry Hill Instructional Performance Coach (mentor)	Needs Assessment# 4, 5, 6 this full time individual will be a mentor for all staff in the building	1 FTE X 101,079	\$101,079.00
203-09-01		Stipends for Staff for Summer PD	Needs Assessment # 4, 5,6,7,9 professional development activities that will ensure that all staff are familiar with the Friendship Model	60 hours x 49 Staff X \$30/hour	\$88,200.00
203-01-01		Stipends for Saturday/afterschool programs	Needs Assessment # 2, 9 To increase time and task of students, and to create a safe learning environment outside of the regular school hours.	100 hours x 10 teachers x \$30/hour	\$30,000.00
202-15-01		Principal Bonus	Needs Assessment #1 The principal will receive a bonus for meeting the targets set for their school.	Flat Rate of 12,000	\$12,000.00
202-15-01		Staff Incentive Pay	Needs Assessment #2 If the school meets the targeted benchmarks for year 1 and returns to the school for year 2 they will receive incentive pay.	6 para x 1600 39 additional staff x 2500. Total adjusted by 50% which will be paid for by MSDE through RTTT funds for incentives for teachers in low performing schools.	\$53,550.00
Total Salaries/Wages					\$362,911.90
212-	Benefits	Assistant Principal for Data and Assessment	Fringe Benefit for Assistant Principal for Data and Assessment	\$78,082.90 x 22% + \$13,913	\$31,091.24
212-	Benefits	Cherry Hill Instructional Performance Coach (mentor)	Fringe Benefit for Cherry Hill Instructional Performance Coach (mentor)	\$101,079 x 22% + \$13,913	\$36,150.38
212-	FICA	Stipends for Staff for Summer PD	FICA for Stipends for Staff for Summer PD	\$88,200 x 7.65%	\$6,747.30

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2012

212-	FICA	Stipends for Saturday/afterschool programs	FICA for Stipends for Saturday/afterschool programs	\$30,000 X 7.65%	\$2,295.00
212-	FICA	Principal Incentive	FICA for Principal Incentive	\$12,000 X 7.65%	\$918.00
212-	FICA	Staff Incentive Pay	FICA for Staff Incentive Pay	53,550 x 7.65%	\$4,096.58
Total Fixed Charges					\$81,298.49
203-01-02		Contractual Services -Friendship Public Charter Schools-Staff Salaries	Needs Assessment #11, 12 Partial payment of the following salaries, Deputy Chief Academic Officer, Director of Operations, Baltimore Lead Coach, FPCS Title I Compliance Officer, Director of PLCs, FPCS Budget Lead, Director of Instruction, FPCS Chief Academic Officer, FPCS Senior Project Manager	Breakdown: Deputy Chief Academic Officer (0.5 FTE) Chris Maher 84,075 , Director of Operations (0.5)FTE Katherine Reed 48,975, Baltimore Lead Coach (0.5) Domari Dickinson 44,250, Title I Compliance (.05) Tamika Maulsby 5,900, Director of PLCs (.10) Dan Byerly 9,440, Director of Coaching (.10) Tovah Koplow 11,210, Budget Lead (.05) Billy Horn 7,900, Director of Instruction (0.8) VACANT 96,000, Chief Academic Officer (.05) Michael Cordell 8,750, Senior Manager (.05) James Waller 8,000	\$324,500.00
203-01-02		Friendship Operations	Needs Assessment # contract with Friendship schools to provide the following, reading and math support, turnaround principal coaching, data coaching, Lee Cantor Behavior Mgt, Registration for Harvard's National Center on Urban Leadership, Performance Series Assessment, Parent Engagement stipend for community support person		\$155,000.00
203-01-02		Friendship Costs	Convocation and Teacher of the Year events hosted by Friendship Schools Costs for all staff to attend		\$50,000.00
203-01-02		Friendship Costs	Summer Professional Learning Community Meeting for Instructional Leadership Team		\$20,000.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2012

209-26-02		Transportation and associated cost for out of state and local college trips	Needs Assessment #4 Students will have the opportunity to see the steps for being able to go to college	<p>Total for Out of State trips (grades 6-8): \$25,000 as follows: A. Bus transportation Total \$9,600 for three trips (\$3200 a trip, 1 trip per grade level) B. Food total \$4,400: 8th grade trip(40 participants for 7 meals for three-day-trip = 280 meals @ \$10.00 each = \$2,800, 6th and 7th grade trip = 80 participants for 2 meals for one day trip = 160 meals @ 10.00 = \$,1600) C. Museum and sight seeing allowance: \$3,000 (40 people per trip x 3 trips = 120, 120 x \$25 = 3000) D. Hotel accommodations, 8th grade trip: \$8000 (35 students + 5 adult chaperones, 20 hotel rooms at \$200 a room = \$4,000 per night for two nights Local college field trips: \$5,000: A.(yellow bus transportation \$4,000 (\$1,000 per bus. Two buses each for grades Pre K - 2 and grades 3-5, Each have 75 students and 15 adults) B. Food (snacks for 180 people)</p>	\$30,000.00
Total Contracted Services				\$579,500.00	
203-01-03		Materials and Supplies for incentives for behavior Mgt	Needs Assessment # 7 Incentive items for students for the school wide behavior system- such as games, electronic devices, pens, pencils, candy, etc.		\$7,000.00
203-01-03		Uniform fund	Needs Assessment # 8 To ensure that school families all have the ability to have their child in uniform. Uniform tops and bottoms will be purchased with this funding source.		\$3,000.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2012

203-01-03		materials and supplies for Parent Meetings	Needs Assessment #8 This will pay for materials for training and development of family members. Items to be purchased are- handbooks, instructional materials for families to use at home, books for home libraries, paper for printing, educational literature, incentive items such as school uniform shirts.		\$6,000.00
203-01-03		Food for parent Meetings	Needs Assessment #8 This will pay for food at the monthly parent meetings	10 meetings X 400/meeting	\$4,000.00
203-01-03		supplies for Saturday and After School	Needs Assessment #3 This will pay for consumable items for the extend day. Items such as- instructional games for re-teaching, snacks, paper for printing, pens, pencils, incentives		\$25,000.00
Total Supplies and Materials					\$45,000.00
203-01-04		Mileage and parking	Needs Assessment # 9, 12 to pay for parking so to attend professional workshops		\$10,000.00
203-09-04		Professional Conferences	Needs Assessment # 9, 12 to address the need for professional development experiences for staff.	Location and Provider TBD	\$10,000.00
203-01-04		Black berries for Staff and data plans	Needs Assessment #10 To provide staff with the materials needed to build organizational capacity.	958/annual data plan cost x 9 staff members	\$8,622.00
Total Other Charges					\$28,622.00
203-01-03		Smart Technologies (SMART technologies such as SMART Boards and Student Response systems)	Needs Assessment #3,4 To ensure teachers are able to provide an engaging enriched curriculum.	Aprox cost of 3,000/board x 5 boards Aprox cost of 500/responses system x 10 response systems	\$30,000.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2012

203-01-03	Student Lab Computers	Needs Assessment #3,4 To ensure teachers are able to provide an engaging enriched curriculum.	Aprox cost of 1,000/computer x 100 computers Aprox cost of 300/printer x 30 printers	\$130,000.00
Total Equipment				\$160,000.00
Title I 1003(g) Total Requested				\$1,257,332.39

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2013

Category/Object	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-15-01	Salaries & Wages	Assistant Principal for Data and Assessment	Needs Assessment# 4, 5,6 this individual will work with staff to ensure the effective use of data and assessments. The individual will work one day a week at other schools	.7 FTE of Salary x 111,547	\$78,082.90
203-01-01		Cherry Hill Instructional Performance Coach (mentor)	Needs Assessment# 4, 5, 6 this full time individual will be a mentor for all staff in the building	1 FTE X 101,079	\$101,079.00
203-09-01		Stipends for Staff for Summer PD	Needs Assessment # 4, 5,6,7,9 professional development activities that will ensure that all staff are familiar with the Friendship Model	60 hours x 49 Staff X \$30/hour	\$88,200.00
202-15-01		Stipends for Saturday/afterschool programs	Needs Assessment # 2, 9 To increase time and task of students, and to create a safe learning environment outside of the regular school hours.	100 hours x 10 teachers x \$30/hour	\$30,000.00
202-15-01		Principal Bonus	Needs Assessment #1 The principal will receive a bonus for meeting the targets set for their school.	Flat Rate of 12,000	\$12,000.00
202-15-01		Staff Incentive Pay	Needs Assessment #2 If the school meets the targeted benchmarks for year 1 and returns to the school for year 2 they will receive incentive pay.	6 para x 1600 39 additional staff x 2500. Total adjusted by 50% which will be paid for by MSDE through RTTT funds for incentives for teachers in low performing schools.	\$53,550.00
Total Salaries/Wages					\$362,911.90
212-	Benefits	Assistant Principal for Data and Assessment	Fringe Benefit for Assistant Principal for Data and Assessment	\$78,082.90 x 22% + \$13,913	\$31,091.24
212-	Benefits	Cherry Hill Instructional Performance Coach (mentor)	Fringe Benefit for Cherry Hill Instructional Performance Coach (mentor)	\$101,079 x 22% + \$13,913	\$36,150.38
212-	FICA	Stipends for Staff for Summer PD	FICA for Stipends for Staff for Summer PD	\$88,200 x 7.65%	\$6,747.30

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2013

212-	FICA	Stipends for Saturday/after school programs	FICA for Stipends for Saturday/after school programs	\$30,000 X 7.65%	\$2,295.00
212-	FICA	Principal Incentive	FICA for Principal Incentive	\$12,000 X 7.65%	\$918.00
212-	FICA	Staff Incentive Pay	FICA for Staff Incentive Pay	\$55,350 x 7.65%	\$4,096.58
Total Fixed Charges					\$81,298.49
203-01-02		Contractual Services -Friendship Public Charter Schools-Staff Salaries	Needs Assessment #11, 12 Partial payment of the following salaries, Deputy Chief Academic Officer, Director of Operations, Baltimore Lead Coach, FPCS Title I Compliance Officer, Director of PLCs, FPCS Budget Lead, Director of Instruction, FPCS Chief Academic Officer, FPCS Senior Project Manager	Breakdown: Deputy Chief Academic Officer (0.5 FTE) Chris Maher 84,075 , Director of Operations (0.5)FTE Katherine Reed 48,975, Baltimore Lead Coach (0.5) Domari Dickinson 44,250, Title I Compliance (.05) Tamika Maultsby 5,900, Director of PLCs (.10) Dan Byerly 9,440, Director of Coaching (.10) Tovah Koplow 11,210, Budget Lead (.05) Billy Horn 7,900, Director of Instruction (0.8) VACANT 96,000, Chief Academic Officer (.05) Michael Cordell 8,750, Senior Manager (.05) James Waller 8,000	\$324,500.00
203-01-02		Friendship Operations	Needs Assessment # contract with Friendship schools to provide the following, reading and math support, turnaround principal coaching, data coaching, Lee Cantor Behavior Mgt, Registration for Harvard's National Center on Urban Leadership, Performance Series Assessment, Parent Engagement stipend for community support person		\$155,000.00
203-014-02		Friendship Costs	Convocation and Teacher of the Year events hosted by Friendship Schools Costs for all staff to attend		\$50,000.00
203-01-02		Friendship Costs	Summer Professional Learning Community Meeting for Instructional Leadership Team		\$20,000.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2013

209-26-02		Transportation and associated cost for out of state and local college trips	Needs Assessment #4 Students will have the opportunity to see the steps for being able to go to college	<p>Total for Out of State trips (grades 6-8): \$25,000 as follows: A. Bus transportation Total \$9,600 for three trips (\$3200 a trip, 1 trip per grade level) B. Food total \$4,400: 8th grade trip(40 participants for 7 meals for three-day-trip = 280 meals @ \$10.00 each = \$2,800, 6th and 7th grade trip = 80 participants for 2 meals for one day trip = 160 meals @ 10.00 = \$,1600) C. Museum and sight seeing allowance: \$3,000 (40 people per trip x 3 trips = 120, 120 x \$25 = 3000) D. Hotel accommodations, 8th grade trip: \$8000 (35 students + 5 adult chaperones, 20 hotel rooms at \$200 a room = \$4,000 per night for two nights Local college field trips: \$5,000: A.(yellow bus transportation \$4,000 (\$1,000 per bus. Two buses each for grades Pre K - 2 and grades 3-5, Each have 75 students and 15 adults) B. Food (snacks for 180 people)</p>	\$30,000.00
Total Contracted Services				\$579,500.00	
203-01-03		Materials and Supplies for incentives for behavior Mgt	Needs Assessment # 7 Incentive items for students for the school wide behavior system- such as games, electronic devices, pens, pencils, candy, etc.		\$7,000.00
203-01-03		Uniform fund	Needs Assessment # 8 To ensure that school families all have the ability to have their child in uniform. Uniform tops and bottoms will be purchased with this funding source.		\$3,000.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2013

203-01-03		materials and supplies for Parent Meetings	Needs Assessment #8 This will pay for materials for training and development of family members. Items to be purchased are- handbooks, instructional materials for families to use at home, books for home libraries, paper for printing, educational literature, incentive items such as school uniform shirts.		\$6,000.00
203-01-03		Food for parent Meetings	Needs Assessment #8 This will pay for food at the monthly parent meetings	10 meetings X 400/meeting	\$4,000.00
203-01-03		supplies for Saturday and After School	Needs Assessment #3 This will pay for consumable items for the extend day. Items such as- instructional games for re-teaching, snacks, paper for printing, pens, pencils, incentives		\$25,000.00
Total Supplies and Materials					\$45,000.00
202-16-04		Mileage and parking	Needs Assessment # 9, 12 to pay for parking so to attend professional workshops		\$10,000.00
203-09-04		Professional Conferences	Needs Assessment # 9, 12 to address the need for professional development experiences for staff.	Location and Provider TBD	\$10,000.00
202-15-04		Black berries for Staff and data plans	Needs Assessment #10 To provide staff with the materials needed to build organizational capacity.	958/annual data plan cost x 9 staff members	\$8,622.00
Total Other Charges					\$28,622.00
203-01-03		Smart Technologies (SMART technologies such as SMART Boards and Student Response systems)	Needs Assessment #3,4 To ensure teachers are able to provide an engaging enriched curriculum.	Aprox cost of 3,000/board x 5 boards Aprox cost of 500/responses system x 10 response systems	\$30,000.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Cherry Hill Elementary School
School Year: 2013

203-01-03	Student Lab Computers	Needs Assessment #3,4 To ensure teachers are able to provide an engaging enriched curriculum.	Aprox cost of 1,000/computer x 130 computers	\$130,000.00
Total Equipment				\$160,000.00
Title I 1003(g) Total Requested				\$1,257,332.39

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Frederick Douglass High School
School Year: 2011

Category/Object	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
203-01-01		2 Reading Specialist	Needs Assessments # 3, 4, 5, 6 Reading Specialists who will focus both on the RIZE results as well as other indicators	2FTE X \$83,308	\$166,616.00
203-01-01		Math Interventionist	Needs Assessments # 3, 4, 5, 6 Math Interventionist who will focus on the MAP and benchmark assessment results as well as other indicators	1 FTE X \$83,308	\$83,308.00
207-00-01		1 Social Worker	Needs Assessment #10 An additional Social Worker will be hired to facilitate the SST process and RTI for the students.	1 FTE X \$92,512	\$92,512.00
202-15-01		1 Educational Associate 12 Month / Mentor Coordinator	Needs Assessment #10 Educational Associate will develop a cohort of mentors and coordinate the mentoring services for students	1 FTE X \$96,557	\$96,557.00
203-01-01		Extended Day Cost	Needs Assessment #2 All Staff will stay an additional 45minutes thus increasing their salary by 10.9%	\$5,656,000 X 10.9% Total adjusted by 50% which will be paid for by MSDE	\$308,252.00
203-09-01		Summer PD Cost	Needs Assessment #2 All Staff will attend an additional 5 days of professional development throughout the school year, primarily concentrated in the summer months. Pre-implementation	20 para X 7hr a day @ \$21 x 10 days 60 additional staff X 7hr a day @ \$30 X 10 days	\$155,400.00
Total Salaries/Wages					\$902,645.00
212-		2 Reading Specialist	Fringe Benefit for 2 Reading Specialist	\$13,913 + 22% of salary	\$50,568.52
212-		Math Interventionist	Fringe Benefit for Math Interventionist	\$13,913 + 22% of salary	\$32,240.76
212-		1 Social Worker	Fringe Benefit for 1 Social Worker	\$13,913 + 22% of salary	\$34,265.64
212-		1 Educational Associate 12 Month	Fringe Benefit for 1 Education Associate 12 Month	\$13,913 + 22% of salary	\$35,155.54

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Frederick Douglass High School
School Year: 2011

212-		Extended Day Cost	FICA for Extended Day Cost	\$308,252 X 7.65%	\$23,581.28
Total Fixed Charges					\$175,811.74
203-01-02		Community Resource Liaison	Needs Assessment #7,8 A Community Organization will be contracted with to provide resources to the school around Attendance, Resources, Parent Engagement, and Community Organizations.	Contract with Community Based organization	\$60,727.00
203-01-02		MAP Testing	Needs Assessment #3, 6- Map testing will be administered in addition to City Benchmarks as it is norm referenced test that can be used to target specific skill gap areas.	23.51/student x 760 students	\$17,867.60
203-01-02		Contractual Services with EdWorks	Needs Assessment #6,7,8,9 Edworks will be contracted with to support the implementation of the plan that they created with the school community during their planning year.		\$250,000.00
203-01-03		Printing and postage cost related to mailings to community of FDHS changes	Needs Assessment #7,8 To inform school community of all ongoing events.	Printing \$1,000 mailings \$5,500 (2500 mailings X \$0.44 X 5)	\$6,500.00
209-26-02		Transportation	Needs Assessment # 4 Enrichment and college trips	4 buses X 400 x 6 events	\$9,600.00
Total Contracts					\$344,694.60
203-01-03		materials related to reading interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement reading curriculum- workbooks and student novels		\$14,675.00
203-01-03		materials related to Math interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement math curriculum- workbooks and student manipulatives		\$14,675.00
Total Supplies and Materials					\$29,350.00
Total Other Charges					\$0.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Frederick Douglass High School
School Year: 2011

Total Equipment					\$0.00
Title I 1003(g) Total Requested					\$1,452,501.34

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Frederick Douglass High School
School Year: 2012

Category/Object	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-15-01	Salaries & Wages	2 Data Coaches	Needs Assessments # 3, 4, 5, 6 Data Coaches will provide support to the school leadership and to the teachers and manage the interventionists to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills while meeting the needs of individual learners.	2 FTE X \$111,547	\$223,094.00
202-01-01		2 Reading Specialist	Needs Assessments # 3, 4, 5, 6 Reading Specialists who will focus both on the RIZE results as well as other indicators	2FTE X \$83,308	\$166,616.00
203-01-01		Math Interventionist	Needs Assessments # 3, 4, 5, 6 Math Interventionist who will focus both on the benchmark assessment results as well as other indicators	1 FTE X \$83,308	\$83,308.00
207-00-01		1 Social Worker	Needs Assessment #10 An additional Social Worker will be hired to facilitate the SST process and RTI for the students.	1 FTE X \$92,512	\$92,512.00
202-15-01		1 Educational Associate 12 Month / Mentor Coordinator	Needs Assessment #10 Mentor coordinator will develop a cohort of mentors and coordinate the mentoring services for students	1 FTE X \$121,086	\$121,086.00
203-01-01		Extended Day Cost	Needs Assessment #2 All Staff will stay an additional 45minutes thus increasing their salary by 10.9%	\$7,111,528 X 10.9% Total adjusted by 50% which will be paid for by MSDE through RTTT funds for incentives for teachers in low performing schools.	\$387,578.28
203-09-01		Summer PD Cost	Needs Assessment #2 All Staff will attend an additional 5 days of professional development throughout the school year, primarily concentrated in the summer months.	20 para X 7hr a day @ \$21 x 5 days 80 additional staff X 7hr a day @ \$30 X 5 days	\$98,700.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Frederick Douglass High School
School Year: 2012

202-15-01		Incentive Pay for Staff	Needs Assessment #2 If the school meets the targeted benchmarks for year 1 and returns to the school for year 2 they will receive incentive pay.	20 para x 1600 80additional staff x 2500. Total adjusted by 50% which will be paid for by MSDE through RTTT funds for incentives for teachers in low performing schools.	\$116,000.00
202-15-01		Principal Bonus	Needs Assessment #1 The principal will receive a bonus for meeting the targets set for their school.	Flat rate of 12,000.	\$12,000.00
Total Salaries/Wages					\$1,300,894.28
212-		2 Data Coaches	Fringe benefit for 2 Data Coaches	\$13,913 + 22% of salary	\$62,993.68
212-		2 Reading Specialist	Fringe Benefit for 2 Reading Specialist	\$13,913 + 22% of salary	\$50,568.52
212-		Math Interventionist	Fringe Benefit for Math Interventionist	\$13,913 + 22% of salary	\$32,240.76
212-		1 Social Worker	Fringe Benefit for 1 Social Worker	\$13,913 + 22% of salary	\$34,265.64
212-		1 Mentor Coordinator	Fringe Benefit for 1 Mentor Coordinator	\$13,913 + 22% of salary	\$40,551.92
212-		Extended Day Cost	FICA for Extended Day Cost	\$387,578.28 X 7.65%	\$29,649.72
212-		Summer PD Cost	FICA for Summer PD Cost	\$98,700 X 7.65%	\$7,550.55
212-		Staff Incentive Pay	FICA for Staff Incentive Pay	\$116,000 x 7.65	\$8,874.00
212-		Principal Incentive	FICA for Principal Incentive	\$12,000 X 7.65%	\$918.00
Total Fixed Charges					\$267,612.79
203-01-02		Community Resource Liaison	Needs Assessment #7,8 A Community Organization will be contracted with to provide resources to the school around Attendance, Resources, Parent Engagement, and Community Organizations.	Contract with Community Based organization	\$60,727.00
203-01-02		MAP Testing	Needs Assessment #3, 6- Map testing will be administered in addition to City Benchmarks as it is norm referenced test that can be used to target specific skill gap areas.	23.51/student x 951 students	\$22,358.01

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Frederick Douglass High School
School Year: 2012

203-01-02		Contractual Services with EdWorks	Needs Assessment #6,7,8,9 Edworks will be contracted with to support the implementation of the plan that they created with the school community during their planning year.		\$250,000.00
209-26-02		Transportation	Needs Assessment # 4 Enrichment and college trips	4 buses X 400 x 6 events	\$9,600.00
Total Contracts					\$342,685.01
203-01-03		materials related to reading interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement reading curriculum- workbooks and student novels		\$20,000.00
203-01-03		materials related to Math interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement math curriculum- workbooks and student manipulatives		\$20,000.00
203-01-03		Printing and postage cost related to mailings to community of FDHS changes	Needs Assessment #7,8 To inform school community of all ongoing events.	Printing \$1,000 mailings \$5,500 (2500 mailings X \$0.44 X 5)	\$6,500.00
Total Supplies and Materials					\$46,500.00
Total Other Charges					\$0.00
Total Equipment					\$0.00
Title I 1003(g) Total Requested					\$1,957,692.07

Title I 1003(g) School Improvement Grant

School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Frederick Douglass High School

School Year: 2012

Category/Object	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-15-01	Salaries & Wages	2 Data Coaches	Needs Assessments # 3, 4, 5, 6 Data Coaches will provide support to the school leadership and to the teachers and manage the interventionists to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills while meeting the needs of individual learners.	2 FTE X \$111,547	\$223,094.00
203-01-01		2 Reading Specialist	Needs Assessments # 3, 4, 5, 6 Reading Specialists who will focus both on the RIZE results as well as other indicators	2FTE X \$83,308	\$166,616.00
203-01-01		Math Interventionist	Needs Assessments # 3, 4, 5, 6 Math Interventionist who will focus both on the benchmark assessment results as well as other indicators	1 FTE X \$83,308	\$83,308.00
207-00-01		1 Social Worker	Needs Assessment #10 An additional Social Worker will be hired to facilitate the SST process and RTI for the students.	1 FTE X \$92,512	\$92,512.00
202-15-01		1 Educational Associate 12 Month / Mentor Coordinator	Needs Assessment #10 Mentor coordinator will develop a cohort of mentors and coordinate the mentoring services for students	1 FTE X \$121,086	\$121,086.00
203-01-01		Extended Day Cost	Needs Assessment #2 All Staff will stay an additional 45minutes thus increasing their salary by 10.9%	\$7,111,528 X 10.9% Total adjusted by 50% which will be paid for by MSDE	\$387,578.28
203-09-01		Summer PD Cost	Needs Assessment #2 All Staff will attend an additional 5 days of professional development throughout the school year, primarily concentrated in the summer months.	20 para X 7hr a day @ \$21 x 5 days 80 additional staff X 7hr a day @ \$30 X 5 days	\$98,700.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School: Frederick Douglass High School
School Year: 2012

202-15-01		Incentive Pay for Staff	Needs Assessment #2 If the school meets the targeted benchmarks for year 1 and returns to the school for year 2 they will receive incentive pay.	20 para x 1600 80additional staff x 2500. Total adjusted by 50% which will be paid for by MSDE through RTTT funds for incentives for teachers in low performing schools.	\$116,000.00
202-15-01		Principal Bonus	Needs Assessment #1 The principal will receive a bonus for meeting the targets set for their school.	Flat Rate of 12,000	\$12,000.00
Total Salaries/Wages					\$1,300,894.28
212-		2 Data Coaches	Fringe benefit for 2 Data Coaches	\$13,913 + 22% of salary	\$62,993.68
212-		2 Reading Specialist	Fringe Benefit for 2 Reading Specialist	\$13,913 + 22% of salary	\$50,568.52
212-		Math Interventionist	Fringe Benefit for Math Interventionist	\$13,913 + 22% of salary	\$32,240.76
212-		1 Social Worker	Fringe Benefit for 1 Social Worker	\$13,913 + 22% of salary	\$34,265.64
212-		1 Mentor Coordinator	Fringe Benefit for 1 Mentor Coordinator	\$13,913 + 22% of salary	\$40,551.92
212-		Extended Day Cost	FICA for Extended Day Cost	\$387,578.28 X 7.65%	\$29,649.72
212-		Summer PD Cost	FICA for Summer PD Cost	\$98,700 X 7.65%	\$7,550.55
212-		Staff Incentive Pay	FICA for Staff Incentive Pay	\$116,000 x 7.65	\$8,874.00
212-		Principal Incentive	FICA for Principal Incentive	\$12,000 X 7.65%	\$918.00
Total Fixed Charges					\$267,612.79
203-01-02		Community Resource Liaison	Needs Assessment #7,8 A Community Organization will be contracted with to provide resources to the school around Attendance, Resources, Parent Engagement, and Community Organizations.	Contract with Community Based organization	\$60,727.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Frederick Douglass High School
School Year: 2012

203-01-02		MAP Testing	Needs Assessment #3, 6- Map testing will be administered in addition to City Benchmarks as it is norm referenced test that can be used to target specific skill gap areas.	23.51/student x 951 students	\$22,358.01
203-01-02		Contractual Services with EdWorks	Needs Assessment #6,7,8,9 Edworks will be contracted with to support the implementation of the plan that they created with the school community during their planning year.		\$250,000.00
209-26-02		Transportation	Needs Assessment # 4 Enrichment and college trips	4 buses X 400 x 6 events	\$9,600.00
Total Contracts					\$342,685.01
203-01-03		materials related to reading interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement reading curriculum- workbooks and student novels		\$20,000.00
203-01-03		materials related to Math interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement math curriculum- workbooks and student manipulatives		\$20,000.00
203-01-03		Printing and postage cost related to mailings to community of FDHS changes	Needs Assessment #7,8 To inform school community of all ongoing events.	Printing \$1,000 mailings \$5,500 (2500 mailings X \$0.44 X 5)	\$6,500.00
Total Supplies and Materials					\$46,500.00
Total Other Charges					\$0.00
Total Equipment					\$0.00
Title I 1003(g) Total Requested					\$1,957,692.07

Title I 1003(g) School Improvement Grant

School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Frederick Douglass High School

School Year: 2013

Category/Object	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-15-01	Salaries & Wages	2 Data Coaches	Needs Assessments # 3, 4, 5, 6 Data Coaches will provide support to the school leadership and to the teachers and manage the interventionists to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills while meeting the needs of individual learners.	2 FTE X \$111,547	\$223,094.00
203-01-01		2 Reading Specialist	Needs Assessments # 3, 4, 5, 6 Reading Specialists who will focus both on the RIZE results as well as other indicators	2FTE X \$83,308	\$166,616.00
203-01-01		Math Interventionist	Needs Assessments # 3, 4, 5, 6 Math Interventionist who will focus both on the benchmark assessment results as well as other indicators	1 FTE X \$83,308	\$83,308.00
207-00-01		1 Social Worker	Needs Assessment #10 An additional Social Worker will be hired to facilitate the SST process and RTI for the students.	1 FTE X \$92,512	\$92,512.00
202-15-01		1 Educational Associate 12 Month / Mentor Coordinator	Needs Assessment #10 Mentor coordinator will develop a cohort of mentors and coordinate the mentoring services for students	1 FTE X \$121,086	\$121,086.00
203-01-01		Extended Day Cost	Needs Assessment #2 All Staff will stay an additional 45minutes thus increasing their salary by 10.9%	\$7,111,528 X 10.9% Total adjusted by 50% which will be paid for by MSDE	\$387,578.28
203-09-01		Summer PD Cost	Needs Assessment #2 All Staff will attend an additional 5 days of professional development throughout the school year, primarily concentrated in the summer months.	20 para X 7hr a day @ \$21 x 5 days 80 additional staff X 7hr a day @ \$30 X 5 days	\$98,700.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools
LEA: Baltimore City Public Schools School: Frederick Douglass High School
School Year: 2013

202-15-01		Incentive Pay for Staff	Needs Assessment #2 If the school meets the targeted benchmarks for year 1 and returns to the school for year 2 they will receive incentive pay.	20 para x 1600 80additional staff x 2500. Total adjusted by 50% which will be paid for by MSDE through RTTT funds for incentives for teachers in low performing schools.	\$116,000.00
202-15-01		Principal Bonus	Needs Assessment #1 The principal will receive a bonus for meeting the targets set for their school.	Flat Rate of 12,000	\$12,000.00
Total Salaries/Wages					\$1,300,894.28
212-		2 Data Coaches	Fringe benefit for 2 Data Coaches	\$13,913 + 22% of salary	\$62,993.68
212-		2 Reading Specialist	Fringe Benefit for 2 Reading Specialist	\$13,913 + 22% of salary	\$50,568.52
212-		Math Interventionist	Fringe Benefit for Math Interventionist	\$13,913 + 22% of salary	\$32,240.76
212-		1 Social Worker	Fringe Benefit for 1 Social Worker	\$13,913 + 22% of salary	\$34,265.64
212-		1 Mentor Coordinator	Fringe Benefit for 1 Mentor Coordinator	\$13,913 + 22% of salary	\$40,551.92
212-		Extended Day Cost	FICA for Extended Day Cost	\$387,578.28 X 7.65%	\$29,649.72
212-		Summer PD Cost	FICA for Summer PD Cost	\$98,700 X 7.65%	\$7,550.55
212-		Staff Incentive Pay	FICA for Staff Incentive Pay	\$116,000 x 7.65	\$8,874.00
212-		Principal Incentive	FICA for Principal Incentive	\$12,000 X 7.65%	\$918.00
Total Fixed Charges					\$267,612.79
203-01-02		Community Resource Liaison	Needs Assessment #7,8 A Community Organization will be contracted with to provide resources to the school around Attendance, Resources, Parent Engagement, and Community Organizations.	Contract with Community Based organization	\$60,727.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Frederick Douglass High School
School Year: 2013

203-01-02		MAP Testing	Needs Assessment #3, 6- Map testing will be administered in addition to City Benchmarks as it is norm referenced test that can be used to target specific skill gap areas.	23.51/student x 951 students	\$22,358.01
203-01-02		Contractual Services with EdWorks	Needs Assessment #6,7,8,9 Edworks will be contracted with to support the implementation of the plan that they created with the school community during their planning year.		\$250,000.00
209-26-02		Transportation	Needs Assessment # 4 Enrichment and college trips	4 buses X 400 x 6 events	\$9,600.00
Total Contracts					\$342,685.01
203-01-03		materials related to reading interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement reading curriculum- workbooks and student novels		\$20,000.00
203-01-03		materials related to Math interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement math curriculum- workbooks and student manipulatives		\$20,000.00
203-01-03		Printing and postage cost related to mailings to community of FDHS changes	Needs Assessment #7,8 To inform school community of all ongoing events.	Printing \$1,000 mailings \$5,500 (2500 mailings X \$0.44 X 5)	\$6,500.00
Total Supplies and Materials					\$46,500.00
Total Other Charges					\$0.00
Total Equipment					\$0.00
Title I 1003(g) Total Requested					\$1,957,692.07

Title I 1003(g) School Improvement Grant

School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove

School Year: 2011

Category/Object	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-15-01	Salaries & Wages	Data Coach	Needs Assessments # 3, 4, 5, 6 Data Coaches will provide support to the school leadership and to the teachers and manage the interventionists to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills while meeting the needs of individual learners.	1FTE X \$111,547	\$111,547.00
203-01-01	Salaries & Wages	Reading Specialist	Needs Assessments # 3, 4, 5, 6 Reading Specialists who will focus both on the RIZE results as well as other indicators	1FTE X \$83,308	\$83,308.00
203-01-01	Salaries & Wages	Math Interventionist	Needs Assessments # 3, 4, 5, 6 Math Interventionist who will focus on benchmark assessment results as well as other indicators	1 FTE X \$83,308	\$83,308.00
203-01-01	Salaries & Wages	1 Educational Associate 12 Month - to coordinate Learning to work	Needs Assessment # 4, 5 The Learning to Work Coordinator will ensure that the curriculum is developed and implemented for Learning to Work which is an essential element of 4+1. Relationships will be developed that provide students will work experiences during their time at Ben Franklin.	1 FTE X \$96,557	\$96,557.00
203-01-01	Salaries & Wages	3 Learning to work teachers	Needs Assessment # 4, 5, 8 To engage students in learning to work. Additional staff needed to provide a rigorous learning to work experience for all students.	3 FTE x \$77,479	\$232,437.00
203-01-01	Salaries & Wages	Summer Curriculum Team	Needs Assessment #4, 5 Lead teachers will come in during July to work collaboratively to modify curriculum maps for the coming school year. Pre-implementation	5 teachers 7hrs a day @ \$30.00 for 10 days	\$10,500.00

Title I 1003(g) School Improvement Grant

School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove

School Year: 2011

203-10-01	Salaries & Wages	Summer Guidance Team	Summer Needs Assessment# 5, 8 A team of Guidance Counselors will complete a comprehensive transcript review for every child to ensure that they all have the necessary course sequence for graduation. Pre implementation	5 counselors 7hrs a day @ \$30.00 for 10 days	\$10,500.00
203-09-01	Salaries & Wages	Summer PD Cost	Needs Assessment #2 All Staff will attend an additional 5days of professional development throughout the school year, primarily concentrated in the summer months. Pre-implementation	35 Staff 7hr a day @\$30.00 for 10 days	\$73,500.00
Total Salaries/Wages					\$701,657.00
212-	Benefits	Data Coach	Fringe Benefit for Data Coach	\$111,547 x 22% + \$13,913	\$38,453.34
212-	Benefits	Reading Specialist	Fringe Benefit for Reading Specialist	\$83,308 x 22% + \$13,913	\$32,240.76
212-	Benefits	Math Interventionist	Fringe Benefit for Math Interventionist	\$83,308 x 22% + \$13,913	\$32,240.76
212-	Benefits	1 Educational Associate 12 Month	Fringe benefit for 1 Educational Associate 12 Month	\$96,557 x 22% + \$13,913	\$35,155.54
212-	Benefits	3 Learning to work teachers	Fringe Benefit for 3 Learning to work teachers	\$232,437 x 22% + \$13,913	\$65,049.14
212-	FICA	Summer PD Cost	FICA for Summer PD Cost Pre-implementation	\$73,500 x 7.65%	\$5,622.75
Total Fixed Charges					\$208,762.29
203-01-02	Contracts	Community Resource Liaison	Needs Assessment #7,8 A Community Organization will be contracted with to provide resources to the school around Attendance, Resources, Parent Engagement, and Community Organizations.	Contract with Community Based organization	\$101,368.17

Title I 1003(g) School Improvement Grant

School Budget Narrative for Tier I and Tier II Schools

**LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove
School Year: 2011**

203-09-02	Contracts	Towson University	Needs Assessment #5, 9 This professional development will enhance the instructional programming for students. Teachers will receive instruction from the education department at Towson University and earn 4 graduate credits in "Reading and Writing in the Content Area."	\$20,000.00
203-01-02	Contracts	Mental Health Clinician	Needs Assessment #10 An additional Mental Health Clinician will be hired to facilitate the SST process and RTI for the students.	\$86,136.00
Total Contracts				\$207,504.17
203-01-03	Materials/ Supplies	materials related to reading interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement reading curriculum- workbooks and student novels	\$10,000.00
203-01-03	Materials/ Supplies	materials related to Math interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement math curriculum- workbooks and student manipulatives	\$10,000.00
203-01-03	Materials/ Supplies	Materials for Meet and Greets	Needs Assessment #8 A series of summertime community outreach activities to include "meet and greets" marketing the "New BFHS@MC"- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders. Materials will include promotional items for the school, flyers about new programming, paper to copy flyers and also new student information.	\$1,000.00

Title I 1003(g) School Improvement Grant

School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove

School Year: 2011

203-01-03	Materials/ Supplies	Food for Meet and Greets	Needs Assessment #8 A series of summertime community outreach activities to include "meet and greets" marketing the "New BFHS@MC"- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders.	aprox \$5/person x 200 people	\$1,000.00
Total Supplies and Materials					\$22,000.00
203-01-04	Other	Harvard: Conference	Needs Assessment #11, 12- The leadership team from Benjamin Franklin High School with central office leaders will spend the week of June 26th at Redesigning High Schools for Improved Instruction to develop strategies to monitor and provide feedback to teachers to improve instruction to increases student achievement.	Harvard Costs \$2,450/person registrationPlane Tickets aprox \$250/person Hotel 250/night for 7 nights = \$1750GSA rate for food in Cambridge 71/day/7days = \$4974 staff @ \$4,947 each	\$19,788.00
203-09-04	Other	PD with Capturing Kids Hearts: Conference	Needs Assessment # 7, 8, 9All staff will be trained in the Capturing Kids' Hearts process, which focuses on the identification of a participant's strengths and weaknesses in developing a plan for personal and professional growth. The focus is to improve the teacher's skills in creating a relational environment for student success.	Fixed cost for implementation of professional development	\$15,000
Total Other Charges					\$34,788.00
Total Equipment					\$0.00
Title I 1003(g) Total Requested					\$1,174,711.46

Title I 1003(g) School Improvement Grant

School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove

School Year: 2012

Category/Object	Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
202-15-01	Salaries & Wages	Data Coach	Needs Assessments # 3, 4, 5, 6 Data Coaches will provide support to the school leadership and to the teachers and manage the interventionists to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills while meeting the needs of individual learners.	1FTE X \$111,547	\$111,547.00
203-01-01		Reading Specialist	Needs Assessments # 3, 4, 5, 6 Reading Specialists who will focus both on the RIZE results as well as other indicators	1FTE X \$83,308	\$83,308.00
203-01-01		Math Interventionist	Needs Assessments # 3, 4, 5, 6 Math Interventionist who will focus on benchmark assessment results as well as other indicators	1 FTE X \$83,308	\$83,308.00
203-01-01		1 Educational Associate 12 Month - to coordinate Learning to work	Needs Assessment # 4, 5 The Learning to Work Coordinator will ensure that the curriculum is developed and implemented for Learning to Work which is an essential element of 4+1. Relationships will be developed that provide students will work experiences during their time at Ben Franklin.	1 FTE X \$96,557	\$96,557.00
203-01-01		4 Learning to work teachers	Needs Assessment # 4, 5, 8 To engage students in learning to work. Additional staff needed to provide a rigorous learning to work experience for all students.	4 FTE x \$77,479	\$309,916.00
203-01-01	Stipends	Summer Curriculum Team	Needs Assessment #4, 5 Lead teachers will come in during July to work collaboratively to modify curriculum maps for the coming school year.	5 teachers 7hrs a day @ \$30.00 for 10 days	\$10,500.00

Title I 1003(g) School Improvement Grant

School Budget Narrative for Tier I and Tier II Schools

**LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove
School Year: 2012**

203-10-01	Stipends	Summer Guidance Team	Summer Needs Assessment# 5, 8 A team of Guidance Counselors will complete a comprehensive transcript review for every child to ensure that they all have the necessary course sequence for graduation.	5 counselors 7hrs a day @ \$30.00 for 10 days	\$10,500.00
203-09-01	Stipends	Summer PD Cost	Needs Assessment #2 All Staff will attend an additional 5 days of professional development throughout the school year, primarily concentrated in the summer months.	35 Staff 7hr a day @\$30.00 for 5 days	\$36,750.00
202-15-01		Incentive Pay for Staff	Needs Assessment #2 If the school meets the targeted benchmarks for year 1 and returns to the school for year 2 they will receive incentive pay.	7para x 1600 23 additional staff x 2500. Total adjusted by 50% which will be paid for by MSDE through RTTT funds for incentives for teachers in low performing schools.	\$34,350.00
202-15-01		Principal Bonus	Needs Assessment #1 The principal will receive a bonus for meeting the targets set for their school.	Flat Rate of 12,000	\$12,000.00
Total Salaries/Wages					\$788,736.00
212-	Benefits	Data Coach	Fringe Benefit for Data Coach	\$111,547 x 22% + \$13,913	\$38,453.34
212-	Benefits	Reading Specialist	Fringe Benefit for Reading Specialist	\$83,308 x 22% + \$13,913	\$32,240.76
212-	Benefits	Math Interventionist	Fringe Benefit for Math Interventionist	\$83,308 x 22% + \$13,913	\$32,240.76
212-	Benefits	1 Educational Associate 12 Month	Fringe benefit for 1 Educational Associate 12 Month	\$96,557 x 22% + \$13,913	\$35,155.54
212-	Benefits	4 Learning to work teachers	Fringe Benefit for 4 Learning to work teachers	\$309,916 x 22% + \$13913	\$82,094.52
212-	FICA	Summer Curriculum Team	FICA Summer Curriculum Team	\$10,500 x 7.65%	\$803.25
212-	FICA	Summer Counselors	FICA for Summer Counselors	\$10,500 x 7.65%	\$803.25
212-	FICA	Summer PD Cost	FICA for Summer PD Cost	\$36,750x 7.65%	\$2,811.38
212-	FICA	Incentive Pay for Staff	FICA for Incentive Pay for Staff	\$34,350 x 7.65%	\$2,627.78
212-	FICA	Principal Incentive	FICA for Principal Incentive	\$12,000 x 7.65%	\$918.00
Total Fixed Charges					\$228,148.57

Title I 1003(g) School Improvement Grant

School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove

School Year: 2012

203-01-02		Community Resource Liaison	Needs Assessment #7,8 A Community Organization will be contracted with to provide resources to the school around Attendance, Resources, Parent Engagement, and Community Organizations.	Contract with Community Based organization	\$101,368.64
203-09-02		Towson University	Needs Assessment #5, 9 This professional development will enhance the instructional programming for students. Teachers will receive instruction from the education department at Towson University and earn 4 graduate credits in "Reading and Writing in the Content Area."		\$20,000.00
203-01-02		Mental Health Clinician	Needs Assessment #10 An additional Mental Health Clinician will be hired to facilitate the SST process and RTI for the students.		\$86,136.00
Total Contracts					\$207,504.64
203-01-03		materials related to reading interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement reading curriculum- workbooks and student novels		\$15,000.00
203-01-03		materials related to Math interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement math curriculum- workbooks and student manipulatives		\$15,000.00

Title I 1003(g) School Improvement Grant

School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove

School Year: 2012

203-01-03		Materials for Meet and Greets	Needs Assessment #8 A series of summertime community outreach activities to include "meet and greets" marketing the "New BFHS@MC"- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders. Materials will include promotional items for the school, flyers about new programming, paper to copy flyers and also new student information.		\$1,000.00
203-01-03		Food for Meet and Greets	Needs Assessment #8 A series of summertime community outreach activities to include "meet and greets" marketing the "New BFHS@MC"- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders.	Approximately \$5/person X 200 people	\$1,000.00
Total Supplies and Materials					\$32,000.00
203-09-04		Harvard: Conference	Needs Assessment #11, 12- The leadership team from Benjamin Franklin High School with central office leaders will spend the week of June 26th at Redesigning High Schools for Improved Instruction to develop strategies to monitor and provide feedback to teachers to improve instruction to increases student achievement.	Harvard Costs \$2,450/person registration Plane Tickets aprox \$250/person Hotel 250/night for 7 nights = \$1750 GSA rate for food in Cambridge 71/day/7days = \$497 4 staff @ \$4,947 each	\$19,788.00

Title I 1003(g) School Improvement Grant

School Budget Narrative for Tier I and Tier II Schools

**LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove
School Year: 2012**

203-09-04		PD with Capturing Kids Hearts: Conference	Needs Assessment # 7,8,9 All staff will be trained in the Capturing Kids' Hearts process, which focuses on the identification of a participant's strengths and weaknesses in developing a plan for personal and professional growth. The focus is to improve the teacher's skills in creating a relational environment for student success.	Fixed cost for implementation of professional development	\$15,000
Total Other Charges					\$34,788.00
Total Equipment					\$0.00
Title I 1003(g) Total Requested					\$1,291,177.21

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove
School Year: 2013

Line Item	Purpose	Explain how the expenditure address the implementation of the Required and /or Permissible Components of the Intervention Model	Calculations	Amount
Salaries & Wages	Data Coach	Needs Assessments # 3, 4, 5, 6 Data Coaches will provide support to the school leadership and to the teachers and manage the interventionists to analyze and interpret the student data, as well as provide other strategies for teachers to use to help students master these skills while meeting the needs of individual learners.	1FTE X \$111,547	\$111,547.00
	Reading Specialist	Needs Assessments # 3, 4, 5, 6 Reading Specialists who will focus both on the RIZE results as well as other indicators	1FTE X \$83,308	\$83,308.00
	Math Interventionist	Needs Assessments # 3, 4, 5, 6 Math Interventionist who will focus on benchmark assessment results as well as other indicators	1 FTE X \$83,308	\$83,308.00
	1 Educational Associate 12 Month - to coordinate Learning to work	Needs Assessment # 4,5 The Learning to Work Coordinator will ensure that the curriculum is developed and implemented for Learning to Work which is an essential element of 4+1. Relationships will be developed that provide students will work experiences during their time at Ben Franklin.	1 FTE X \$96,557	\$96,557.00
	4 Learning to work teachers	Needs Assessment # 4, 5, 8 To engage students in learning to work. Additional staff needed to provide a rigorous learning to work experience for all students.	4 FTE x \$77,479	\$309,916.00
Stipends	Summer Curriculum Team	Needs Assessment #4, 5 Lead teachers will come in during July to work collaboratively to modify curriculum maps for the coming school year.	5 teachers 7hrs a day @ \$30.00 for 10 days	\$10,500.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove
School Year: 2013

Stipends	Summer Guidance Team	Summer Needs Assessment# 5, 8 A team of Guidance Counselors will complete a comprehensive transcript review for every child to ensure that they all have the necessary course sequence for graduation.	5 counselors 7hrs a day @ \$30.00 for 10 days	\$10,500.00
Stipends	Summer PD Cost	Needs Assessment #2 All Staff will attend an additional 5 days of professional development throughout the school year, primarily concentrated in the summer months.	35 Staff 7hr a day @\$30.00 for 5 days	\$36,750.00
	Incentive Pay for Staff	Needs Assessment #2 If the school meets the targeted benchmarks for year 1 and returns to the school for year 2 they will receive incentive pay.	7para x 1600 23 additional staff x 2500. Total adjusted by 50% which will be paid for by MSDE through RTTT funds for incentives for teachers in low performing schools.	\$34,350.00
	Principal Bonus	Needs Assessment #1 The principal will receive a bonus for meeting the targets set for their school.	Flat Rate of 12,000	\$12,000.00
				\$788,736.00
Benefits	Data Coach	Fringe Benefit for Data Coach	\$111,547 x 22% + \$13,913	\$38,453.34
Benefits	Reading Specialist	Fringe Benefit for Reading Specialist	\$83,308 x 22% + \$13,913	\$32,240.76
Benefits	Math Interventionist	Fringe Benefit for Math Interventionist	\$83,308 x 22% + \$13,913	\$32,240.76
Benefits	1 Educational Associate 12 Month	Fringe benefit for 1 Educational Associate 12 Month	\$96,557 x 22% + \$13,913	\$35,155.54
Benefits	4 Learning to work teachers	Fringe Benefit for 4 Learning to work teachers	\$309,916 x 22% + \$13913	\$82,094.52
FICA	Summer Curriculum Team	FICA Summer Curriculum Team	\$10,500 x 7.65%	\$803.25
FICA	Summer Counselors	FICA for Summer Counselors	\$10,500 x 7.65%	\$803.25
FICA	Summer PD Cost	FICA for Summer PD Cost	\$36,750 x 7.65%	\$2,811.38
FICA	Incentive Pay for Staff	FICA for Incentive Pay for Staff	\$34,350 x 7.65%	\$2,627.78
FICA	Principal Incentive	FICA for Principal Incentive	\$12,000 x 7.65%	\$918.00
				\$228,148.57

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove
School Year: 2013

	Community Resource Liaison	Needs Assessment #7,8 A Community Organization will be contracted with to provide resources to the school around Attendance, Resources, Parent Engagement, and Community Organizations.	Contract with Community Based organization	\$101,368.64
	Towson University	Needs Assessment #5, 9 This professional development will enhance the instructional programming for students. Teachers will receive instruction from the education department at Towson University and earn 4 graduate credits in "Reading and Writing in the Content Area."		\$20,000.00
	Mental Health Clinician	Needs Assessment #10 An additional Mental Health Clinician will be hired to facilitate the SST process and RTI for the students.		\$86,136.00
				\$207,504.64
	materials related to reading interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement reading curriculum- workbooks and student novels		\$15,000.00
	materials related to Math interventions	Needs Assessment# 4, 5 Consumable materials for intervention groups to supplement math curriculum- workbooks and student manipulatives		\$15,000.00

Title I 1003(g) School Improvement Grant
School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove
School Year: 2013

	Materials for Meet and Greet	Needs Assessment #8 A series of summertime community outreach activities to include "meet and greets" marketing the "New BFHS@MC"- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders. Materials will include promotional items for the school, flyers about new programming, paper to copy flyers and also new student information.		\$1,000.00
	Food for Meet and Greet	Needs Assessment #8 A series of summertime community outreach activities to include "meet and greets" marketing the "New BFHS@MC"- Small group sessions with teachers, parents and students would be conducted to share the new philosophy and gather input from all stakeholders.	aprox \$5/person x 200 people	\$1,000.00
				\$32,000.00
	Harvard: Conference	Needs Assessment #11, 12- The leadership team from Benjamin Franklin High School with central office leaders will spend the week of June 26th at Redesigning High Schools for Improved Instruction to develop strategies to monitor and provide feedback to teachers to improve instruction to increases student achievement.	Harvard Costs \$2,450/person registration Plane Tickets aprox \$250/person Hotel 250/night for 7 nights = \$1750 GSA rate for food in Cambridge 71/day/7days = \$497 4 staff @ \$4,947 each	\$19,788.00

Title I 1003(g) School Improvement Grant

School Budget Narrative for Tier I and Tier II Schools

LEA: Baltimore City Public Schools School: Benjamin Franklin High School at Masonville Cove

School Year: 2013

		Needs Assessment # All staff will be trained in the Capturing Kids' Hearts process, which focuses on the identification of a participant's strengths and weaknesses in developing a plan for personal and professional growth. The focus is to improve the teacher's skills in creating a relational environment for student success.		
	PD with Capturing Kids Hearts: Conference		Fixed cost for implementation of professional development	\$15,000.00
				\$34,788.00
				\$0.00
				\$1,291,177.21

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	\$3,768,719	AMENDED BUDGET #		REQUEST DATE	08/19/11
GRANT NAME	Title I 1003(G)- SIG II- SCHOOLS	GRANT RECIPIENT NAME	BALTIMORE CITY PUBLIC SCHOOLS		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	BALTIMORE CITY PUBLIC SCHOOLS		
FUND SOURCE CODE		GRANT PERIOD	07/01/2011 TO 06/30/2012		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	286,187.00						286,187.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	1,199,786.00	1,192,099.00	131,891.00	38,410.00			2,562,186.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	317,100.00	20,000.00		25,000.00			362,100.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.	92,512.00						92,512.00
208 Student Health Services							0.00
209 Student Transportation		39,600.00					39,600.00
210 Plant Operation							0.00
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				426,134.00			426,134.00
214 Community Services							0.00
215 Capital Outlay							0.00
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,895,585.00	1,251,699.00	131,891.00	489,544.00	0.00	0.00	3,768,719.00

Finance Official Approval D. MICHAEL FRIST Signature [Signature] Date 9/2/11 Telephone # 410-396-8745

Supt./Agency Head Approval ANDRÉS A. ALONSO Signature [Signature] Date _____ Telephone # 410-396-8803

MSDE Grant Manager Approval _____ Signature _____ Date _____ Telephone # _____

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	\$933,756	AMENDED BUDGET #		REQUEST DATE	08/19/11
GRANT NAME	Title I 1003(G)- SIG II- LEA	GRANT RECIPIENT NAME	BALTIMORE CITY PUBLIC SCHOOLS		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME	BALTIMORE CITY PUBLIC SCHOOLS		
FUND SOURCE CODE		GRANT PERIOD	07/01/11	TO	06/30/12

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							0.00
Prog. 21 General Support						191,365.00	191,365.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							147,547.00
Prog. 15 Office of the Principal	147,547.00						147,547.00
Prog. 16 Inst. Admin. & Supv.	267,250.00	37,100.00	42,459.00	17,894.00			364,703.00
203-205 Instruction Categories							0.00
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							0.00
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							0.00
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				230,141.00			230,141.00
214 Community Services							0.00
215 Capital Outlay							0.00
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	414,797.00	37,100.00	42,459.00	248,035.00	0.00	191,365.00	933,756.00

Finance Official Approval D. MICHAEL FRIST  9/2/11 410-396-8745
Name Signature Date Telephone #

Supt./Agency Head Approval ANDRÉS A. ALONSO  9-13-11 410-396-8803
Name Signature Date Telephone #

MSDE Grant Manager Approval _____
Name Signature Date Telephone #

Grant Budget C-1-25 Rev. 01/20/07

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 federal funds. City Schools has long history of implementing and managing federally connected programs, averaging \$280 million a year of federal, state and private grant funds. City Schools is a public K-12 institution of Local Educational Agency (LEA), an arm of local government. As a result, City Schools 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 multiculturally diverse staff of City Schools is certified and experienced at delivering services to the City's multiculturally diverse student population from this urban setting.

In order to ensure the school system follows GEPA assurance, City Schools 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 applicants with special needs, and ensuring that each candidate 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;
- Providing e-mails, newsletters and other electronic documents in simple text form for speak text document readers; and

- Ensuring that the Web site 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 of 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.

Tier I, II, and III GRANT SPECIFIC and GENERAL ASSURANCES

2010 Title I 1003(g) School Improvement Grant

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. The Grantee [LEA] will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
2. 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 Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. If it implements a restart model in a Tier I or Tier II school, the Grantee [LEA] 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 requirements.
4. The Grantee [LEA] will report to the Maryland State Department of Education the school-level data required under section III of the final requirements. These data elements are outlined in Appendix F of this document and will be reported by the Grantee to MSDE in a timely way.
5. 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.
6. 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, failures 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.
7. 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.
8. 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.
9. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
10. 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.
11. 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.
12. 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.
13. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.

14. 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.
15. 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.

Superintendent of Schools/ Head of Grantee Agency	Date

WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- X "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ⑨ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.